

EIR TA

Navigating Challenges

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WELCOME AND INTRODUCTIONS



U.S. Department of Education



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FACILITATOR



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EIR GRANTEE PANELISTS



Chad Vignola
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Collaborative, NYU



Laura Hauerwas, Ph.D.
EIR Scaling SRSD
Project Director



Jennifer Stevens
President & CEO
Virginia Ed Strategies



AGENDA

Time	Activity
1:00 PM	Welcome, Introductions and Objectives
1:03 PM	Opening Remarks from the EIR Program Office
1:08 PM	Grantee Panel Presentation
1:32 PM	Breakouts
2:05 PM	Share-out and Q&A
2:30 PM	Conclusion



WEBINAR OBJECTIVES

- Hearing about a variety of challenges faced by EIR grantees and other attendees
- Identifying possible solutions to challenges
- Learning about how others have mitigated challenges and how their solutions might be applied broadly



Comments from the EIR Program Office



Literacy Design Collaborative, NYU

Chad Vignola



Instructional Systems Approach (Curriculum, PD, Assessment)

Theory of Action: Improve and Measure Instructional Leadership Team support for teacher PLC instruction of rigorous standards (NGSS, C3, CCRB)

70 Urban Schools (NYCDOE/LAUSD)
70 Rural Schools (Kentucky)

Tech-Enabled, Objective Measurement of Asynchronous and Synchronous ILT PD



EIR Challenges

School Recruitment

- School Leadership chary to ask COVID-exhausted teachers to do “anything new” (not that instruction of national standards is new)
- Change in District Leadership (LAUSD)
- Rural Leadership Capacity to Engage in Systems Change
- Strong Antipathy to RCT Evaluation Model



Practicality of Theory of Action

- Prior USDOE i3 Validation Grant Theory of Action relied upon LDC's external micro-credentialed coaches providing synchronous and asynchronous PD directly to teacher PLCs
- EIR Grant instead relies on internal school ILTs. But practically already have been responsible for years to improve teacher skill: Can LDC make ILTs better and how will LDC know (measure)



EIR Scaling SRSD

Dr. Laura Hauerwas



EIR Scaling SRSD Project

Partnership:

- Providence College, AIR, NWP, SRSD Online
- ~50 elementary schools + recruiting more for Fall 2024

Multifaceted Professional Learning

- Performance-based, instructional materials, and mentoring
- Self-paced Modules and Implementation Webinars

Sustainable Approach

- Empowering Facilitators
- Systems Change Focus

Our Research:

- Expanding investigation of What Works to implement SRSD school-wide

Implementation and Scale: Features of professional learning and school context that sustain SRSD

RCT Cohort 3: Impact on student writing, SEL, ELA, and teacher efficacy for teacher writing

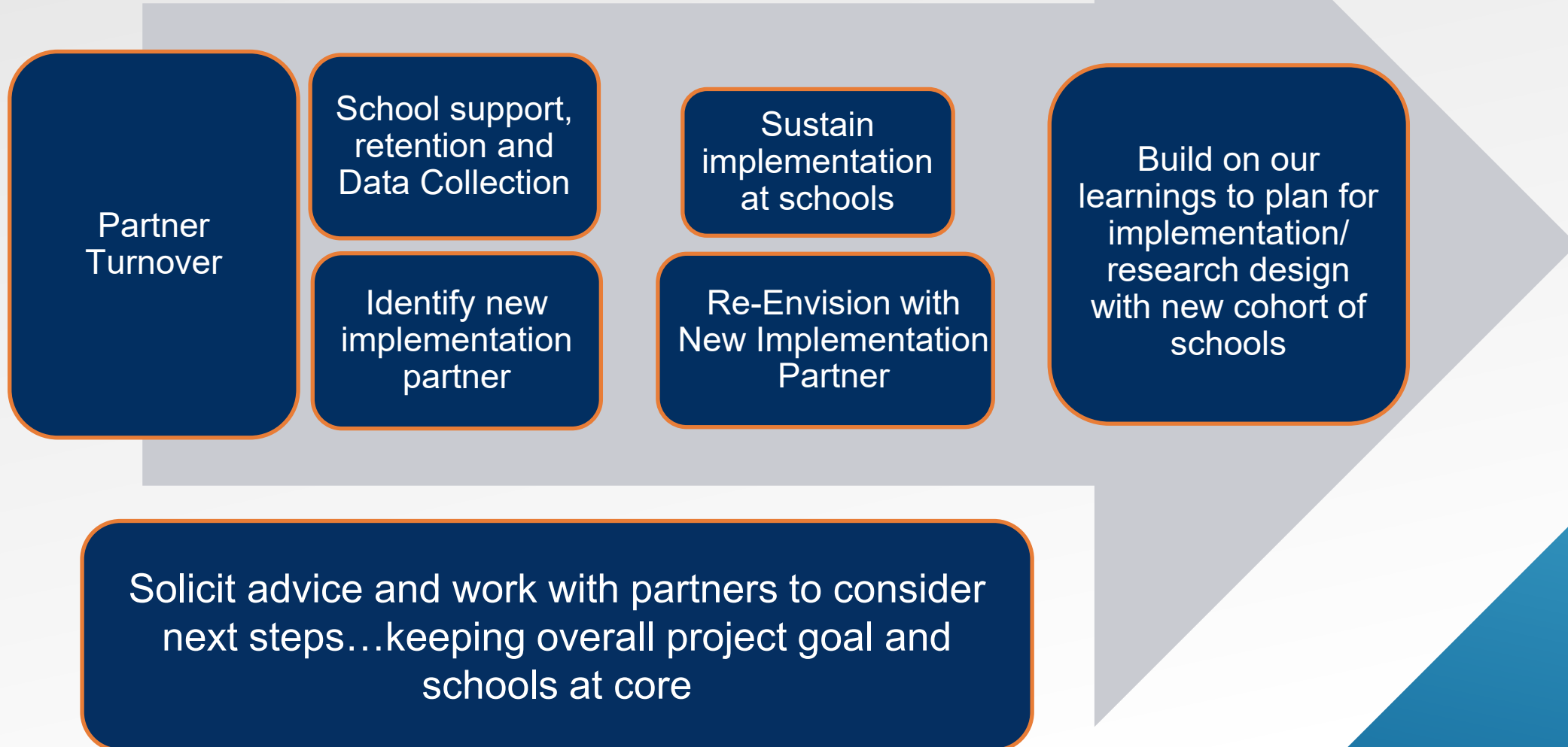
What are the Goals?

We aim to expand the reach of Self-Regulated Strategy Development (SRSD), a well-researched method for teaching writing which involves:

- Explicit Writing Instruction**
Help students complete the writing process across multiple genres.
- Self-Regulation**
Enable students to manage their emotions and thoughts while writing.
- Formative Assessments**
Equip teachers to tailor instruction and let students set and monitor their goals—key to Social Emotional Learning.



Challenges > Opportunities



Virginia Ed Strategies

Jennifer Stevens



CHOICE in Professional Learning

- \$10.8m EIR grant (FY2020)
- Studying the impact of giving teachers autonomy in PL
- 1000+ Virginia teachers
- Key components of CHOICE:
 - ▶ Self-assessment
 - ▶ CHOICE Dashboard
 - ▶ Virtual PLC and CoPs
 - ▶ Teacher-selected PL



LET US PAY FOR YOUR PROFESSIONAL LEARNING

CHOICE Funding for PL is available to high school math, science, CTE, and computer science teachers.

**GO WHERE YOU WANT.
LEARN WHAT YOU NEED.**

Teachers receive up to \$2000 each school year to use for professional learning (PL) they choose - classes, conferences, workshops, certifications, etc.





CHOICE Dashboard



Professional Learning
Community

Community
of Practice

Professional
Learning

Project
Support
Resources

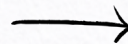


Teachers experience a
supportive environment
for professional growth.

Teachers' individual self -efficacy
increases, and teachers gain new
knowledge and skills from
completed PL.



Students' engagement, confidence, and academic
outcomes in math, science, computer science, and
CTE courses improve. Positive, sustained impact
on student learning is achieved and students are
better prepared to pursue STEM careers.



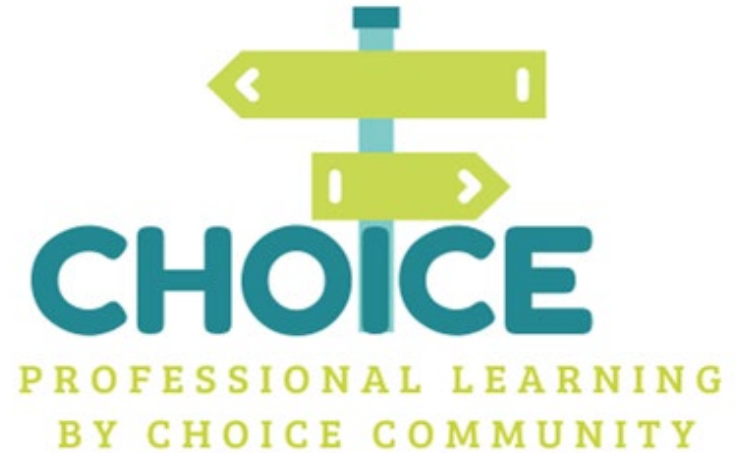
EMPOWERMENT

ONGOING SUPPORT

FUNDING

PEER COLLABORATION

CUSTOMIZATION



"...I feel like the opportunities that this program has given me reminded me of my core values and why I love teaching..."

Cohort 1 Teacher

QUESTIONS?



BREAKOUT ROOMS:

- **Recruitment**
- **Staff turnover**
- **Competing with other programs**
- **Navigating local/district/state context**



SHARE-OUT/Q&A



RESOURCES

- U.S. Department of Education EIR Program and Resources – <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/education-innovation-and-research-eir/>



THANK YOU!

