

Literacy  
Improvement

PARTNERSHIP



Facilitating Improvement in Teacher Practice

# Learning Module 6 Workbook

## Prototyping Change Ideas



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# Module 6 learning targets and agenda

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Learning targets:

- Understand the difference between a change concept, a change idea, and a prototype.
- Understand some guidelines for selecting a change idea.
- Understand what evidence-based practices are.
- Practice developing a prototype.

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## Agenda

	<b>Key content</b>
Opening	<ul style="list-style-type: none"><li>• Welcome</li><li>• Logistics</li></ul>
Part 1	<ul style="list-style-type: none"><li>• Selecting a change idea</li><li>• Using evidence-based practice</li></ul>
Part 2	<ul style="list-style-type: none"><li>• Prototyping</li></ul>
Closing & Next Steps	<ul style="list-style-type: none"><li>• Module review</li><li>• Action period work</li></ul>

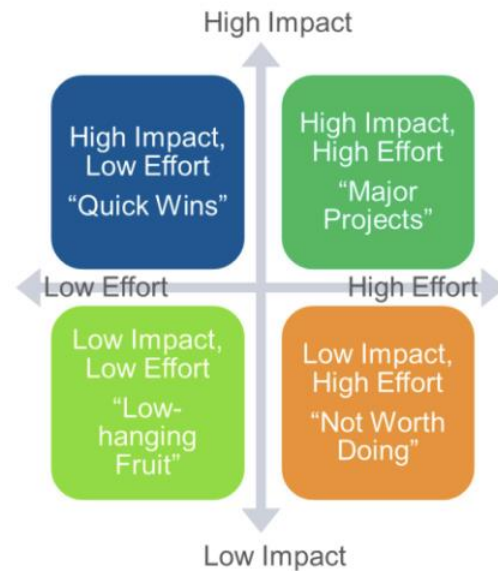
## PART 1

# Selecting a change idea

What is a change idea?

**Change ideas** are specific work practices or interventions that represent an **alteration** to how work is currently done. When selecting change ideas, consider the effort, time, and resources that will be required to get the desired impact. Utilize all available resources to generate your ideas, including the following.

- **Available research**—scan research for evidence-based solutions.
- **Practice knowledge**—learn from peers or other districts.
- **Adaptation**—adapt a successful solution for a similar issue.
- **Design/creative thinking**—create a new process or tool to fill a gap.



## Small-group activity

In trios, sort the following activities into their appropriate quadrants. Impact/effort: Q1—low/low, Q2—low/high, Q3—high/low, Q4—high/high

- Changing the bell schedule to accommodate intervention time
- A process for meeting with students in small groups
- A discussion protocol for students to use with one another
- A new grading process
- A series of thematic field trips to support learning
- A system for personalized learning for students

Why does each idea belong in the quadrant you selected?

### Common pitfalls when developing change ideas

- Identifying a change concept but not a specific change idea.
- Selecting change ideas that are not changes, but instead are more resources to continue doing the same thing.
- Not considering promising practices from others because you are convinced your problem is unique.
- Trying to find the perfect solution and never getting started on anything.

### Your change idea should ...

- Address a problem that is regularly occurring.
- Be something that will be used regularly (daily/weekly).
- Be specific and actionable.
- Have a high impact for the effort it takes to implement.

## Using evidence-based practice

When selecting change ideas, it is always a good idea to first review the relevant research to see if someone has already developed a possible solution to your problem with some degree of documented success. The Every Student Succeeds Act (ESSA), from the U.S. Department of Education, identified four tiers for evidence-based practice to support educational institutions in critically examining the solutions they choose to implement.

### ESSA evidence tiers

- **Tier 1:** Strong Evidence—practices supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2:** Moderate Evidence—practices supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3:** Promising Evidence—practices supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4:** Demonstrates a Rationale—practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

## Using research to identify a change idea

### Step 1

Clarify the problem you want your prototype to solve based on your root cause analysis.

Example: Many of our students are chronically absent because they do not have a sense of belonging at the school.

### Step 2

Review research to identify evidence-based practices to promote a sense of belonging.

Research suggests that building relationships and understanding what is going on in the students' lives helps build a sense of belonging.

### Step 3

Select an evidence-based practice as your change idea that is high leverage and low effort.

Change idea: Conduct regular one-to-one check-ins with students to build relationships.

Evidence-based practices can be found in a variety of places, but we are sharing resources that were developed specifically for educators by the U.S. Department of Education, Institute for Educational Sciences (IES). They are the What Works Clearinghouse Practice Guides.

The practice guides are organized around a variety of topics central to education reform and offer a selection of research-based practices listed with the strength of the evidence of effectiveness.

Link: <https://ies.ed.gov/ncee/wwc/PracticeGuides>

Take 10 minutes to explore one of these practice guides.

While you explore, consider the following questions:


- What did you identify that you want to take a closer look at?
- What do you want to bring back to share with your team?

## Notes

## PART 2

# Prototyping

**EQUITY**



**PAUSE**

**Tools and processes are created in classrooms to meet a specific instructional need but do not always consider the impact of those tools and processes on individual students.**

- How might a tool or process in a classroom exacerbate inequities for particular students?
- How might you support teachers to think about the possible unintended consequences of innovation?

What is a prototype?

A **prototype** is an early sample or model built to test a concept or process. Prototyping is one of the fundamental processes for design and has been around as long as humans have been creating new things.

- A prototype is something created from your identified change idea that is *testable*, *revisable*, and *shareable*.
- It helps teammates be clear on what exactly they are testing.
- It can be an adaptation from an existing resource or something newly created for the situation.

### Examples of teacher practice prototypes:

- Home–school communication journals.
- Agenda template for weekly team meetings.
- Checklist to monitor planning process.
- Morning meeting routine.
- Peer-to-peer discussion protocols.
- An instructional practice from research or a practice guide.
- Transition time routine.

Your team can work together to come up with initial prototypes. Some development processes include the following:

- Create a storyboard.
- Create a mood or vision board.
- Draw a diagram.
- Mock up a document.
- Lay out your idea with sticky notes.
- Sketch it.



## Small-group activity

In small groups, develop a prototype for one of the following change ideas:

- A discussion protocol for students to use with one another.
- A student self-assessment routine.
- A peer collaboration routine.
- A class meeting routine.
- A class transition routine.
- A feedback routine for lesson planning with a team.
- Your choice: an idea generated by your small group.

**Note:** The prototype does not need to be perfect. You may use any prior knowledge or access the internet or evidence-based practice guides to support your work.

## Next steps

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### Module review

During this module, our learning targets were to:

Understand the difference between a change concept, a change idea, and a prototype.

Understand some guidelines for selecting a change idea.

- Selecting a change idea.

Understand what evidence-based practices are.

- Using evidence-based practice.

Practice developing a prototype.

- Prototyping.

### Action period for Module 6

- Plan and facilitate a learning huddle to ...
  - Identify a change concept.
  - Prototype a change idea.
  - Include time for an equity pause to discuss assumptions around effort and impact.
- Use the “meeting success criteria” to monitor team dynamics.
- Anticipate places where you may encounter and need to shift unproductive discourse.

### Closing reflection

What are you thinking about focusing on next to continue this work?

Notes

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