

**** We are recording this webinar to share with other districts in AK**

*****Materials and slides for this webinar are available here:**

Facilitator Guide - <https://bit.ly/EBIWebinar1LP>



Slide Deck - <https://bit.ly/EBIWebinar1>



Evidence Based Intervention Resource Sites

Pie, anyone?

** This Webinar is Being Recorded **

Where to Find and How to Navigate Evidenced-Based Interventions

Alaska Department of Education and Early Development

Rya Waldern, Science / Math Content Specialist

Curtis Jensen, ELA / Social Studies Content Specialist

February 2025



Content Specialists: Meet Our Team



Curtis Jensen

Curtis Jensen is the ELA and Social Studies Content Specialist for the Department of Education and Early Development. Curtis comes to DEED with 10 years of teaching experience and 4 years experience as an Instructional Coach.



Ryia Waldern

Ryia Waldern is the Math and Science Content Specialist for the Department of Education and Early Development. She comes to DEED with 15 years of classroom experience spanning 6th-12th grades in both traditional middle school settings and alternative high school programs.

Content Specialists: Purpose

- Support DEED staff, districts, and teachers through webinars, professional development and resources in math, science, social studies, and ELA content areas
- Support school districts in reviewing, unpacking, and implementing Alaska state standards
- Support teachers in using content-specific literacy strategies based on Science of Reading
- Share evaluative tools for curriculum review/renewal cycles and instructional materials choice
- Support statewide assessment and content alignment

Norms & Expectations

We are committed to having a productive and respectful meeting.

Please:

Be present and focused on the important work and time we share together

- Please leave your camera on
- Plan on participating
- Use considerate & respectful speech in breakout rooms, discussions, chat, etc.
- Share air time
- Be open to perspectives and positions which aren't your own
- Reflective, quiet moments are valuable!

Finding and Navigating Evidence-Based Interventions (EBI's)

Frame: *We will:*

- Define some key EBI terms
- Explore ESSA Tiers of Evidence (handout & video)
- Explore EBI resource sites: IES: What Works Clearinghouse, IES: Regional Education Labs, Visible Learning, Ed Reports, Evidence for ESSA
- Use some high-leverage literacy best practices as we go

Close (written; digital Parking Lot): *I will:*

- Summarize where to find / how to navigate EBI's
- Describe pitfalls to watch out for when looking for evidence-based interventions
- Name your school plan's priority content / instructional areas

Warm up:

Chat Waterfall:

- *Write your response in the chat*
- *Don't press enter till the instructor says so*
- *Everyone submits their response at once*

Prompt:

List:

- *Your Name*
- *Your School / district*
- *Priority content or instructional areas for your school plan*

Key Vocabulary

The Every Student Succeeds Act (ESSA): A federal law that aims to improve the quality of education for all students. ESSA was signed by President Obama in 2015, replacing the No Child Left Behind Act (NCLB). ESSA is not ESEA.

Evidence-based intervention (EBI): a practice, procedure, program, or policy that has been shown to be effective and improve outcomes. The effects of an EBI are clearly linked to the activities themselves, not to outside events. EBI's are not to be confused with Tier 1-3 / MTSS interventions (though they are related).

Evidence-based interventions (EBI) vs Research based intervention:

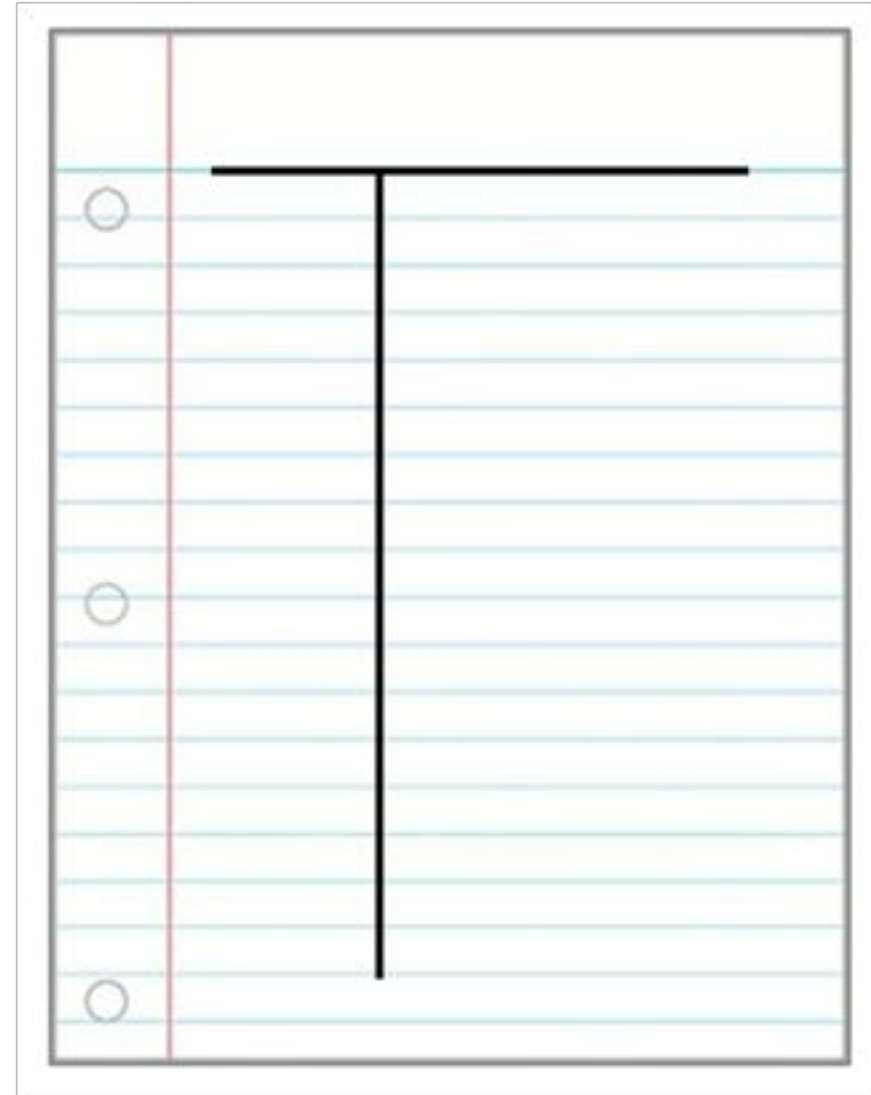
An EBI has been rigorously tested through research and proven to be effective. A "research-based intervention" is based on existing research theories and concepts, but may not have undergone the same level of rigorous testing to confirm its effectiveness in a controlled setting.

ESSA Tiers of Evidence: 2 Column Notes

- Get out a sheet of scratch paper or a Google Doc and set it up like the example to the right
- On the left write 'topics', on the right write 'supporting details'
- Use 2 column notes to:
 - collect ideas from the next slides
 - analyze a handout
 - analyze a video

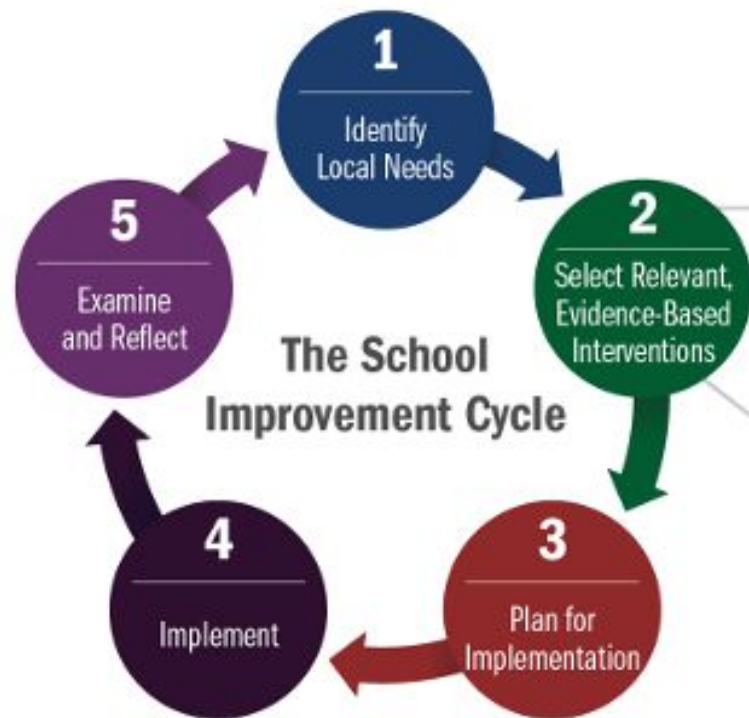
Plan on having 3-5 items in your notes to share out

*Here's [a good blog post on 2 Column Notes from Keys to Literacy](#)



Exploring ESSA Context, Criteria, Complexities

THE EVERY STUDENT SUCCEEDS ACT (ESSA), the 2015 national education law that replaced No Child Left Behind, is focused on state and district decisionmaking. The law encourages state and local education agencies to utilize the school improvement cycle, moving from identifying needs to choosing and implementing interventions to examining the outcomes.



Under the ESSA, districts and schools have flexibility to choose interventions to improve student outcomes. District and school leaders are encouraged to choose evidence-based interventions that have been shown to improve student outcomes. By selecting interventions that have been rigorously studied and have improved student learning, district and school leaders increase the likelihood that student achievement will improve.

UNDERSTANDING THE ESSA TIERS OF EVIDENCE



Strong Evidence



Moderate Evidence



Promising Evidence



Demonstrates a Rationale

	Tier 1: Strong Evidence	Tier 2: Moderate Evidence	Tier 3: Promising Evidence	Tier 4: Demonstrates a Rationale
 Study Design	Well-designed and implemented experimental study, meets WWC standards without reservations	Well-designed and implemented quasi-experimental study, meets WWC standards with reservations	Well-designed and implemented correlational study, statistically controls for selection bias ^a	Well-defined logic model based on rigorous research
 Results of the Study	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	An effort to study the effects of the intervention is planned or currently under way
 Findings From Related Studies	No strong negative findings from experimental or quasi-experimental studies	No strong negative findings from experimental or quasi-experimental studies	No strong negative findings from experimental or quasi-experimental studies	N/A
 Sample Size & Setting	At least 350 participants, conducted in more than one district or school	At least 350 participants, conducted in more than one district or school	N/A	N/A
 Match	Similar population <i>and</i> setting to your setting	Similar population <i>or</i> setting to your setting	N/A	N/A

Video: 2 Column Notes

-Watch this: [Understanding the ESSA Tiers of Evidence \(REL Midwest\)](#)

-Use your 2 Column notecatcher to take notes on the handout

-Be prepared to share your notes with a partner / the group



Handout: 2 Column Notes

- Read [ESSA Tiers of Evidence: What You Need to Know](#)
- Use your 2 Column notecatcher to take notes on the handout
- Be prepared to share your notes with a partner / the whole group
- Make sure to look at both pages!



ESSA Tiers of Evidence WHAT YOU NEED TO KNOW

This handout accompanies the REL Midwest video *Understanding the ESSA Tiers of Evidence*.

VISIT REL MIDWEST'S WEBSITE to watch our video on the ESSA tiers of evidence and to learn how we are partnering with stakeholders across the region to encourage the utilization of evidence in policy planning and practice.



Scan QR code

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THE ESSA TIERS OF EVIDENCE provide districts and schools with a framework for determining which programs, practices, strategies, and interventions work in which contexts and for which students.

DETERMINING TIERS OF EVIDENCE

Five factors determine an intervention's evidence rating: study design, results of a study, findings from related studies, sample size and setting, and how the students and setting in the study overlap with those in the district or school considering the intervention.

Tiers of evidence are determined by the following five factors:



The effect of a program on student outcomes can be studied several ways. Under ESSA, how a program is studied determines the evidence tier. Programs need to be studied in a systematic way and have a suitable sample size. Additionally, the study must find that students who receive the intervention have better outcomes than students who do not receive the intervention, and similar studies must have similar results.

Keep in mind, evidence tier ratings are not static. As new evidence on a program's impacts becomes available, the rating can change.

Synthesize: ESSA Tiers of Evidence

Partner Discussion

Breakout rooms, in 2's or 3's

Share: your 2 column notes: topics and supporting details

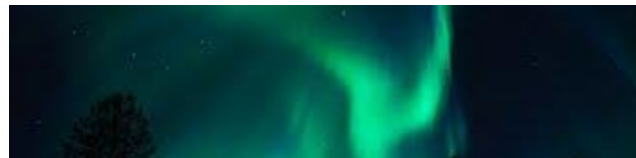
Listen: to your partners topics and supporting details

It's ok to "steal" good ideas from your partner

Did you have any notes that were the same?

Did you have any notes that were radically different?

Be prepared to share out with the whole group





I brought
the pie!



same



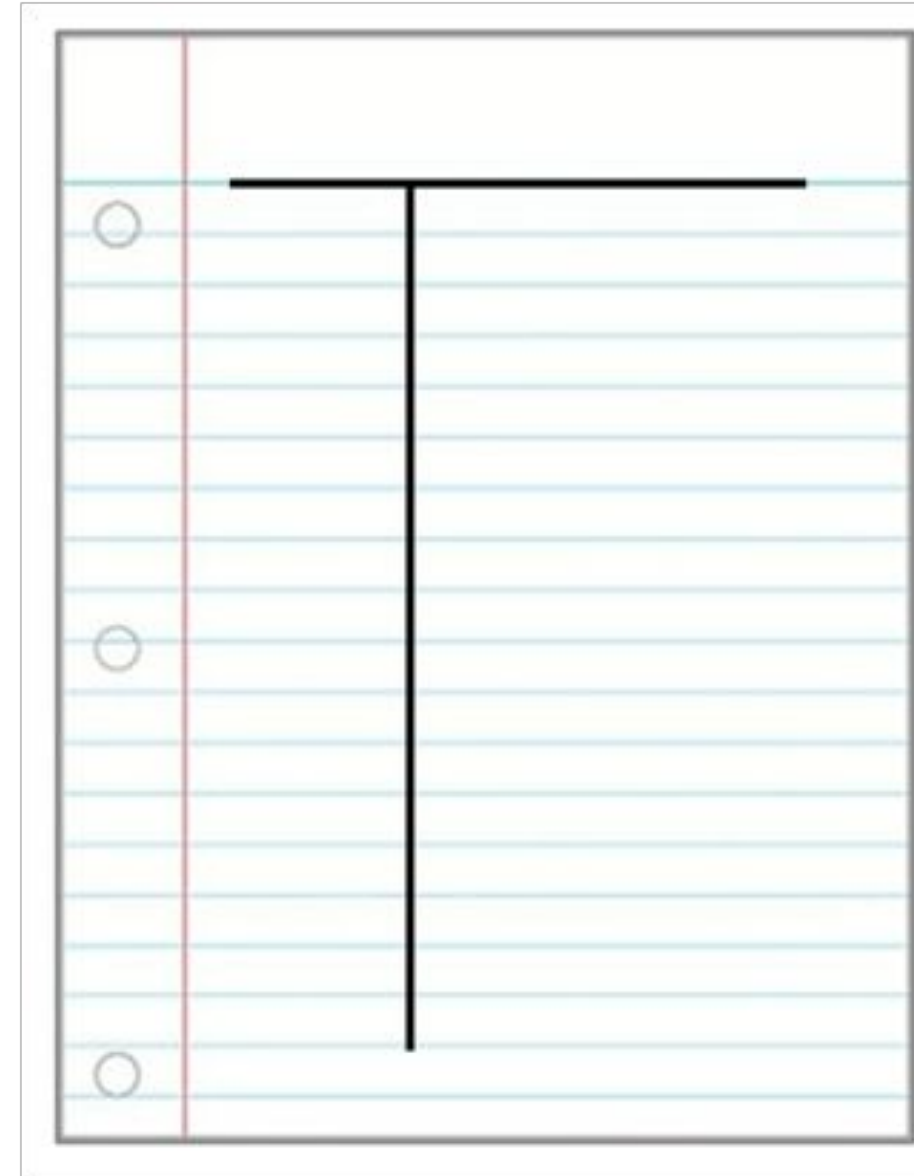
me
too.

EBI Resource Sites: 2 Column Notes Continued

Continue your 2 Column Notes as we define, describe, and explore these resource sites

[IES - What Works Clearinghouse](#)

[IES - Regional Education Labs](#)



Resource Site:

[IES What Works Clearinghouse](#)

IES: What Works Clearinghouse

is a federal resource which provides evidence-based information about education programs, policies, and practices. WWC is managed by the Institute of Education Sciences (IES) at the U.S. Department of Education. Here you can find practice guides, videos, and primary research.

Video: *Using the WWC to Identify ESSA Evidence Ratings (4:33 min)*



IES: What Works Clearinghouse



Intervention Reports:

summaries of findings of the highest-quality research on a given intervention or practice in education.

[Interventions Search Page](#)



Practice Guides:

evidence-based recommendations for educators to improve student outcomes.

[Practice Guides](#)

[Video Resources for specific practice guides](#)

[Helping teachers with Practice Guides PDF](#)



Reviews of Individual Studies:

summaries of individual studies that have been reviewed by the WWC.

[Individual Studies Search Page](#)

WATCH OUT FOR BAD PIE



Example:

- Intervention Reports on WWC (½ way down page)

Intervention Report K-2



Leveled Literacy (Beginning Reading) (September 2017)

Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match...

Some resource sites give high ratings to problematic literacy interventions like:

Leveled Literacy (LLI)

Units of Study

Bloated basal readers like Journeys

These interventions are NOT aligned with science of reading and should not be used in AK classrooms

Notes on IES: What Works Clearinghouse

3 Parts to WWC:	<ul style="list-style-type: none"> - Intervention Reports - Reviews of Individual Studies - Practice Guides
Study size vs. match	<p>WWC prioritizes large studies (350+ students). Some studies that are more relevant to your school may not have had 350 students, so WWC won't rate as a Level 1</p>
Strategies and skills	<p>No criteria for 'Usability' or 'Ease of Implementation'. It is not a curriculum</p>
Rating scale	<p>Can be problematic when considering programs based on past research, like LLI's</p>
Bridging the gap between research and teacher practice	<p>Practice guides are best to support the gaps but some are based on older data. REL's (up next) can help!</p>

Chat Waterfall:

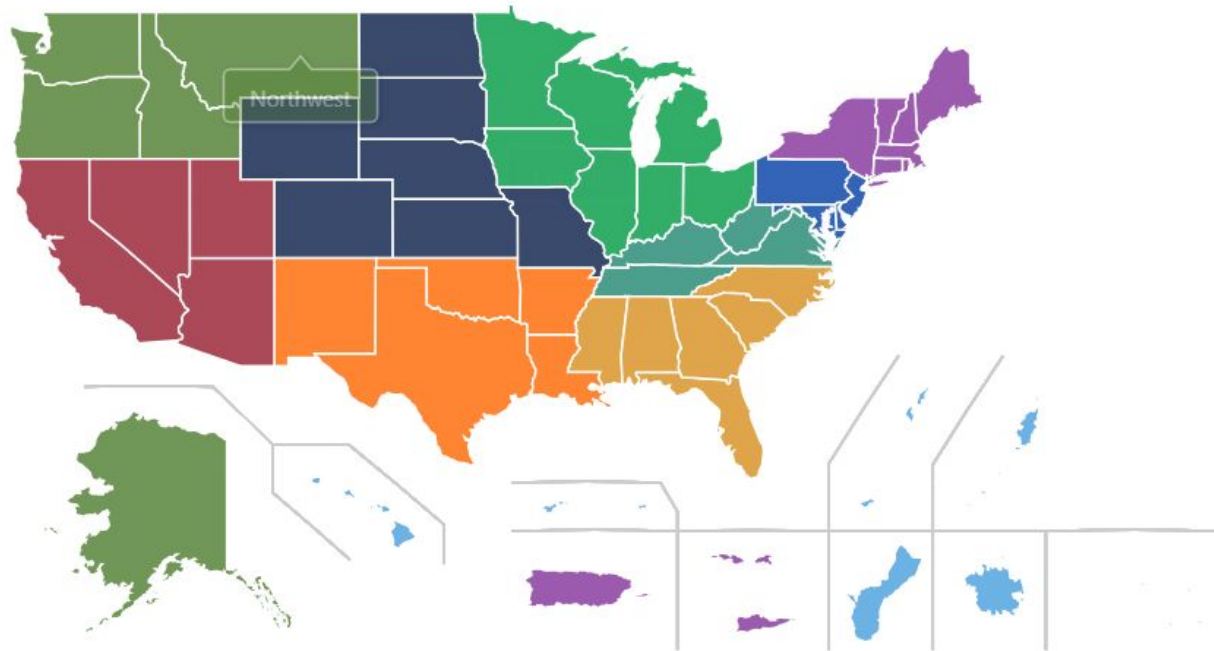
- *Write your response in the chat*
- *Don't press enter till the instructor says so*
- *Everyone submits their response at once*

Prompt:

Form: Summary, 1-2 sentences

- *Benefits and pitfalls to using IES What Works Clearinghouse*

IES: Regional Educational Laboratory



The Regional Educational Laboratory (REL) Program

The ten RELs partner with educators and policymakers nationwide. REL work is change-oriented, supporting meaningful local, regional, or state decisions about education policies, programs, and practices designed to improve learner outcomes. Learn more about the REL Program.

Resource Site:

IES: REL

IES: REL - The Regional Education Laboratory Program is a federal resource that provides a connection between research and practice. REL is managed by the Institute of Education Sciences (IES) at the U.S. Department of Education.

REL's work with districts and states to help generate and apply evidence, with the goal of improving learner outcomes centered on specific initiatives.

REL products are designed to be actionable.

REL's also develop toolkits that support the scaling up of best practices identified through the What Works Clearinghouse Practice Guides.

*Taken from REL's site content

Notes on IES: REL's

REL tool kits

Bridging the gap between research and teacher practice

How they are organized:

AK is in REL NorthWest, but It is worth looking around at different REL's

- For example: REL Midwest has some excellent resources for literacy instruction

Time Consuming

Some REL's have a LOT of products, and searching can take some time

Coming soon:

REL's are building the Teacher training and toolkits for WWC Practice Guides, ex: fractions kit (2025)

Chat Waterfall:

- *Write your response in the chat*
- *Don't press enter till the instructor says so*
- *Everyone submits their response at once*

Prompt:

Form: 2-3 Sentences

- *Compare and contrast IES - REL's vs. IES What Works Clearinghouse*
- *Explain: Which resource would be most useful for your site?*

Tool: APPLICABILITY OF EVIDENCE-BASED INTERVENTIONS

REL Resource (REL West)

APPLICABILITY OF EVIDENCE-BASED INTERVENTIONS

PURPOSE

You have identified an evidence-based intervention that may meet your needs, but you are not sure if it will fit your context. When determining if an evidence-based intervention is worth further review, state and local education agencies can find it useful to think through how contextual factors may influence its fit. To help in that process, this document identifies seven contextual factors, each with related questions. Considering these factors helps decision-makers assess how a particular intervention might meet their needs, regardless of where the evidence of its effectiveness was generated and helps inform further investigation into the feasibility of its implementation in your context.

INTENDED USE

This document may be especially useful for districts and schools that tend not to see themselves represented in the research literature related to the effectiveness of interventions. This group of districts and schools includes, for example, those in rural communities and those serving indigenous populations.

This tool assumes that, prior to using it, you have engaged in a comprehensive analysis of needs, identified interventions to address those needs, and would like to further narrow the promising options for more intensive review (see the additional resources at the end of this document).

It is likely that as you examine interventions, there will be pluses and minuses to each one. This tool is designed to frame conversations about considerations of fit, but does not provide a formula to weigh those pluses and minuses. Instead, this tool helps you identify which interventions you would like to further examine for potential use in your setting.

REL WEST
Rural Education Laboratory at UAF
MARCH 2020

Contextual Factors	Considerations and Questions
<p>Research alignment to outcome of interest and student population</p>	<p>KEY CONSIDERATION: In research studies of the intervention, was the intervention successful in schools that are similar to the schools you seek to reach?</p> <ul style="list-style-type: none"> How closely aligned is the outcome that was studied with your outcome of interest? Is the evidence supporting the effectiveness of the intervention based on research that was conducted with a student population similar to yours (e.g., grade level, family income level, race/ethnicity, English learner students, students with disabilities)? If your student demographics are dissimilar from those in the study, how might that difference influence implementation of the intervention?

Contextual Factors	Considerations and Questions
<p>Staffing availability</p>	<p>KEY CONSIDERATION: Is the intervention feasible given the staffing availability in your schools?</p> <ul style="list-style-type: none"> Does anything about the intervention require a particular staff-to-student ratio, number of staff, or time commitment for staff? How does the staff-to-student ratio, staff number, or staff time commitment called for in the intervention compare to the staffing in your schools? Given what you know about the intervention and the role of staff in its implementation, do you think you have the staffing availability to carry it out?
<p>Access to technology and connectivity</p>	<p>KEY CONSIDERATION: Is the intervention feasible given the current or planned technology and connectivity in your schools?</p> <ul style="list-style-type: none"> Does the intervention require technology and connectivity? Would lack of this technology or connectivity make the intervention unworkable? How does the technology and connectivity required compare to what is available in your schools? Would you have the budget for any necessary upgrades? Is there adequate staffing support for maintenance and troubleshooting of the technology?
<p>Potential for family engagement</p>	<p>KEY CONSIDERATION: Does the intervention reflect the type of family involvement that is feasible/desired in your schools?</p>

Close (Written, Virtual Parking Lot)

Frame: *We will:*

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- Use some high-leverage literacy best practices as we go

Close (written; digital Parking Lot): *I will:*

- Summarize where to find / how to navigate EBI's
- Describe pitfalls to watch out for when looking for evidence-based interventions
- Name your school plan's priority content / instructional areas

We will share our summaries and note any questions / needs we still have (plus maybe include our contact info) on the 'Virtual Parking Lot' [HERE](#)

Next Webinar on Feb 18th!

We will continue to explore other resources.

Sign up for the next webinar at the [DEED SRS Webinar page](#) or by using this [Meeting Registration - Zoom](#)

School Recognition and Support

SRS Webinars

The School Improvement team will be hosting regular webinars that cover the Empowerment Process for School Success. Some webinars will be introductory while others will be open-ended "office hour" format.

Webinar Schedule

Webinar Title	Date / Time	Link
TBD	January 21, 2025 10:00 am	Registration Link

Archived Webinars

Webinar Title	Date / Time	Link
School Improvement ESSA Amendment Proposal	January 7, 2025 10:00 am	Recording Link Slide Deck
PBIS and your School Improvement Plan	December 10, 2024	Recording Link Exemplar Slide Deck
Empowerment Basics for District Liaisons	November 26, 2024 10:00 am	Recording Link Slide Deck
System for School Success Webinar (FY26 Designations)	November 4, 2024 10:00 am	Recording Link Slide Deck
Budget Revisions, Plan Revisions and Resubmission	October 15, 2024 10:00 am	Recording Link Slide Deck



Events

Midyear Check-in

The School Improvement Midyear Check-in will take place virtually on January 29th

[Registration Link](#)

Webinar Series

School Improvement Webinars
Biweekly from September 17th through May 6th, 10am.
Virtual Q-and-A sessions on School Improvement Process.
Zoom registration link: [Meeting Registration - Zoom](#)

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