REEd
RESOURCING EXCELLENCE IN EDUCATION

UCDAVIS
SCHOOL OF EDUCATION

2013-2018 Report

"REEd is one of the School of Education's most well-established research and outreach centers. Their innovative work in the area of professional development and capacity building is both broad and deep, and their impact is far-reaching connecting with over 40,000 teachers and impacting over 870,000 students across the state of California over the last five years. REEd's collaborations with local education agencies build capacity for change and enhance our school's mission to confront and eliminate educational inequities."

Lauren Lindstrom, Dean of the UC Davis School of Education

This map displays school districts across California impacted by REEd's research practice partnerships between 2013 and 2018.

During the past five years, REEd has worked with our content partner and consultants in cooperation with 16 county offices of education, 189 districts, 77,302 teachers, and 1,695,469 students across the state of California.

Allensworth ESD
Alpaugh USD
Alta Vista ESD
Alvina ESD
Alvord USD
Armona USD
Arvin UESD
Bakersfield City SD
Banning USD
Beardsley ESD
Beaumont USD
Belridge ESD
Big Creek ESD
Blake ESD
Bonsall UESD
Buena Vista ESD
Burrel UESD
Burton SD
Buttonwillow UESD
Caliente UESD
Caruthers USD
Central USD
Central USD
Chula Vista ESD
Clay JESD
Clovis USD
Coachella USD
Coalinga-Huron USD
Columbia ESD
Columbine ESD
Corcoran USD
Corona-Norco USD
Coronado USD
Cutler-Orosi USD
Delano JUHSD
Delano UESD
Desert Center USD
Desert Sands USD
Di Giorgio ESD
Dinuba USD
Ducor UESD
Earlimart SD
Edison ESD
El Tejon USD
Elk Hills ESD
Esparto USD
Exeter USD
Fairfax ESD
Farmersville USD
Firebaugh-Las Deltas USD
Fowler USD
Fresno USD
Fruitvale ESD
Galt JUESD
General Shafter ESD
Golden Plains USD
Greenfield USD
Grossmont UHSD
Hanford ESD
Hanford JUHSD
Hemet USD
Hope ESD
Hot Springs SD
Island USD
Jurupa USD
Kerman USD
Kern UHSD
Kernville UESD
Kings Canyon JUSD
Kings River UESD
Kings River-Hardwick USD
Kingsburg Elementary Charter SD
Kingsburg JUHSD
Kit Carson USD
Lake Elsinore USD
Lakeside USD
Lakeside UESD
Lamont ESD
Laton JUSD
LAUSD Local District Central
LAUSD Local District East
LAUSD Local District Northeast
LAUSD Local District Northwest
LAUSD Local District South
LAUSD Local District West
Lemon Grove SD
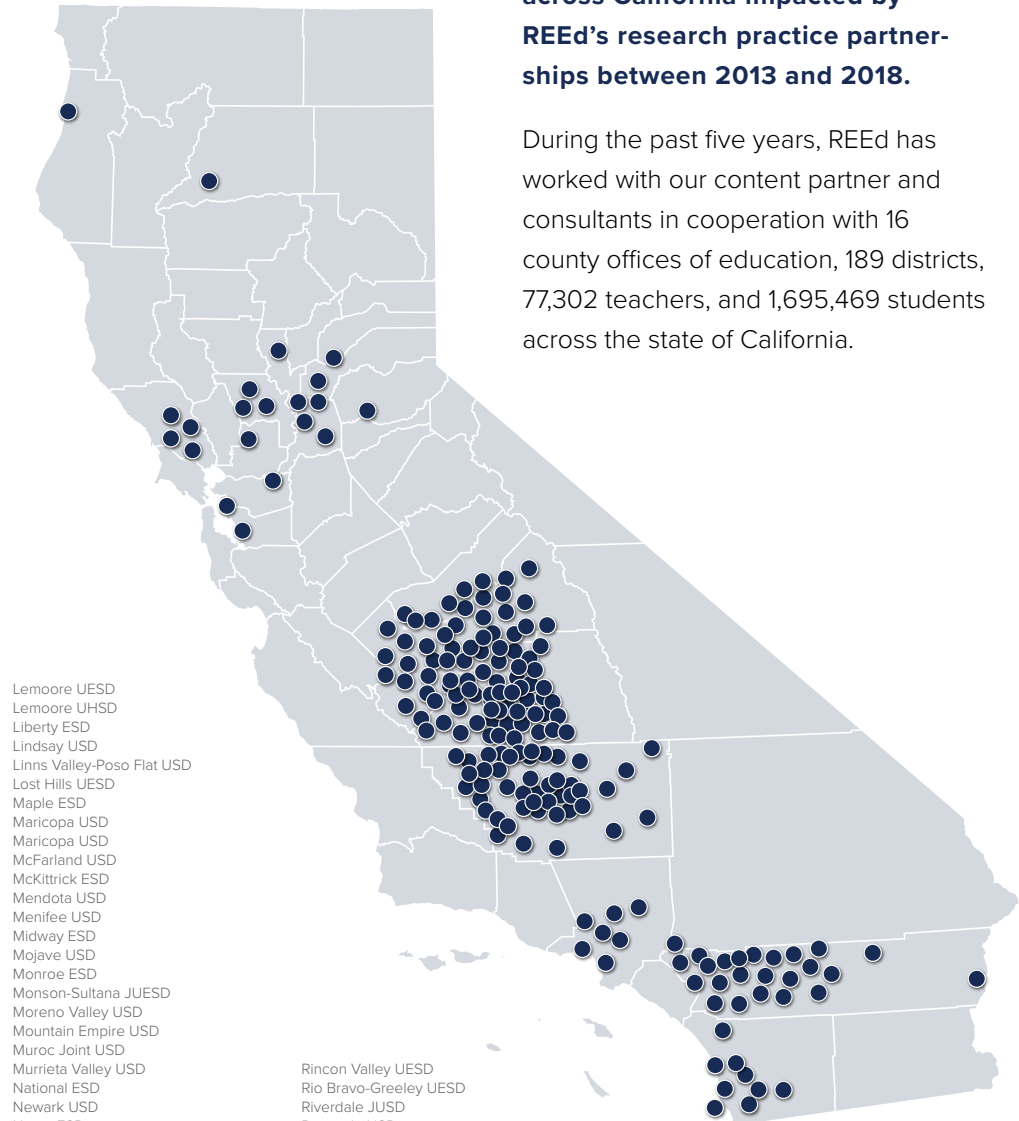
Lemoore UESD
Lemoore UHSD
Liberty ESD
Lindsay USD
Linns Valley-Poso Flat USD
Lost Hills UESD
Maple ESD
Maricopa USD
Maricopa USD
McFarland USD
McKittrick ESD
Mendota USD
Menifee USD
Midway ESD
Mojave USD
Monroe ESD
Monson-Sultana JUESD
Moreno Valley USD
Mountain Empire USD
Muroc Joint USD
Murrieta Valley USD
National ESD
Newark USD
Norris ESD
Northern Humboldt UHSD
Nuview USD
Oak Valley UESD
Orange Center ESD
Outside Creek SD
Pacific UESD
Palm Springs USD
Palo Verde USD
Palo Verde USD
Panama-Buena Vista USD
Parlier USD
Perris ESD
Perris UHSD
Petaluma ESD/JUHSD
Pine Ridge ESD
Piner-Olivet UESD
Pioneer USD
Pixley USD
Placer Hills UESD
Pleasant View ESD
Pond UESD
Poterville USD
Raisin City ESD
Reef-Sunset USD
Richgrove SD
Richland UESD

Rincon Valley UESD
Rio Bravo-Greeley UESD
Riverdale JUSD
Riverside USD
Robla SD
Rockford SD
Rocklin USD
Romoland USD
Rosedale UESD
San Jacinto USD
Sanger USD
Santa Rosa ESD/HSD
Saucelito Marin City SD
Selma USD
Semitropic ESD
Sequoia USD
Sierra Sands USD
Sierra USD
South Bay USD
South Fork USD
Southern Kern USD
Springville SD
Standard ESD
Stone Corral ESD
Strathmore UESD
Sundale UESD
Sunnyside SD
Sweetwater UHSD
Taft City SD
Taft UHSD

Tehachapi USD
Temecula Valley USD
Terra Bella UESD
Three Rivers SD
Tipton ESD
Traver JSD
Tulare City SD
Tulare JUHSD
Vacaville USD
Val Verde USD
Vineland ESD
Visalia USD
Wasco UESD
Wasco UHSD
Washington Colony ESD
Washington USD
Waukena JUSD
West Park ESD
Westside ESD
Winters JUSD
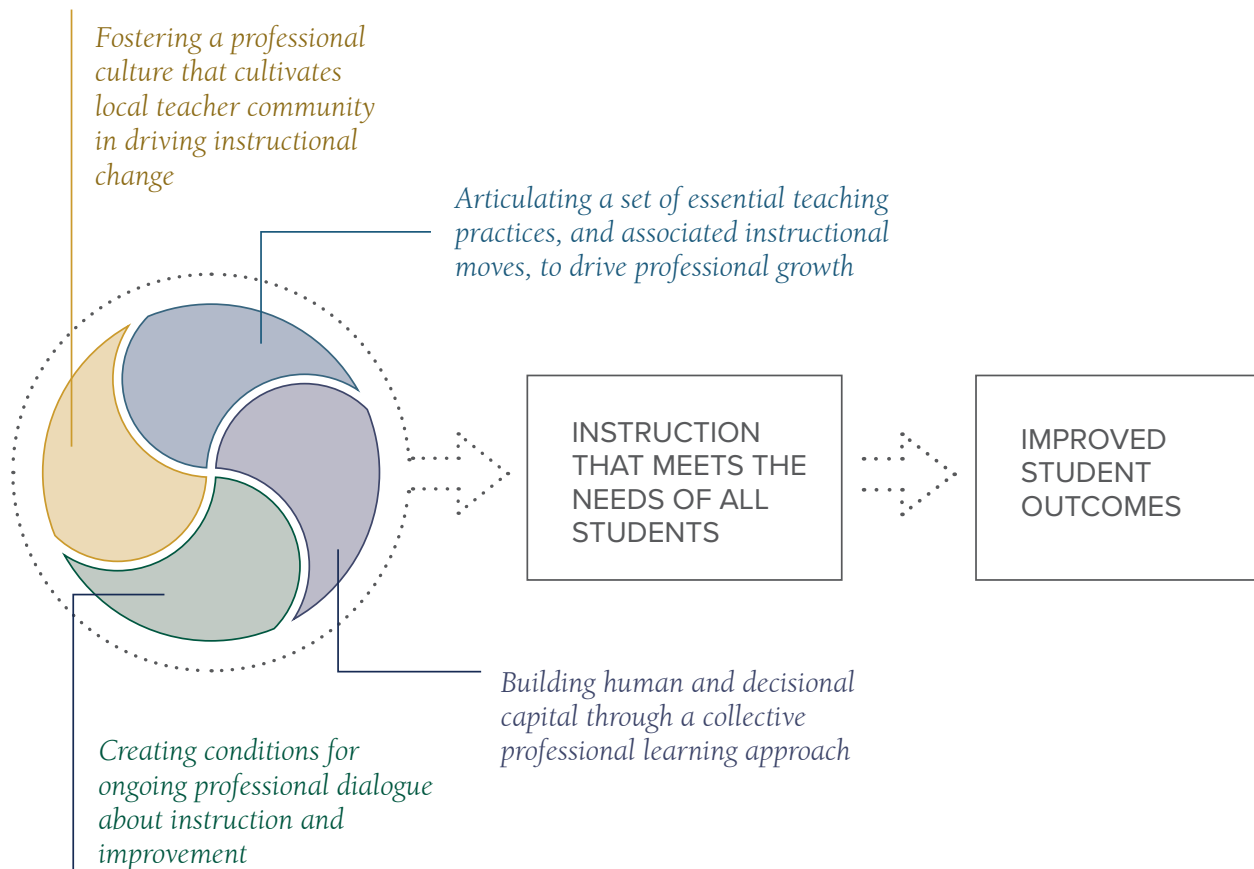Woodlake USD
Woodville USD
Yuba City USD

INTRODUCTION

REEd is a university-based intermediary with deep ties to the TK–12 education community across California. We are committed to moving research findings into practice and building the capacity of education systems to improve teaching and learning with the goal of reducing education inequities. We do this by testing professional growth systems for building capacity, and using research practice partnerships to spread and deepen this work in many districts across the state and beyond.

Through engagement with local education agencies (LEAs), and in collaboration with content partners, REEd is developing a better understanding of the factors and contextual conditions that facilitate a capacity-building approach to systems implementation. We have identified four systems drivers that we believe to be key for any LEA interested in building its own path for ongoing improvements in teaching and learning, regardless of where they begin their journey. Both actionable and achievable, these drivers (see Figure 1) represent the cornerstone of REEd's theory of change for how LEAs develop instructional capacity and prioritize the professional growth of teachers:

1. Articulating a set of essential teaching practices, and associated instructional moves to drive professional growth;

2. Building human and decisional capital through a collective professional learning approach;

3. Creating conditions for ongoing professional dialogue about instruction and improvement; and

4. Fostering a professional culture that cultivates the local teacher community in driving instructional change.

REEd has adopted a set of targeted, high-leverage, instructional practices that emerged from 10 years of research (O'Hara and Pritchard, 2016), which we use as the foundation for the first driver. The Strategic Observation and Reflection (SOAR) Teaching Frames® for literacy, math and English language development (ELD) serve as an anchor for building the instructional capacity of LEAs. They provide a common language for instructional improvement, are designed to facilitate a collective approach to professional learning through strategic cycles of observation and reflection, and are articulated at a "grain-size" to foster professional growth. Used in conjunction with associated rubrics and an online calibration platform, SOAR helps educators clearly visualize high-impact instruction tied to the California ELA/ELD and mathematics frameworks. They are also designed to allow for measurement of progress toward the California Standards for the Teaching Profession.

Fig. 1: System Drivers

Fostering a professional culture that cultivates local teacher community in driving instructional change

Articulating a set of essential teaching practices, and associated instructional moves, to drive professional growth

INSTRUCTION THAT MEETS THE NEEDS OF ALL STUDENTS

IMPROVED STUDENT OUTCOMES

Building human and decisional capital through a collective professional learning approach

Creating conditions for ongoing professional dialogue about instruction and improvement

Between 2013 and 2018, REEd has been successful in:

- Collaborating with content partners to plan and execute professional learning that engages communities of teachers, coaches and administrators in a process of continuous improvement;

- Serving as a "capacity hub" to enable knowledge transfer and accelerate improvements among networks;

- Resourcing instructional improvement to meet the needs of English language learners by supporting coach and teacher professional growth;

- Planning, executing and evaluating a diversity of educational programs and initiatives, and the development of performance metrics and accountability frameworks;

- Capturing new knowledge, tools and an evidence base for sustaining our work; and

- Attracting extramural funding in support of the above.

COLLABORATIVE ENGAGEMENT IN A PROCESS OF CONTINUOUS IMPROVEMENT

Integrated Professional Growth Systems

Launched with a number of LEA partners in 2015, Robla School District (Robla) provides an example of how REEd worked with districts to support the development of Integrated Professional Growth Systems.

Case Study

Through participation in a grant, Robla sought to align their formal educator review system to an instructional capacity-building model that would build system-wide capacity to observe and provide ongoing feedback for professional growth around a shared set of targeted, high-impact instructional practices (SOAR).

Over the course of 2016, REEd facilitated several day-long sessions with Robla's core team (composed of three teachers, one principal, the human resources director and superintendent) that were concerned with envisioning what an evaluation system that puts professional growth at the center might look like. Subsequently, the core team developed a communication plan aimed at engaging teachers in frank conversations about the district's current culture and confronting the reality that not all district practices were conducive to professional growth.

During that same year, the superintendent negotiated with the teachers' union for district-wide professional development days to be used to train all teachers, a move that set expectations for the adoption of a shared vision of instructional practice, and that provided the opportunity to deepen everyone's understanding of the teaching frames. From June through December 2017, 170 teachers and 21 instructional leaders from the district's six schools participated in 12 days of SOAR teaching frames professional learning provided by REEd's content partners. Now, in 2018, Robla is fully committed to institutionalizing its formal practitioner review process, with 15 teachers piloting a formal teacher review process that is moving the district closer to its emerging vision of educator effectiveness.

REEd played a key intermediary role by helping the district to create the online, multiple measures-based educator evaluation system while the district design team was instrumental in enacting a number of changes needed to create the conditions to support the new system. For example, weekly professional learning communities (PLCs) were developed to foster peer-to-peer collaboration on the enactment of SOAR instructional practices. Those PLCs are now supported with newly created professional learning support teacher positions that provide facilitation and instructional support.

> *"If we want teachers to shift their practice, then principals are going to have to shift their current role as a person who is looking at teachers and judging them. Principals need to be seen as a partner in helping teachers grow as professionals. And, I need to shift the way I think as well, as a supervisor of principals' work. I need to ensure that my teachers understand and use specific instructional practices, and that principals are informed to the point where they can delve into these effective practices as well. If principals are going to spend their time in deep conversations with teachers around instruction, I need to be ready to say 'here is a task or responsibility you can let go of in order to be able to take this on.' We also have to have a plan for who will take on that which was formerly the principal's responsibility."*

Ruben Reyes, Superintendent, Robla School District.

SERVING AS A "CAPACITY HUB" TO ACCELERATE IMPROVEMENT

Networks for School Improvement

REEd's emerging Network School Improvement (NSI) model is designed to collectively build administrator, coach and teacher instructional capacity across disciplines and grade levels to promote student academic development and achievement. It is adaptive to local contexts and promotes integration, alignment, and establishment of professional learning cultures to continually reflect and accelerate improvements in practice.

REEd works to develop a common vision of instructional excellence by engaging networks in a quality improvement process through the following lines of action:

- Establishing a framework for cycles of inquiry around common aims;

- Intensive professional learning on the SOAR instructional practices;

- Structured capacity building around REEd's four systems drivers: and

- Creating supported site-based and networked learning communities that reconvene at regular intervals to share learning, examine data and decide on a next set of actions.

Case Study

Los Angeles Unified School District (LAUSD) has been our primary partner in this work. REEd, together with our content partners, began its relationship with LAUSDs office of Multilingual and Multicultural Education Department (MMED) in 2015 when we worked collaboratively with our content partner and the district to plan and facilitate the SOAR Fellows Program for 50 teacher-principal pairs (100 teachers and administrators).

The SOAR Fellows Program pulled from schools across all six local districts, and offered a separate session for 75 district-level instructional leaders. In 2016, we continued the SOAR Fellows Program with 205 Title III coaches and facilitated professional learning that was built on REEd's approach of building district capacity to implement the CA ELA/ELD Framework.

The Fellows Program led to, in 2017, the development of two NSIs with LAUSD Local District East (LDE) and Local District Central (LDC). REEd and our content partner facilitated a process which district teams (principals, associate principals, teachers, coaches and EL specialists) planned, developed and tested prototypes of an instructional capacity building model through supported cycles of inquiry and shared learning. Schools entered the initiative at different stages, but our networked approach supported cross-school shared learning around a common aim: the improvement of instruction specific to supporting disciplinary discussions and facilitating acquisition of academic language. In just the 2017-2018 academic year alone, the SOAR team supported professional learning sessions for 192 teachers, 43 administrators, 53 coaches across 37 schools in LDE, and another 150 teachers and instructional leaders across 10 schools in LDC.

"SOAR helped us to understand what disciplinary language is — what it looks like and sounds like in the classroom. SOAR supported teachers in planning and understanding language teaching practices, and supported coaches and administrators in observing, collecting evidence and facilitating reflective conversations to improve delivery of instruction focused on student academic interactions. SOAR helped teachers shift their thinking and truly understand what it means to be a teacher of language and literacy."

Maricela Sanchez, Principal, Los Angeles Unified School District

As a result of our work with LDE and LDC, we have documented shifts in student outcomes, language proficiency, teaching practice and increased district capacity. The end result has been an improvement in student language development and discussion skills, and instructional practices, as articulated in SOAR, and a strengthening of the site-based conditions needed to support and sustain professional growth. For example, LAUSD has created a number of conditions for sustaining the work: a new district position dedicated to NSI efforts; district-wide curriculum; formative assessments aligned with SOAR; and MMED, LDE/LDC and district coaches have built capacity for facilitating cycles of inquiry.

RESOURCING INSTRUCTIONAL IMPROVEMENT

Online Resources to Foster Professional Growth

Public Domain Canvas Modules

To disseminate resources more broadly in support of LEAs across the state, REEd is working with our content partners to develop a suite of online professional learning modules and make them available through the Canvas Learning Management System. The open-source series of SOAR-based instructional practices modules can be used by individual educators, as well as professional learning communities, to enhance and refine their practices.

Riverside COE modules

Similar to the Canvas Modules, REEd is working with Riverside County Office of Education and our content partners to develop a customized suite of SOAR-based professional learning modules that the LEAs they serve can use to enhance and refine their practices, and to share with new teachers.

Frontline Education Calibration Platform

Frontline Education provides web-based HR software tools and professional growth content and management platforms for K-12 education systems. REEd worked with Frontline Education and other stakeholders to develop an online platform that consists of SOAR calibration tools and rubrics. The platform has also been customized to support one of our LEA partners in conducting a multiple measures-based teacher review processes.

Virtual Reality Learning Platform

The REEd SIM Lab uses Mursion® technology, a virtual reality learning platform that uses avatar-based software, and that was designed to provide interactive, real-time simulations to help educators and administrators practice how to navigate complex interactions in a variety of school-based settings. REEd is piloting the uses of this technology with teachers to design professional learning opportunities that allow individuals to rehearse, practice and perfect their ability to integrate new skills into their daily routines.

> *"I think it's good because the avatar can help you when you don't know what to do and keep you on track."*

Grade 5 Elementary School Student

For example, during the 2017-18 school year REEd worked with 4th though 6th grade teachers from a nearby elementary school to develop scenarios in using the virtual technology to foster constructive conversations among students. Teachers worked together with their grade level counterparts and a SIM specialist to develop scenarios for engaging students in 20-minute avatar sessions focused on expanding constructive conversations. Teachers' reflections suggest that the technology could be a useful tool to better understand where students, particularly English learners, are struggling. In addition, teachers thought recorded sessions could be helpful at grade-level meetings, as a tool for seeking suggestions from their colleagues for developing new strategies that support struggling learners. Students also expressed enthusiasm for the technology. One student said that it helped remind her of where she could find answers to questions without telling her outright. Overall, students enjoyed working with the avatar and felt that it provided them with a structure to continue expanding their conversations about a given topic.

PLANNING, EXECUTING AND EVALUATING A DIVERSITY OF EDUCATIONAL PROGRAMS AND INITIATIVES

Support for teachers from novice to teacher leader

In partnership with Riverside COE and Tulare COE, REEd worked with content partners to develop a context-driven approach for integrating SOAR into programs for teacher interns and beginning teachers. During academic year 2017-2018, 105 instructors, coaches and instructional leaders were trained and now support pre-service and beginning teachers throughout several counties in using the SOAR materials.

> *"In our current political climate, it's extremely important to help students learn to engage in civil discourse with others, and to research and read materials with a critical eye. The SOAR materials provide a clear road to teaching students critical thinking skills. We immediately incorporated it into our teacher-training course. It was mentioned by most participants as a very strong component of the class and they implemented it immediately in their classrooms."*

**Florence Kabot, Instructor,
Tulare COE IMPACT Intern Program**

CAPTURING NEW KNOWLEDGE, TOOLS, AND AN EVIDENCE BASE FOR SUSTAINING OUR WORK

Publications and Briefs

REEd publishes articles and briefs to help advance research and theory, broaden the knowledge base and cultivate new partnerships that have more direct impact on continuous improvement. The following list includes articles and briefs that REEd has published over the past five years. Full references can be found on our website.

Articles

Building teacher professional growth system (2018). **Leadership.** *https://view.joomag.com/leadership-magazine-march-april-2018-v47-no-4/ 0749224001519327339?short*

Framing the teaching of academic language to English learners: A Delphi study of expert consensus (2016) **TESOL Quarterly**

Framing teaching for Common Core literacy standards: SOAR teaching frames for literacy (2016) **Psychology Research**

Cutting to the Common Core: Changing the playing field (2014) **The Journal of Communication & Education**

Learning to integrate new technologies into teaching and learning through a design-based model of professional development (2013) **The Journal of Technology and Teacher Education**

Book Chapters

Academic language and literacy in every setting (ALLIES+): Strengthening the STEM learning ecosystem (2017) **Science teacher preparation in content-based second language acquisition**

Academic Language and Literacy in Every Subject (ALLIES): A capacity building approach to supporting teachers in Grades 3-8 (2016) **Teaching emergent bilingual students: Flexible approaches in an era of new standards**

Implementing new technologies to support social justice pedagogy (2015) **Social justice instruction: Empowerment on the chalkboard**

Using new technologies to engage and support English learners in mathematics classrooms (2015) **Cases on technology and Common Core mathematics standards**

Briefs

Professional culture: Resourcing professional growth to reduce teacher turnover (2018) https://education.ucdavis.edu/post/ professional-culture-resourcing-professional-growth-reduce-teacher- turnover

REEd SIM Lab: Vacaville USD pilot project (2017) https:// education.ucdavis.edu/post/REEd-sim-lab-0Articles

The line to continuous improvement: Building a teacher professional growth system (2018). **Leadership.** *https://view. joomag.com/leadership-magazine-march-april-2018-v47-no- 4/0749224001519327339?short*

ATTRACTING EXTRAMURAL FUNDING IN SUPPORT OF RESEARCH PRACTICE PARTNERSHIPS

REEd, with multi-year funding awarded through federal and state research and practice grants, is self-supporting. The Center employs six staff members along with content partners and a flexible pool of independent consultants that expand our talent and expertise for responding to the needs of partners and stakeholders.

Current grant funding includes:

- USDOE, State Agency for Higher Education Improving Teacher Quality Program (California Department of Education). $3.8 M. (2016-2018)

- USDOE Office of English Language Acquisition: National Professional Development Program. $2.5 M. (2016-2021)

- USDOE Institute of Education Sciences, National Center for Education Research Program (Research, Development and Dissemination). $3.2 M (2017-2022)

- NSF Integrative Graduate Education Research Traineeship (IGERT) Program sub-award. $152,000 (2017-2019)

Grant proposal under review:

- NSF Discovery Research PreK-12 Program. $5 M. (2019-2022)

CONCLUSION

Over the past five years, REEd has played a key role in facilitating the schema shifts, resource generation and intentional actions needed for LEAs to embrace a system of professional growth. We have established a clear foothold as a university intermediary and, going forward, we will continue to hone our approach to building the capacity of local, county and state education agencies to spread and sustain teacher professional growth systems and foster continuous improvement.

"We've come to acknowledge our own value as a university intermediary with the ability to help move California toward a statewide professional learning model that values teacher choice and voice."

Susan O'Hara, REEd Executive Director

This table represents district participation in REEd's research practice partnerships between 2013-2018. Our approach is typically to work with teams but our goal is always to have a district-wide impact.

COUNTY	DISTRICT(S)	STUDENTS	TEACHERS
Alameda	1	6,294	258
Fresno	33	41,169	1,609
Humboldt	1	1,744	111
Kern	48	185,236	9,180
Kings	13	28,883	1,506
Los Angeles	6	646,683	27,669
Placer	2	13,550	683
Riverside	23	428,489	19,385
Sacramento	2	5,986	313
San Diego	9	123,651	6,123
Shasta	1	1,257	48
Solano	1	63,643	3,003
Sonoma	4	29,332	1,580
Tulare	43	103,599	5,043
Yolo	1	1,537	80
Yuba	1	14,416	711
Grand Total	**189**	**1,695,469**	**77,302**

REEd TEAM

Susan O'Hara
Executive Director

Joanne Bookmyer
Senior Director, Inquiry and Improvement Science

Renee Newton
Senior Director, Community and School Partnerships

Robin Martin
Director of Educational Research and Evaluation

Uyen Do
Program Manager

Mackenzie Smith
Program Coordinator