

Developing a Research Foundation and Agenda around The Five Conditions that Support Great Teaching

University of Florida's Education Policy Research Center
and Lastinger Center for Learning

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This proposal describes the potential to leverage the research expertise of the University of Florida's College of Education to develop a comprehensive summary of the evidence base around each of Impact Florida's Five Conditions that Support Great Teaching as well as to seed proposals for new research that can further extend such evidence. Drawing on expert scholars from UF's Education Policy Research Center and the Lastinger Center for Learning, we will develop a series of comprehensive research reviews aligned with each of the Five Conditions, providing a summary of the extant evidence in each area. Additionally, we will develop a policy brief that provides concise summaries of the research findings and point to implications for policy, practice, and future research. Finally, we propose initiating seed funding to engage additional UF faculty in research projects that can address limitations to the evidence-base that we identify in our comprehensive review and provide a foundation for an ongoing research and policy agenda related to the Five Conditions.

Deliverables

- *Comprehensive research reviews:* For each of the Five Conditions, we propose a literature review that synthesizes and summarizes the key findings from the most rigorous peer-reviewed empirical research. The specific focus of each review will be adapted based on collaborative conversations with Impact Florida to emphasize priority areas within each Condition, but we expect subsections that cover:
 - Best practices within each Condition and examples of such in practice;
 - Levels of implementation and factors that facilitate successful implementation of the Condition;
 - The relationship of each condition to equity in education;
 - A description of how the Condition can be influenced by actors at various levels of implementation (i.e. state/district policymakers, school leaders, and teachers);
 - And, a section that outlines the cross-cutting aspects of the Condition with the other Conditions.

Each of the five research reviews will be approximately 20-25 pages in length and suitable for publication in an academic journal. Each review will contain a 1-2 page executive summary at the beginning that summarizes the findings for practitioners.

- *Unifying Policy Brief:* Accompanying the five research reviews, we will develop a unifying policy brief (1-2 pages) that provides an executive summary of the key findings from the reviews and offers practical takeaways for policymakers and practitioners. This brief will include highlights of key implications for policy, practice, and future research and will focus on providing a unifying framework for understanding the Five Conditions as part of a broader whole that facilitates effective teaching.

- *Future Research Proposals:* We will coordinate the development of 2-3 proposals for new empirical research related to the Five Conditions and building from the areas in need of additional research based on the comprehensive research reviews. The developed proposals would be suitable for submission to external funders (IES, NSF, Spencer Foundation, Gates Foundation, etc.) to further the research agenda around the Five Conditions. We will prioritize proposals that work collaboratively with Impact Florida and their partner organizations on the development of questions, the identification of data sources, and the implementation of the research.

UF Faculty Team

We will leverage the expertise of faculty within the Education Policy Research Center and Lastinger Center to develop each of the proposed deliverables. While contributors will be determined and confirmed as the project moves forward, we outline below faculty that have particular expertise related to each of the Five Conditions and who have indicated initial interest in contributing to the development of the comprehensive research reviews and research briefs. We expect to recruit other interested faculty or graduate students to contribute to the reviews as well as to propose work for the seed funded research.

- *Shared Vision:* Dr. Catherine Atria
- *Instructional Materials:* Dr. Catherine Paolucci; Others TBD
- *Professional Learning:* Dr. Christopher Redding; Dr. Alyson Adams
- *Empowered Leaders:* Dr. Christopher Redding; Christy Gabbard; Dr. Catherine Atria
- *Effective Use of Data:* Dr. Christopher Redding

Timeline

We plan to complete the work described over a one-year period, from August 15, 2021, to August 14, 2022. Development of research reviews will occur through fall and spring, with a goal of completing drafts of each of these by March of 2022. At Impact Florida's Spring Summit, these research reviews will be workshopped with a group of education practitioners, bringing in the expertise and experiences of these state, district, and school-level professionals.

Based on feedback from Impact Florida and the Summit workshops, the research reviews will be finalized and the research briefs developed during the summer of 2022. Additionally, the development of the research proposals will occur during the summer of 2022 based, in part, on the findings of the research reviews.

Throughout the project period, we will schedule regular meetings between the PI, co-PIs, and contributors as well as the leadership of Impact Florida. We anticipate two such meetings during each academic semester.