

How the REL Program Communicates with Stakeholders

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Ways of Communicating

- Focused/direct communication
 - Alliances & partnerships
 - Technical assistance
- Mass communication



What Do YOU Want to Share?

- What kinds of data do you want to share?
- With whom?
- Why?
- And....
- What kind of support do you need to do this?

Dissemination



- Disseminating the results of REL and non-REL research
- Communicating objective, high-quality research that is...
 - Timely
 - Understandable
 - Easily accessible
 - Usable, or adaptable for use in the improvement of educational practice
- Following up, as appropriate, with more intensive engagement and support, such as training, coaching and technical support.

Writing Tips

- Start with your major point(s)
- Strong topic sentences
- Short paragraphs
- Spend your space on what matters
- Use active voice if possible
- Short sentences (look out for commas)
- Create a style
- Find an English or journalism major

Examples

- All REL reports start with “What this Study Found”
- REL reports are limited to 20 pages and usually much shorter
- Compare:
 - “The pass rate for eighth grade students was 80%”
 - “Eighth grade students had an 80% pass rate”

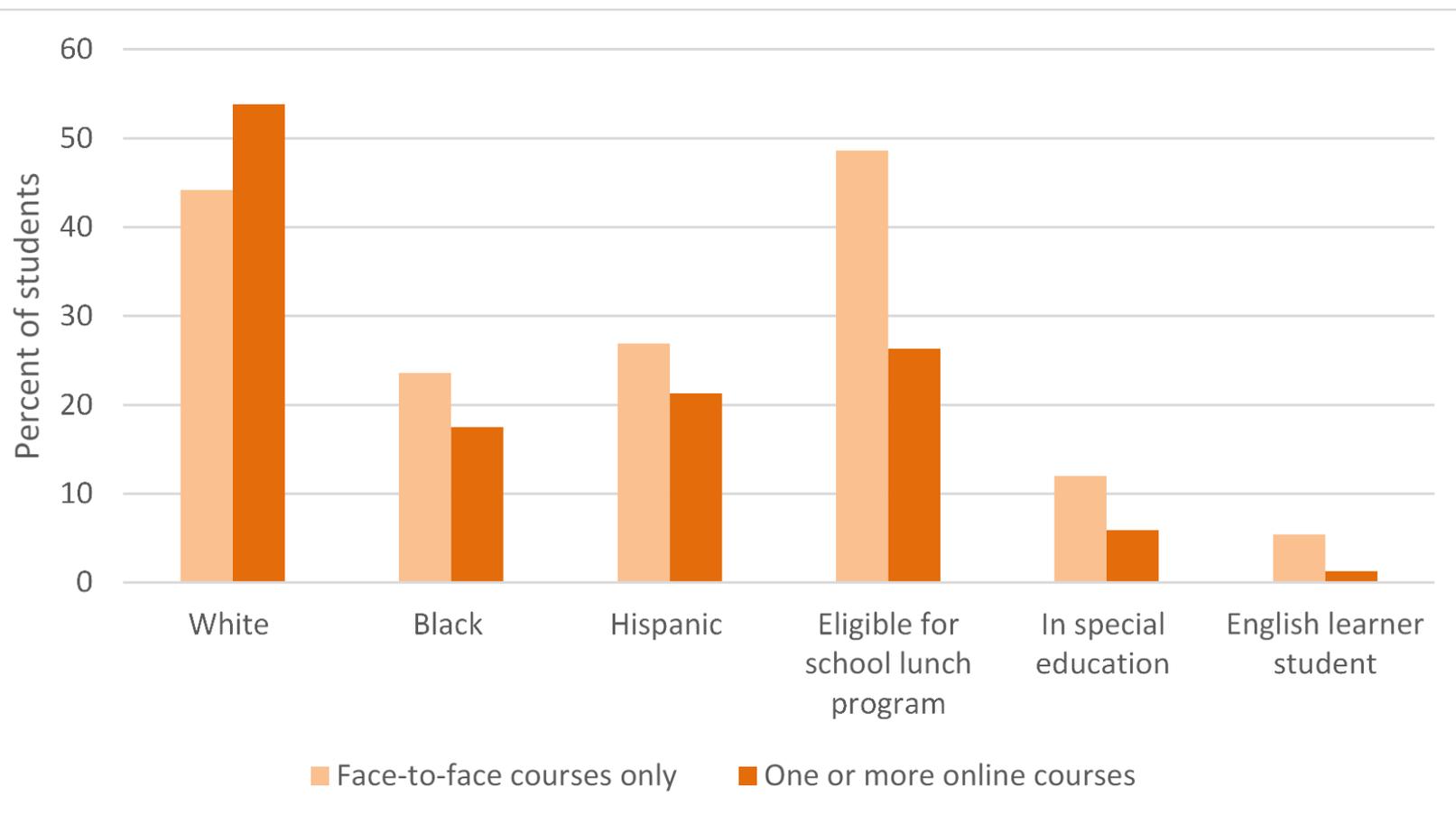
Examples

- Compare (count the words)
 - “The pass rate for eighth grade students was 80%, which was 5% higher than the prior year and was the third consecutive year of improved scores.”
 - “Eighth grade students had an 80% pass rate. This marked a 5% increase and the third consecutive year of increases.”

Tips for Tables and Graphics

- Keep in mind your message – avoid unnecessary information
 - Have a planning session
 - Sketch things out
- Use message oriented titles
- Try to make everything self-contained
- Use graphics, if they make sense
- Try to find a graphic artist. Seriously.

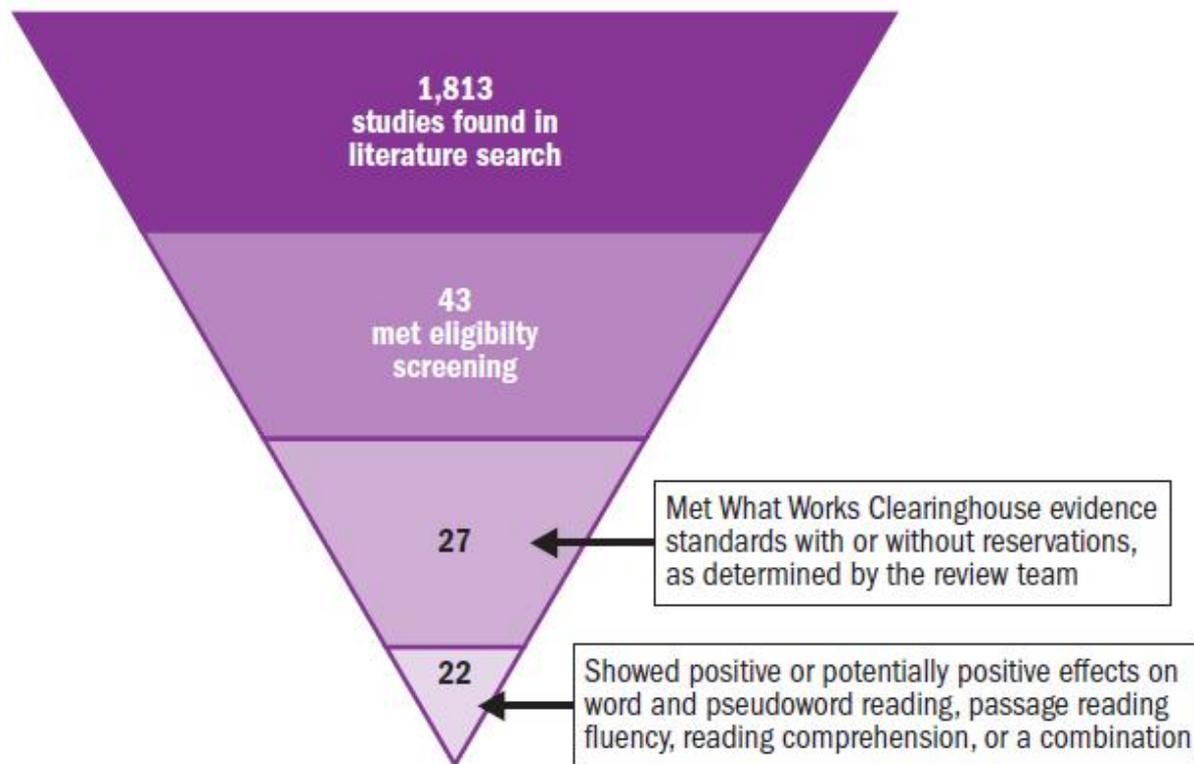
Figure 1. Students who took online courses were demographically different from those who did not, 2010/11



Note: The bars reflect the percent of students in each category—those who took one or more online courses and those who took only face-to-face courses. The taller bar for online students for whites indicates that a higher percent of white students took online courses compared to face-to-face while the reverse was true for the other subgroups. All differences are statistically significant.

Source: Authors' analysis of transcript data provided by the Florida Department of Education's Education Data Warehouse.

Figure 1. The review team determined that 27 studies met What Works Clearinghouse evidence standards and that 22 studies demonstrated positive or potentially positive effects of 19 reading interventions on reading performance

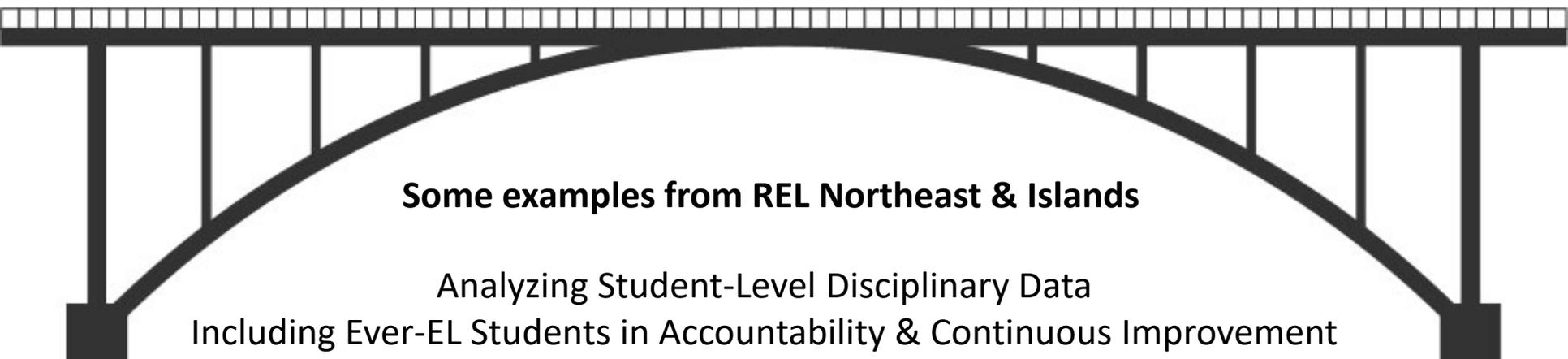


Note: Vocabulary was included in the search, but no studies found positive or potentially positive effects.

Source: Authors' analysis of primary data collected for the review; see appendix A.

Bridge Events

- Bridges research to practice.
- Addresses a high-leverage education problem.
- Offers ways to use knowledge or skills gained at the event.

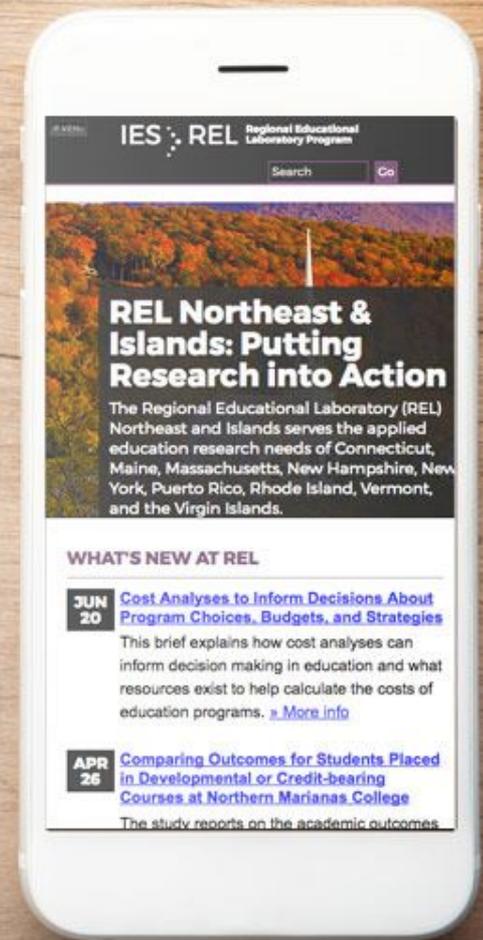


Some examples from REL Northeast & Islands

Analyzing Student-Level Disciplinary Data
Including Ever-EL Students in Accountability & Continuous Improvement

Other Dissemination Tools

- REL website
- Social media efforts
 - Twitter
 - IES YouTube Channel (REL program playlist)
- E-newsletters
- Blog posts
- Infographics



Infographic

Online Course Use in New York High Schools

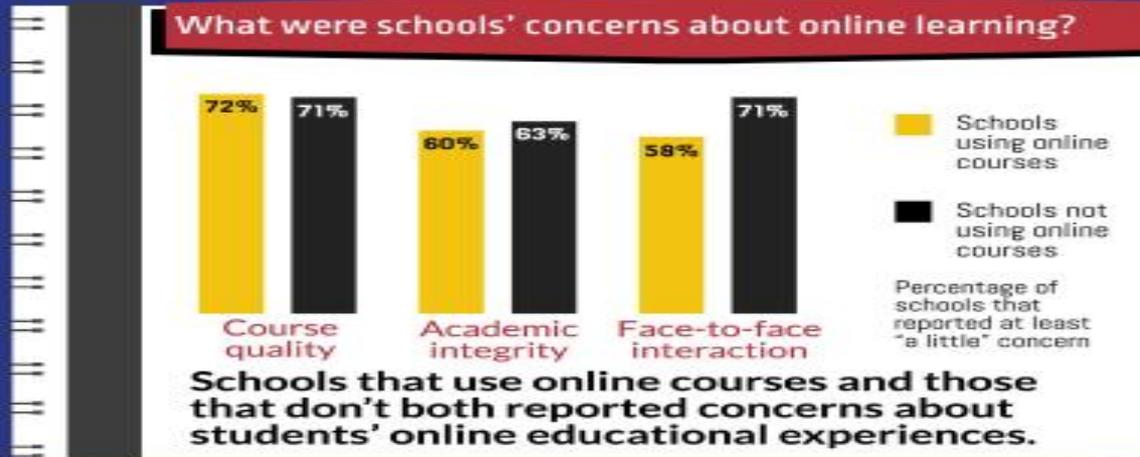
What we know from a survey of the Greater Capital Region*



In what types of online courses did schools enroll students?



What were schools' concerns about online learning?



*The Northeast Rural Districts Research Alliance at REL Northeast & Islands and the Capital Area School Development Association (CASDA) collaborated to conduct a study about public high schools' use of online learning for students. CASDA sent the survey to its 99 member public high schools and received responses from 59 schools (60%). Fifty-nine percent of the responding high schools reported enrolling at least one student in an online course during the 2012-2013 school year. Read the report: Clements, M., Pazzaglia, A. M., & Zweig, J. (2015). Online course use in New York high schools: Results from a survey in the Greater Capital Region (REL 2015-075). Washington, DC: US Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

True or False? Busting Myths about Teacher Mobility

Posted by: Lauren Matlach on 6/16/2017

Lauren Matlach

Education Specialist

The media often portrays the education profession as being in a state of crisis, with half of all new teachers leaving the profession within five years. Is this the case in Rhode Island?

RIDE recently worked with the Regional Education Laboratory Northeast & Islands (REL-NEI) to analyze the mobility patterns of early career teachers. In this study, we tracked all teachers who had 0-2 prior years of teaching experience in Rhode Island public schools in 2011-12 through 2015-16. From this information, we determined the extent to which teachers stayed in their current schools, moved to another school, transitioned to another role, or left Rhode Island public schools altogether. Below, we evaluate statements we commonly hear and share whether they are true or false based on our recent analysis.

1. More than half of early-career teachers leave Rhode Island within five years.

False. Seventy-seven percent of the 2011-12 early career teachers were still teaching in Rhode Island public schools in 2015-16. Another 1 percent of early career teachers continued working in Rhode Island public schools but in a different role (i.e. as a support professional or administrator). While there certainly is additional work that Rhode Island can do to support and retain early career teachers, the data do not support claims that half of new teachers leave within five years.

2. Early career teacher mobility is higher in high poverty schools.

False. The analysis found that early career teachers tended to move, stay, change roles, or leave Rhode Island public schools at similar rates across school poverty levels.

Stakeholder Outreach

- REL Governing Board
- Advisory Committees
- Professional organizations
 - CCSSO
 - Superintendents and principals associations
 - Statewide schoolboard associations
- Professional conferences
 - AERA, SREE, AEFPP, ASCD
- Media outlets
 - Education Week, Politico, Education Next



What are WE missing?

