

VIRTUAL WORKSHOP SERIES BECOME AN EVIDENCE-INFORMED EDUCATOR

R4S
RETHINKING RESEARCH FOR SCHOOLS

How can educators use research to elevate their practice and transform education?

Designed for -Principals - Assistant Principals - Instructional Coaches -Curriculum Directors - District Research Leaders - Assistant Superintendents - Professional Development Coaches

This FREE professional development series from the [Center for Research Use in Education at the University of Delaware](#) builds knowledge and skills for using research by focusing on **practical and useful strategies**, your choice of **1-hour workshops and asynchronous activities**, a course site full of **tools and resources**, and an opportunity to learn from and connect with **other educators interested in research-informed practice**.

No educator, school, or district is the same - so your learning needs are not the same, either. We offer **3 strands of learning** to give you choice in when and what you learn. Sign up for whichever best fit your learning goals. We'll help make connections among the workshops by providing additional resources and opportunities for discussion online.

[Click here or scroll down for a list of all sessions and registration information.](#)

KICKOFF
SESSION:
WHAT IS
RESEARCH AND
WHY SHOULD I BE
USING IT?

STRAND 1: FINDING AND EVALUATING RESEARCH

Educators rely on trusted sources for new practices. Learn how to evaluate research behind programs and how to find trusted sources for evidence-informed resources.

STRAND 2: LEVERAGING SCHOOL ROUTINES

Research-informed schools embed research use into regular school activities, such as PLCs and leadership teams. These workshops show you how.

STRAND 3: CREATING OPPORTUNITIES FOR ENGAGEMENT

Engaging with researchers can build capacity to use and implement research. Learn two strategies for engagement in these workshops.

WRAP UP
SESSION:
TAKING ACTION
TO BE AN
EVIDENCE
INFORMED
EDUCATOR

SERIES OVERVIEW

- Register for one, some, or all!
- Register for one and get access to course site for all sessions
- Certificates of participation available for professional learning credit
- Click on session title or scroll down for more information and registration links



KICKOFF SESSION

WHAT IS RESEARCH AND WHY
SHOULD I BE USING IT?

DATE AND TIME

STRAND 1: FINDING AND EVALUATING RESEARCH

FINDING AND ACCESSING
USEFUL RESEARCH

DATE AND TIME

EVALUATING RESEARCH: IS
IT HELPFUL TO ME?

DATE AND TIME

STRAND 2: LEVERAGING SCHOOL ROUTINES

USING THE MARSHALL MEMO
IN TEAMS

DATE AND TIME

USING RESEARCH INFORMED
THEORIES OF CHANGE IN
PLCS

DATE AND TIME

STRAND 3: CREATING OPPORTUNITIES FOR ENGAGEMENT

WHAT IS AN RPP AND HOW DO I
GET ONE?

DATE AND TIME

CONNECTING WITH
RESEARCHERS NEAR YOU

DATE AND TIME

WRAP UP SESSION

TAKING ACTION TO BECOME AN
EVIDENCE-INFORMED EDUCATOR

DATE AND TIME

KICKOFF SESSION: WHAT IS RESEARCH AND WHY SHOULD I BE USING IT?



Date and Time

This first session focuses on the foundations of using research - what is education research and why should we be using it? We'll learn more about **what it means to use research**, explore **common barriers** to using research, and engage in a **self-assessment** of research use in our own schools.

This workshop helps set the stage for learning opportunities featured in the rest of the series

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FINDING AND EVALUATING RESEARCH STRAND

FINDING AND ACCESSING RESEARCH

Date and Time

Finding high quality, useful research and research-based programs can be challenging. But several educator-friendly resources exist to help you and your colleagues navigate what's out there.

This session features presentations from three of those resources - the What Works Clearinghouse, Digital Promise's research tools, and the Pennsylvania Evidence Resource Center. Boost your confidence and success in finding evidence that will work for you!

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FINDING AND EVALUATING RESEARCH STRAND

EVALUATING RESEARCH: IS IT HELPFUL TO ME?

Date and Time

We might all agree that research is important to use in our practice, but figuring out whether research is "good" or relevant to your needs...well that's easier said than done.

Carrie Conaway, formerly chief strategy and planning officer for the Massachusetts Department of Elementary and Secondary Education, and now a senior lecturer at the Harvard Graduate School of Education, shares the R3I approach to evaluating evidence, designed to help educators more easily assess the relevance, inference, impact, and importance of research.



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LEVERAGING SCHOOL ROUTINES STRAND

USING THE MARSHALL MEMO IN TEAMS



Date and Time

Kim Marshall, author of the Marshall Memo, a weekly research summary read by literally tens of thousands of educators nationwide, shares approaches to engaging with research in teams, meetings, or with colleagues. Strategies for sparking thinking, discussion, and positive change by sharing ideas and resources from each week's Memo.

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LEVERAGING SCHOOL ROUTINES STRAND

USING RESEARCH-INFORMED THEORIES OF CHANGE IN PLCS

Date and Time

Using research in educational practice is a global issue. UK scholars and educators Chris Brown and Jane Flood have spent years working with educators to collaboratively engage with evidence to improve teaching practice. In this workshop, they share strategies that help teachers to use research-informed theories of change to drive instructional change and support student learning.

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CREATING OPPORTUNITIES TO ENGAGE STRAND

WHAT IS AN RPP AND HOW DO I GET ONE?

Date and Time

Research practice partnerships are a growing strategy for generating local information and research. By working together, educators gain valuable insights about what's happening in their schools. So what do these partnerships look like and how do they get started?

Director of Career and Technical Education at Shoreline School District (WA) and co-author of *Creating Research-Practice Partnerships in Education* shares strategies based on real life examples and his own work that can help you get started.

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CREATING OPPORTUNITIES TO ENGAGE STRAND

CONNECTING WITH RESEARCHERS NEAR YOU

Date and Time

Relationships with researchers can improve access to relevant evidence, support implementation of research-based practices, and create opportunities for professional learning. But although both groups report a desire for greater communication and collaboration, it's hard to know where to get started: who do you connect with? And how?

This session features pairs of researchers and practitioners that have come together in different ways and for different goals. Get inspired and motivated to connect with researchers near you.

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WRAP UP SESSION: TAKING ACTION TO BECOME AN EVIDENCE-INFORMED EDUCATOR



Date and Time

Now what? No matter whether you've attended one workshop or all of them, its time to take action based on what you've learned. To wrap up the series, the CRUE team end the program by helping you develop an action plan for strengthening the role of research into your own practice or in your organization.

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ABOUT THE CENTER

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The Center for Research Use in Education (CRUE) is an IES-funded knowledge utilization center charged with the measurement and description of research use in schools. Our mission is to expand the study of research use and produce a more holistic picture of what drives it, from the production of knowledge by researchers to the application of research in schools. We also seek to identify strategies that can make research more meaningful to classroom practice.

At our center, we believe that education research is an important part of the educational process. We further believe that rigorous evidence, whether qualitative or quantitative, can foster better opportunities and outcomes for children by empowering educators, families, and communities with additional knowledge to inform better decision-making. For this reason, we seek to support strong ties between research and practice.

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