

# What enables effective implementation of externally produced evidence in schools?

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The project is two-folded:

State of the field – 10 countries

State of the evidence – a full systematic review.



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# State of the field - countries

- Denmark
- Sweden
- Norway
- Finland
- England
- Scotland
- Ontario (Canada)
- Maryland (USA)
- New South Wales (Australia)
- New Zealand.



# State of the field - data

1. Systematic information search for policy documents, legal framework and strategy papers from governmental and non governmental organizations
2. Qualitative interviews with key informants.



# State of the field – areas of interest

- Policies and strategies for use of research findings in school
- Economy
- Research dissemination
- Requirements/expectations directed at teachers
- Initiatives that support knowledge exchange
- Use of research in teacher education / further training of teachers
- Experience with knowledge mobilization.



# State of the field – generally seen

- All countries have had recent reforms
- All countries have some form of a national curriculum, some more fixed than others
- In most countries teacher education programs are placed at universities
- All countries but one have national tests
- All countries have organizations that disseminate knowledge
- 6 countries demand certification of teachers
- 6 countries have requirements for continuing professional development
- 6 countries have mandatory introduction periods.

# Initial teacher training

Country	Teacher Education		Certification		Introduction period	
	One	Several	Yes	No	Yes	No
Denmark	X			X		X
Sweden		X	X		X	
Norway		X		X		X
Finland		X		X		X
England		X		X		X
Scotland		X	X		X	
Ontario (Canada)		X	X		X	
Maryland (USA)		X	X		X	
New South Wales (Australia)		X	X		X	
New Zealand		X	X		X	

# Personal attitudes and culture change

Common for all countries teachers are described as being:

- Stressed on time
- Stressed on curriculum
- Stressed regarding preparation
- Challenged in seeing the relevance of research results in their practice.



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# Personal attitudes and culture change

The differences between some countries:

- Autonomy of teachers vary
- Guidelines for the curriculum ><almost fixed curriculum
- Respect for teachers vary
- Assessment practices (use of test and data) vary.



# Continued professional development

- Denmark – no legal requirements
- Sweden - no legal requirements
- Norway – no legal requirements
- Finland – legal requirement three days per year
- England – no legal requirements
- Scotland – legal requirement, 35 hours a year Career Long Professional Learning
- Ontario (Canada) – Appraisal every five years require professional development
- Maryland (USA) – all teachers must pursue professional development continually
- New South Wales (Australia) – legal requirement minimum 100 hours of professional development every three years
- New Zealand – legal requirement to participate in professional development minimum every three years.



# Review question

How can empirical research in the field be characterized in regard to origin, frequency, purpose, approach, research design, results and research quality?

What promotes and/or hinders the implementation of research-based knowledge and knowledge implementation in primary and lower secondary school?



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# Themes

- Theme 1: Fidelity
- Theme 2: Professional development
- Theme 3: Implementors/facilitators
- Theme 4: Personal attitudes/culture change
- Theme 5: Principal/leadership engagement
- Theme 6: Sustainability/Life cycles.



# Theme 1: Fidelity

19 studies are included under this theme:

- Relevant background knowledge
- Instructions should be followed adequately
- Teachers believe the intervention has a positive effect
- A new curriculum that is intangible and non-prescriptive is difficult to implement
- High implementation scores ><unqualified staff
- Implementation fidelity has vital significance for the effect of a given intervention
- Lack of measures of student improvement.



# Theme 2:

## Professional development

17 studies are included under this theme:

- Five 3-hour collaborative seminars over a period of three months
- Introductory training and seven monthly skill sessions + coaching
- Interventions specifically target teachers skills in handling children with behavioral problems
- Content and pedagogical focused courses and long-term collaboration with universities.



# Theme 3: Implementors/facilitators

15 studies are included under this theme:

- Team collaboration
- Coaching
- Teachers >< psychologist
- Trained behavioral coach
- Instructional consultation teams
- Research assistants
- Specialists.



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# Theme 4:

## Personal attitudes/culture change

15 studies are included under this theme:

- Clear communication and understanding of the "mission"
- High teacher turnover limits the prevalence rate
- Teachers' ability or willingness to implement the project
- Individual differences between teachers acceptance
- Teachers' engagement in interventions directly effect students
- Teachers are committed to the intervention – bottom-up
- Threat towards teacher's autonomy
- Teachers' workload and lack of time.





# Theme 5:

## Principal/leadership engagement

11 studies are included under this theme:

- Knowledge of curriculum, instruction and assessment (academic support)
- Flexibility and optimizers (personal support)
- Trust and shared leadership
- Principals as an active part of intervention implementation – especially at the start
- Principals that work on continuous development of their school based on data analysis, goal-setting and achievement monitoring have positive effects on implementation
- Changing principals effect the implementation adversely.



# Theme 6:

## Sustainability/Life cycles

6 studies are included under this theme:

- Sticking with the principals of the project in spite of problems faced along the way
- Continued growth of new programs
- Regression occurring in the second year
- After end of funding – interventions are given up
- Alignment of program characteristics with ongoing strategies, school policies and other programs
- Continuous efforts should be made to keep the interest in the program.



Thank you for your  
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