

Guiding Definitions/Principles

Actionable

Able to be done or acted on; having practical value.

Dynamic

A force that stimulates change or progress within a system or process.

Effective

Providing a definite and/or desired measurable result.

Effect Size and What Works Best

Next to support for and modeling of learning in the home, how well teachers teach (instruction) is the most important factor in student learning. An "effect size" is a metric used to express the average change in student performance that is attributable to a specific instructional strategy. Where possible, the goal would be to focus on strategies that can demonstrate more than one normally expected year of growth in student performance. Since student populations and learning conditions can vary widely, it is important to understand that no instructional strategy works equally well in all situations, even when implemented with fidelity.

Efficient

Producing a desired effect with minimal effort, expense, and/or waste.

Evidence-Based Practice

Evidence-based practice means an intervention, activity, and/or strategy that demonstrates a statistically significant effect on improving student outcomes. To assist ULEAD stakeholders, the Every Student Succeeds Act (ESSA) defined levels (tiers) of evidence will be used when available and appropriate (strong evidence; moderate evidence; promising evidence; and, demonstrates rationale). When deemed as an appropriate way to communicate critical evidence-based practices, a meta-analysis of relevant data will be published in a user-friendly format (e.g. infographic, template, discussion guide, etc.).

Innovative

New methods, strategies, devices, etc.