

HARVARD



GRADUATE SCHOOL
OF EDUCATION

Professional Education

Using Research to Inform Decisions

August 7–20, 2017 | Online | \$149 per person | gse.harvard.edu/ppe/rid

WHAT YOU WILL LEARN

Learn how to find, evaluate, and apply research relevant to decisions in your district.

PROGRAM OVERVIEW

Federal guidelines now ask school and district staff to use research evidence when making decisions about policies and programs. Despite these realities, finding and using solid research can be a difficult task.

Using Research to Inform Decisions will guide you in how to find and evaluate pertinent research, with a constant eye toward how such research can be used to inform various school- and district-level decisions. The workshop provides an overview of how practitioners use research and offers several simple tools to help you find the study you need. You will also learn strategies and structures that help foster an environment where research truly informs decision-making.

This two-week online workshop is jointly led by HGSE Professor Heather Hill, University of Colorado Professor Bill Penuel, and other leaders in the field. Video lectures, readings, facilitated online discussions, and exploration exercises will help you engage with research and gain confidence in using evidence to make sound decisions.

FORMAT AND DELIVERY

The program includes:

- Video lectures from Heather Hill, University of Colorado Professors Bill Penuel and Derek Briggs, Northwestern University Professor Cynthia Coburn, and the National Center for Research in Policy and Practice project director Caitlin Farrell
- Readings of various research articles and white papers
- Facilitated online discussions
- Exploration exercises
- Job-embedded practice where you will apply the concepts and techniques learned*

A core part of the HGSE experience is cohort learning. Over the course of the program, the curriculum is designed to create a community of practice for participants to learn with and from each other.

The online instruction, discussions, and job-embedded practice should take five to seven hours over the duration of the program. Participants who complete all individual assessments and contribute to group discussions will receive a certificate indicating completion of five clock hours of instruction.

**Note: all content is self-paced, including group discussions. Facilitators will moderate discussion boards throughout the two-week program.*

By completing the program, you will be able to:

- Explore the nature of research use and current national patterns in research use
- Learn how to find relevant research and read it accurately
- Evaluate research design, and be able to judge the credibility of the research
- Implement strategies for increasing the use of evidence within your own educational setting

WHO SHOULD ATTEND

- Leaders of districts or schools
- Decision-makers in the district including Directors of Research, Curriculum and Instruction, and Special Education
- State education officials



National Center for Research in Policy and Practice



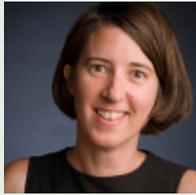
William Penuel is principal investigator of NCRPP and professor of Educational Psychology and Learning Sciences in the School of Education at the University of Colorado Boulder. He studies how participatory design, professional development, curriculum, and teachers' collegial interactions support improvement.



Derek Briggs is co-principal investigator of NCRPP and professor of Research and Evaluation Methodology in the School of Education at the University of Colorado Boulder. His research focuses upon building sound methodological approaches for the measurement and evaluation of growth in student learning.



Caitlin Farrell is director of the National Center of Research in Policy and Practice (NCRPP). She specializes in research on policy implementation and K-12 educational reform, with a particular focus on organizational theory.



Heather Hill is co-principal investigator of NCRPP and the Jerome T. Murphy Professor in Education at the Harvard Graduate School of Education. Her primary work focuses on teacher and teaching quality, and the effects of policies aimed at improving both.



Cynthia Coburn is co-principal investigator of NCRPP and professor at the School of Education and Social Policy at Northwestern University. She specializes in policy implementation, the relationship between research and practice, data use, and scale up of innovation.



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