

**CEA/OISE COLLABORATIVE PROJECT:
Research Use and Its Impact in Secondary Education**



**Interim Report prepared July 2009 for the CEA by:
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EXECUTIVE SUMMARY

Current Status of the Project

- First survey was administered in May 2008.
- Three interventions were implemented throughout the 2008/ 2009 school year in 9 districts:
 - System to share research articles
 - Study groups around research issues
 - Districts conducting research
- Survey will be re-administered in fall 2009 to determine changes following the interventions.

Key Messages

- Districts report many practices to support research use, but other evidence suggests that survey respondents overestimate the extent to which they use evidence in their work.
- Educators' beliefs are shaped more by experience and colleagues than by empirical evidence.
- There are some simple things districts could do to foster increased knowledge and use of evidence.

Purpose and Scope

- The purpose of this collaborative research is to learn about the ways research is encountered and used to shape policy and practice in Canadian secondary schools.
- 188 secondary school educational leaders responded to the pre-intervention survey on district research culture and knowledge claims relevant to practice.

District Research Culture

- More similarities than differences across districts, generally the responses were positive and mean scores on items did not differ very much.

- 85 % of educational leaders surveyed either agreed or strongly agreed that “the important role of research was evident in the ways their districts related research to practice”; however, survey results and conference calls with participants showed some *discrepancy* between the acknowledgement of the importance of research on one hand and actual research use on the other. The time actually spent on research is summarized below:

Research Related Readings

- 63 % of educational leaders spend between 0-5 hours per month on research related reading.
- 37 % of educational leaders spend 6 or more hours a month on research related reading.

Research Related Events

- 47 % of respondents spend 2 hours or less per month in research related events.
- 25% are not engaged at all in research related events.

Research Related Networking

- 52% of educational leaders spend between 0-2 hours per month, with 23% doing none.
- 27% of educational leaders spend more than 6 hours per month.

- There was a lack of knowledge about institutional research infrastructure. For example, many respondents did not know if their district had an office or personnel involved in research, or if there were research materials posted on the district website. One exception was Data District C, which has made a consistent effort in knowledge mobilization: 94% of respondents knew that the infrastructure exists, suggesting that efforts to give more profile to research do have an impact.

Knowledge Claims Relevant To Practice

- All respondents were asked to evaluate six knowledge claims about student success in secondary schools, each based on strong empirical evidence.
- There was strong agreement among respondents on 3 knowledge claims and considerable disagreement on the other 3 knowledge claims.
- For all the knowledge claims, respondents reported that personal experience is the most powerful influence on their views, followed by colleagues or professional networks.
- Direct contact with formal research sources and professional development appeared to play a weaker role in shaping opinions across all the districts.

- Respondents reported more use of evidence, such as research reports and data collected in the school, in relation to the three claims that had the most agreement, suggesting that more exposure to research is related to greater understanding.

Important Themes Arising Across Interventions and Districts

Growing momentum surrounding the importance of research use in secondary schools.

- Research use is generally not a high priority in secondary schools, but there is a growing recognition among educational leaders of the importance of research in school districts.

Research use is likely to be stronger where it is supported simultaneously by organizational structures and processes as well as culture

- Use of research is likely to increase if it is organized and embedded within districts, such as being distributed on a regular basis or being a part of regular meetings or discussions. We need to build structures and processes that support research use, while also fostering a culture that supports and encourages research use.

The nature and format of research material affects use

- Research products are likely to have greater impact if adapted to the needs of practitioners.
- Guiding questions can act as a reflective lens, increasing the relevance of research.

The importance of facilitation

- Facilitators can help bring different groups together and cultivate relationships.

The importance of linking research use to action

- Engagement with research needs to go beyond a conversation and be linked explicitly to action plans.

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PROJECT OVERVIEW

The purpose of this collaborative research is to learn about the ways research is encountered and used to shape policy and practice in Canadian secondary schools. The study targets superintendents, principals and others with designated leadership roles in secondary schools or districts across Canada.

Acknowledgments

The study was funded by the Canadian Education Association and is being carried out by a team of researchers at OISE. This research is connected to a larger project in which CEA is working with a network of 10 school districts with approximately 100 secondary schools that are interested in substantial change in secondary education. The schools and districts are partners in developing the project and interpreting its results.

This project has involved the efforts of many organizations and individuals. The research teams thanks CEA for funding and supporting this study. We also extend thanks to those educational leaders from eleven districts across Canada who completed the survey, especially the districts and leaders that have participated in the interventions which have required an investment of interest, time, and energy from people in roles that are already demanding. The authors also thank members of the larger OISE KM team, whose comments and suggestions have contributed to our understanding of this project as well as to knowledge mobilization in education.

Disclaimer

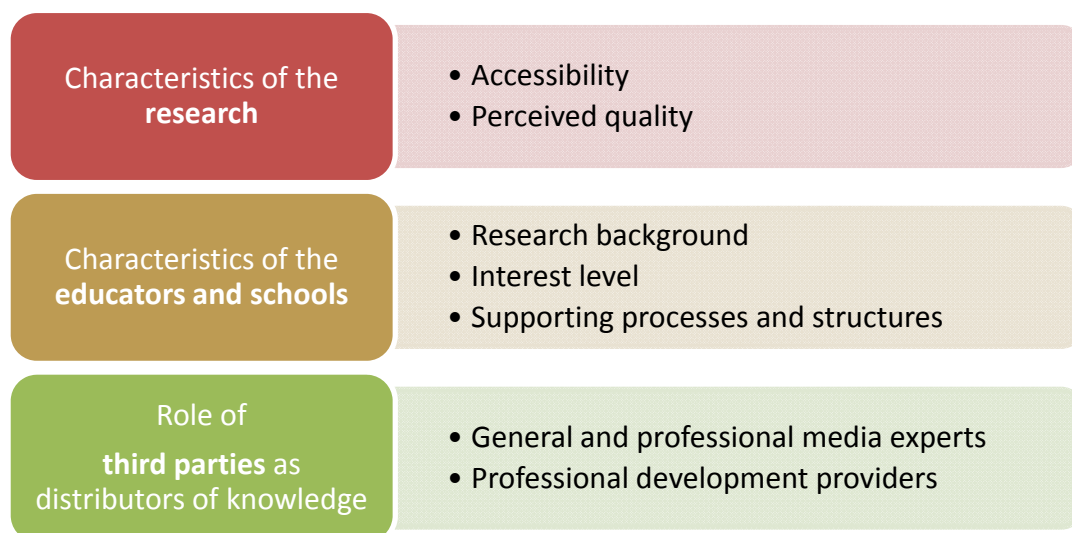
This study has been approved by the Research Ethics Board at the University of Toronto. The research was carried out in accordance with the University of Toronto ethical standards for research. Participants volunteered and were free to decline to answer any question or withdraw from the study at any time. All participants remained anonymous on the electronic surveys, so the researchers were unable to identify any individual responses.

For any questions about the research, please contact Ben Levin at OISE – blevin@oise.utoronto.ca or 416-978-1157.

Conceptual Framework

A growing body of empirical and conceptual work is informing our understanding of the relationships among research, policy and practice (e.g. Amara, Ouimet & Landry, 2004; Belkhdja, Amara, Landry, & Ouimet, 2007; Lavis, Ross & Hurley, 2002; Lavis, 2006; Lemieux-Charles & Champagne, 2004; Mitton et al, 2007; Nutley et al, 2007). These relationships are not simple or unidirectional. It is also clear that research impact is a characteristic of organizations and professions more than of individuals.

This study starts from the framework developed by Levin (2004) and similar framing by Nutley et al (2007) suggesting that knowledge and use of research in schools depends on:



In general educators, like other professionals, have relatively limited direct knowledge of current research and rely heavily on versions of research findings that they encounter in their work (Cooper, Levin & Campbell, 2009). However, it may be possible to shift this pattern by creating organizational supports and incentives for consideration of research (Cordingley, 2008; Levin, 2004, 2008; Walter, Nutley & Davies, 2003).

For the purposes of this study, 'research' is defined broadly to mean any systematic gathering and use of data or other forms of evidence to address a theoretical, practical, or policy problem.

Research Questions

Research Questions

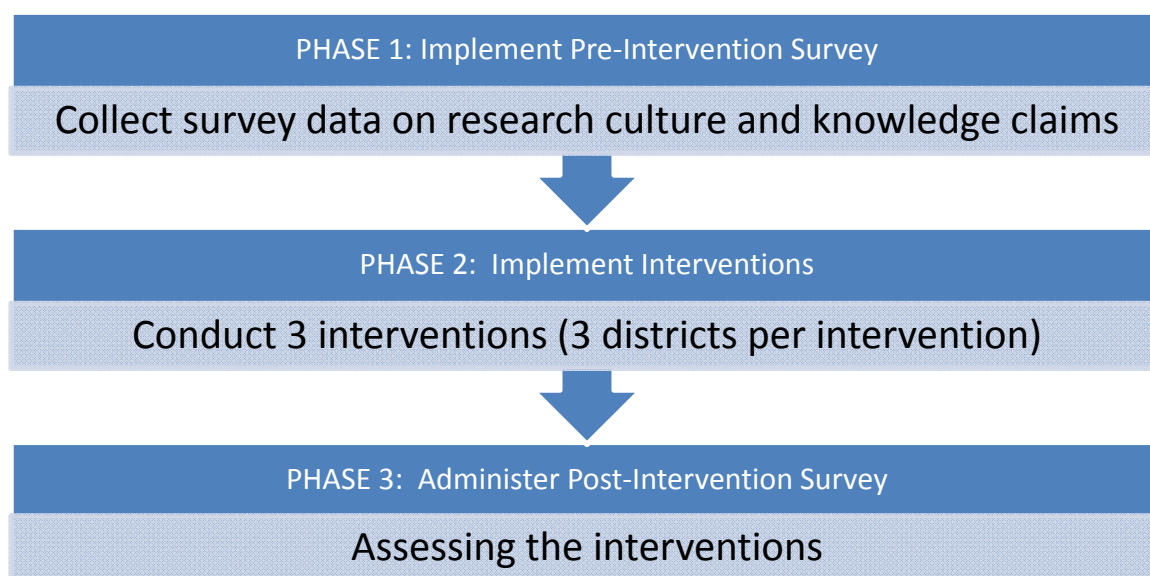
- How do educators learn about research findings?
- In what ways do the school systems support or inhibit the use of research?
- What knowledge do educational leaders have about some important research findings related to their goal of improving secondary schools?
- How do these research findings affect district and school policies, programs, resource allocations and other decisions?
- What interventions might most effectively and efficiently improve the availability and use of research in and for secondary schools

Study Design

Phase 1 (February-October, 2008) involved gathering data from educational leaders (superintendents, principals and others with designated leadership roles in schools or districts) in the network schools and districts about their knowledge and use of research related to secondary education and developing a better understanding of the factors supporting or impeding this use.

Phase 2 (Sept 2008 – July 2009) involved conducting selected interventions intended to strengthen the use of research. We conducted three interventions in nine districts (described in more detail further on in the report).

Phase 3 (September 2009 – December 2009) will involve re-administering the original survey in order to measure the impact of these interventions. This will include an examination of whether there are higher levels of agreement on the knowledge claims resulting from the interventions.



The Survey

Research Culture

The first part of the survey explores district research culture by asking educational leaders about research-related activities that the literature suggests are connected to greater knowledge mobilization. In particular, we focus on activities that involve creating connections among people, since the available evidence indicates that these connections are more powerful in changing what people do than are activities such as simply communicating research findings.

The survey asked about:

- research use
- research focused events
- school practices
- reporting and analyzing various data sources
- research activities (events, resources, and networking)

Many surveys ask participants about their opinions and beliefs, although we know from the literature that these responses are often inconsistent with actual behavior (Levin, 2008). An important aspect of this survey is that it asks school and district respondents about the existence and *frequency* of specific practices or behaviors rather than about their attitudes or beliefs. While one still cannot be fully confident in the accuracy of self-reporting, these kinds of responses are less likely to be affected by social desirability, are easier to check, and are easier to compare among respondents in the same organization.

Research Knowledge Claims Relevant to Practice

The second part of the survey focuses on six knowledge claims related to success factors for students and student pathways and trajectories.

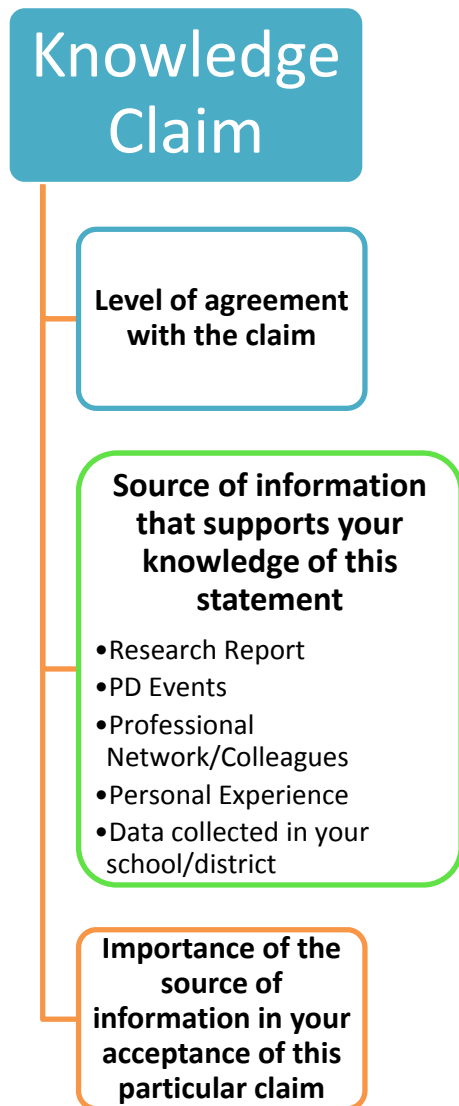
Success factors for students

- Knowledge claims were based on research on the current success and failure rates of students, and the factors (both in and out of school) that may influence these outcomes including the impact of student background, course choices, engagement levels, school supports, parent engagement, etc. with a focus on the most powerful influences and how they operate.

Student pathways and trajectories















- Knowledge claims were based on research on the short and long-term destinations of students and the pathways to reach those destinations including the proportions of students with different post-school destinations, factors influencing those choices, ability of schools to predict and hence plan effectively for student choices.

Knowledge claims are ideas that have strong empirical support from research. We were interested in whether leaders in the districts agreed with these claims. We were also interested in what they would say were the sources of their knowledge of the claim and the importance of each source. The sources in the survey are drawn from the research, which emphasizes the importance of experience or professional relationships in shaping behaviour in comparison with knowledge of empirical evidence (Levin, 2004, 2008). Below is a diagram outlining the structure of the second part of the survey:



Project partners

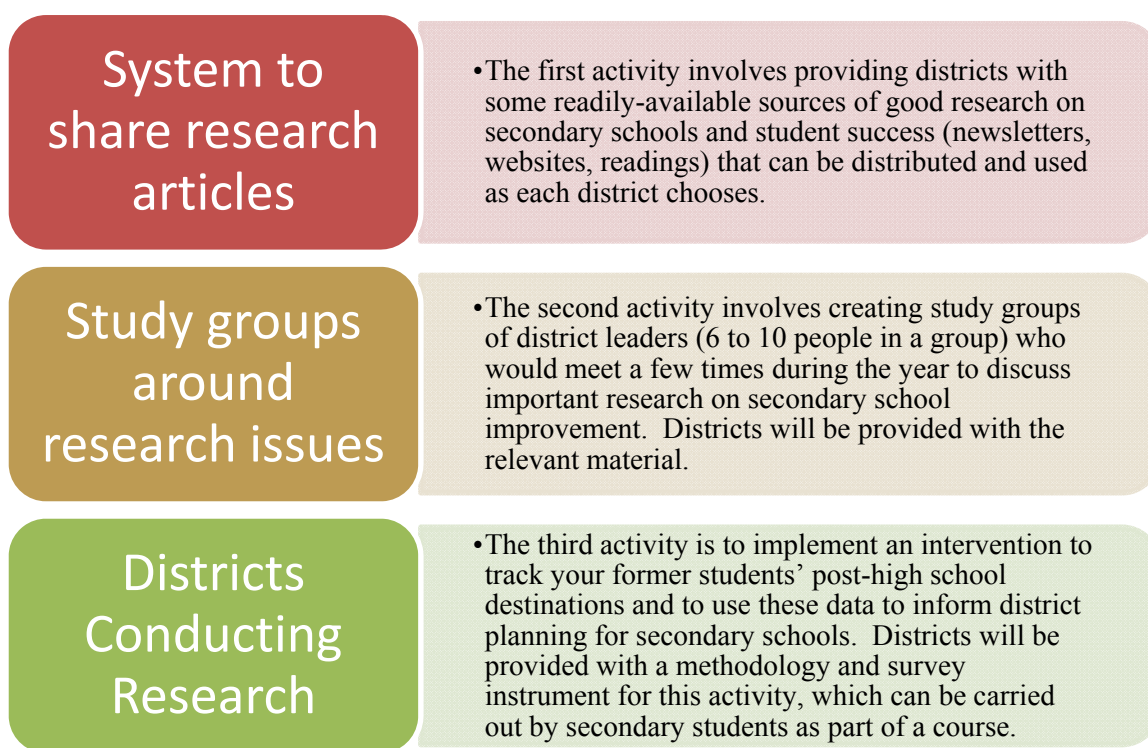
We list the districts participating in the study here in order to contextualize the findings. From this point on, however, to protect anonymity districts are referred to based on the intervention they were assigned to.

1	Canadian Education Association	 Canadian Education Association linking . listening . learning . leading since 1891
2	University of Toronto Ontario Institute for Studies in Education	 UNIVERSITY OF TORONTO OISE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
3	Hamilton Wentworth District School Board; Evidence-Based Education and Services Team – Ontario	 HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD  E-BEST
4	Saanich School District – British Columbia	 Saanich Schools Great Places to Learn & Safe Places to Be
5	Avon Maitland District School Board – Ontario	 Avon Maitland DISTRICT SCHOOL BOARD Unlocking the Potential Within All of Our Learners
6	Pembina Trails School Division – Manitoba	 PEMBINA TRAILS SCHOOL DIVISION
7	Saskatoon Public School Division – Saskatchewan	 Saskatoon Public Schools <i>Inspiring Learning</i>
8	Greater Saskatoon Catholic Schools – Saskatchewan	 GREATER SASKATOON CATHOLIC SCHOOLS
9	Winnipeg School Division – Manitoba	 WINNIPEG SCHOOL DIVISION INVESTING IN THE FUTURE
10	Vancouver School District – British Columbia	 VSB
11	Sunrise School Division - Manitoba	 SUNRISE SCHOOL DIVISION
12	Delta School District – British Columbia	 Delta School District Where Learning Matters
13	Evergreen School Division – Manitoba	 Evergreen School Division

CURRENT STATUS OF PROJECT

In May 2008, we asked leaders in each district to complete a first survey regarding the district's research efforts and their views about six knowledge claims related to student success in secondary schools. Based on 188 responses to the survey, we created profiles of each participating school district. The school district research profiles highlight elements of research culture and the sources of knowledge for each of the knowledge claims.

The second phase of the study involved collaborating with the participating districts to develop concrete steps to increase the value of research in the work of secondary schools. Organizational support structures were implemented in the 2008/ 2009 school year including the following three interventions (each of which is being conducted in three districts):

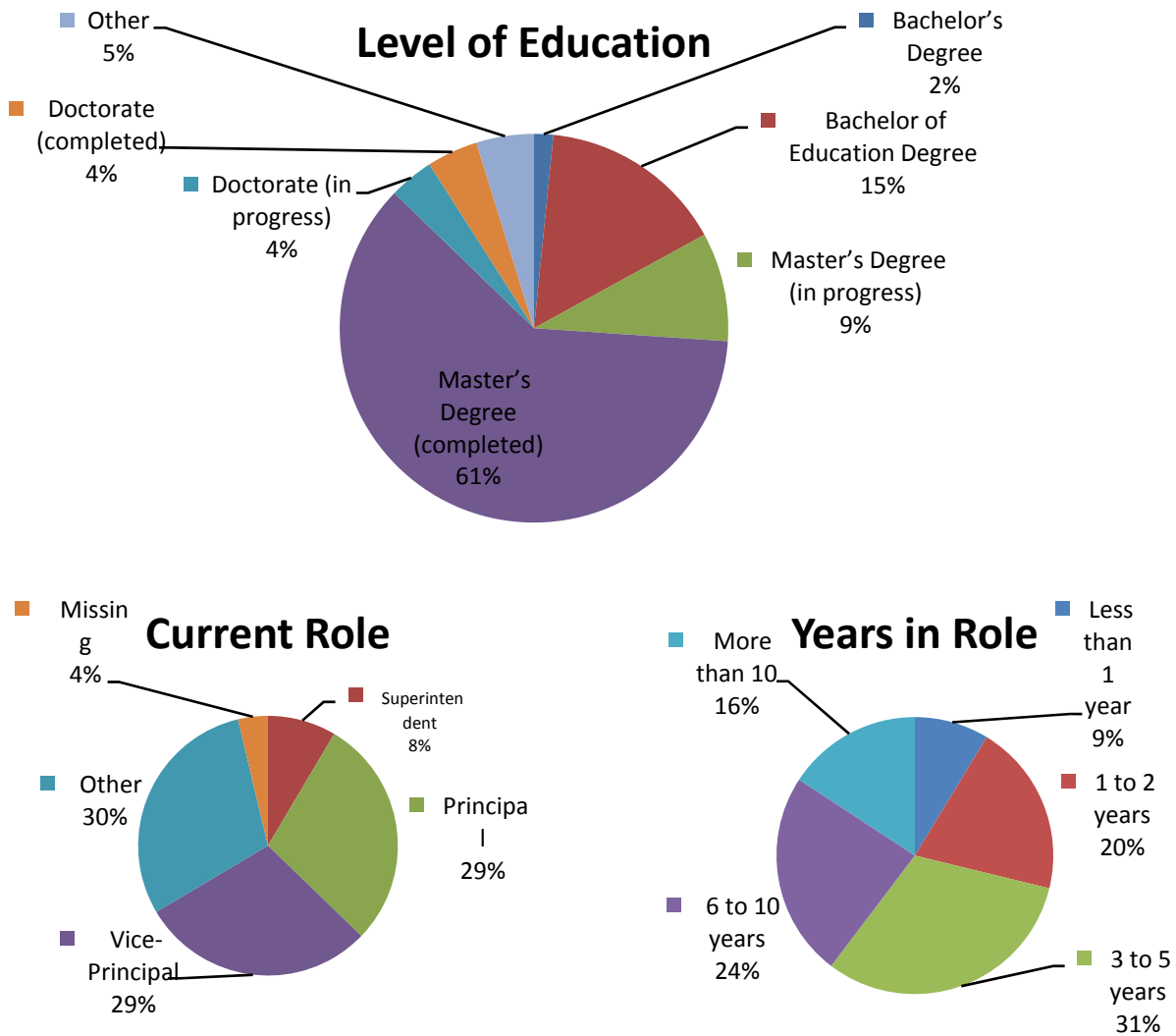


The three interventions vary in intensity, with the first being the most passive and the third being the most active. We were interested in knowing if more intensive interventions would produce a greater impact than more passive ones. To this end, the survey will be re-administered in the early fall of 2009 to see if the participating district's knowledge of the claims or their reported research culture has changed following the interventions.

FINDINGS

Characteristics of Respondents

The 188 respondents were divided roughly evenly among principals, vice principals and ‘others’, which include curriculum developers and department heads. Respondents reported a wide range of years of experience in the leadership role. Most respondents have a masters degree or above. They work in districts and schools of varying sizes.



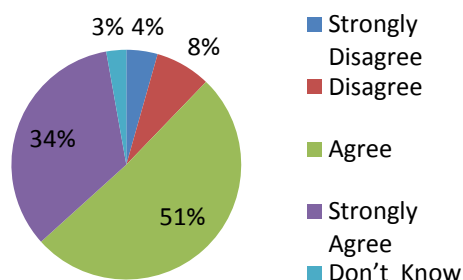
Research Culture Survey Responses

Overall the respondents were strongly positive about the extent to which research is used in the district. There is more similarity than difference across districts – generally the responses were positive and mean scores on items did not differ very much across districts.

While 85 % of educational leaders surveyed either agreed or strongly agreed that “the important role of research was evident in the ways their districts related research to practice”, survey results and conference calls with participants showed some *discrepancy* between the reported importance of research and actual research use.

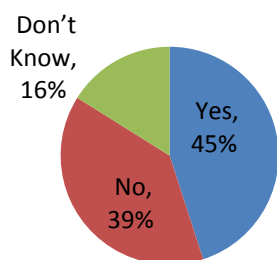
The rest of this section of the report shows the results for each research culture survey question with brief analysis.

-
1. The important role of research is evident in the ways we relate research to practice within this district.

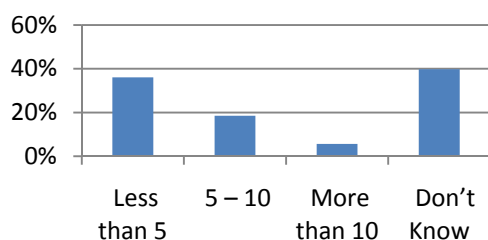


- 85% of educational leaders agree or strongly agree that the important role of research is evident within their district

-
2. Does your district have an institutional research infrastructure (i.e. the physical, informational and human resources essential to conduct appropriate research)?

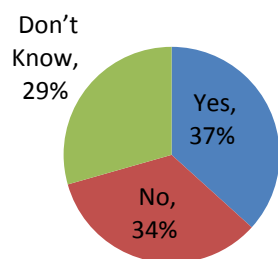


If so, how many people are involved?



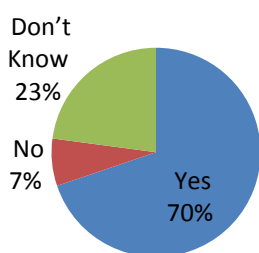
- Less than half of educational leaders surveyed reported that formalized roles and research departments existed within their districts
- One exception was a school district that has made a consistent effort in knowledge mobilization: 94% of respondents from this district knew that the infrastructure exists, suggesting that efforts to give more profile to research do have an impact.
- Where district research capacity does exist, it is small.

3. Does your district have research findings and research resources posted on its website?



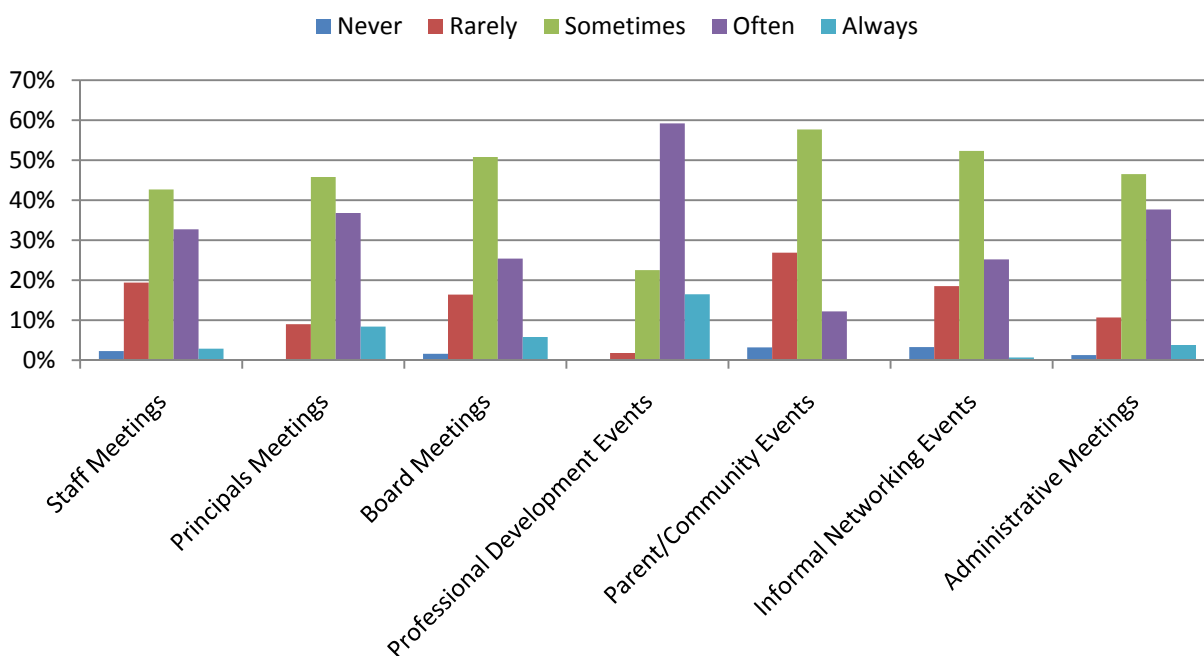
- Only 37% of educational leaders knew that research resources were included on their district website
- 29% of educational leaders are unsure of whether or not research is posted

4. Does your district have joint research projects with universities and/or community organizations?



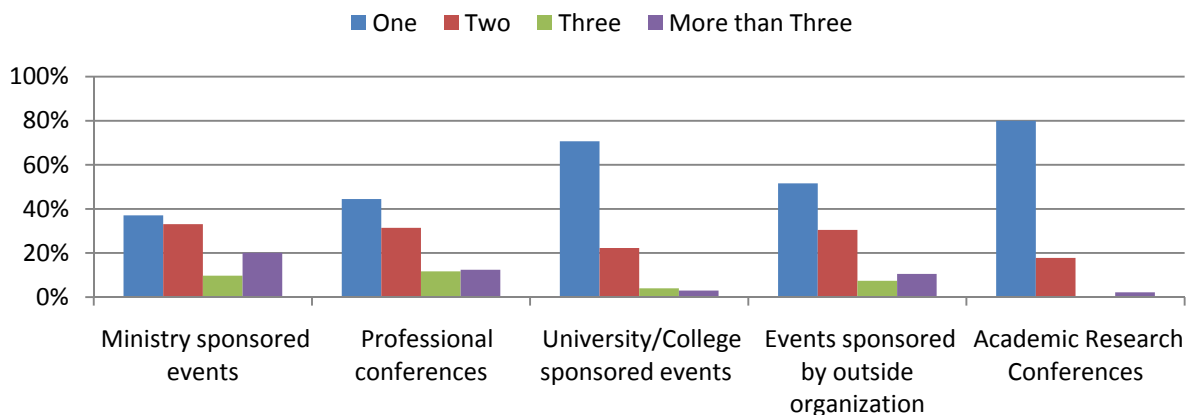
- Most districts did have joint research projects occurring with universities and community organizations.

5. How often would you say research is discussed in your district during the following:



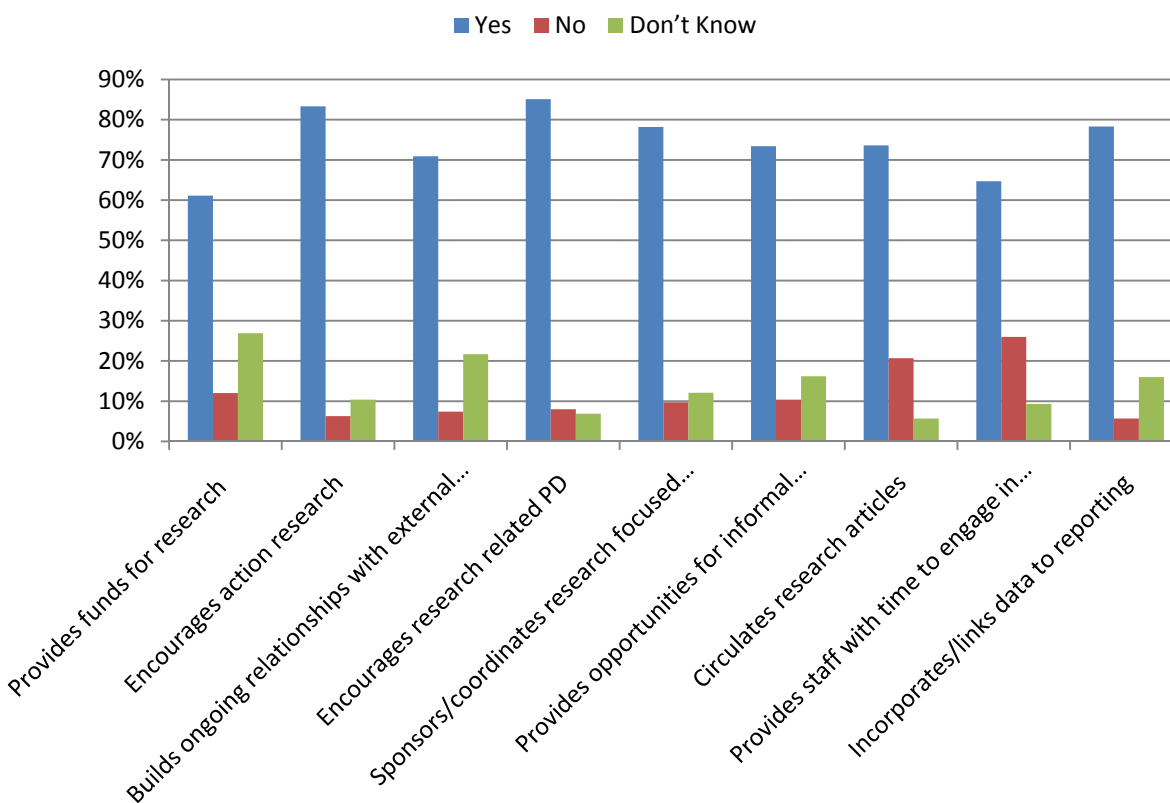
- Research is discussed sporadically across different types of meetings and events. Participants reported that research was discussed the most frequently and consistently in professional development events, although later data in this report show that educators consider PD to be the least important source of information
-

6. In your last year of fulltime work in a school or district, how many research focused events outside of your own district sponsored events did you attend?



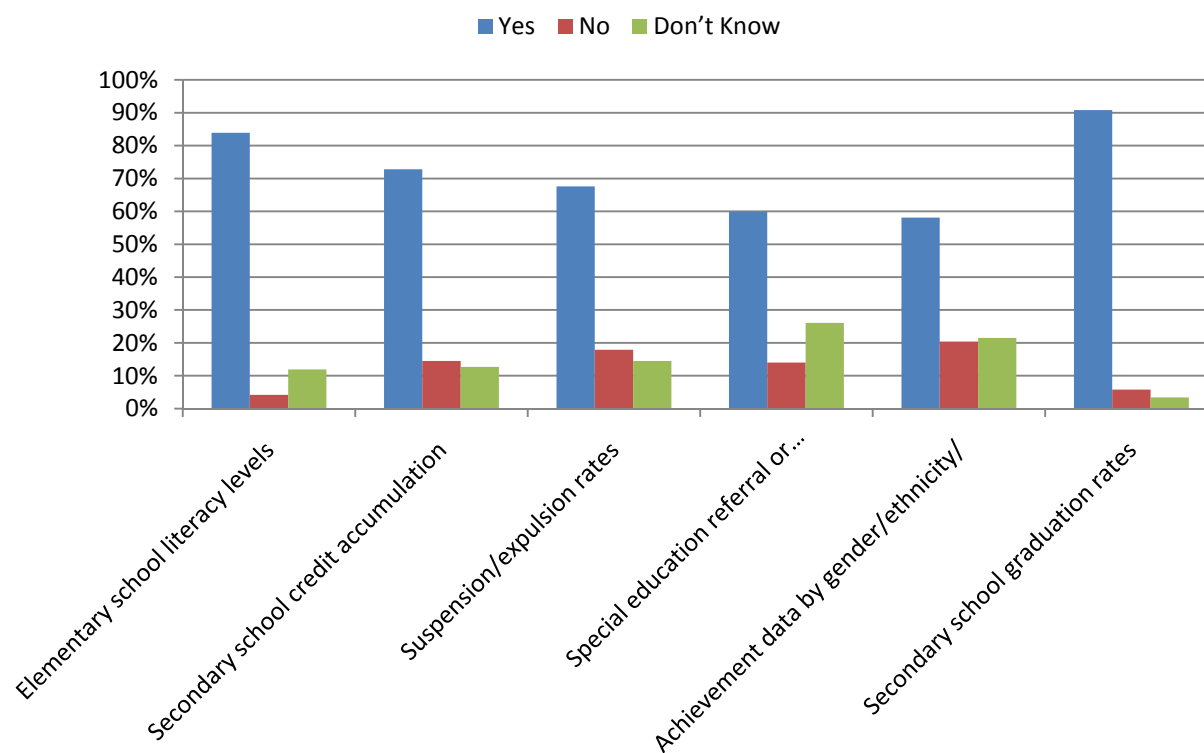
- Most educational leaders attend 1-2 research related events a year
- Future area of study: How many opportunities do practitioners have to attend research related events in comparison with administrators?

7. This school district follows these practices:



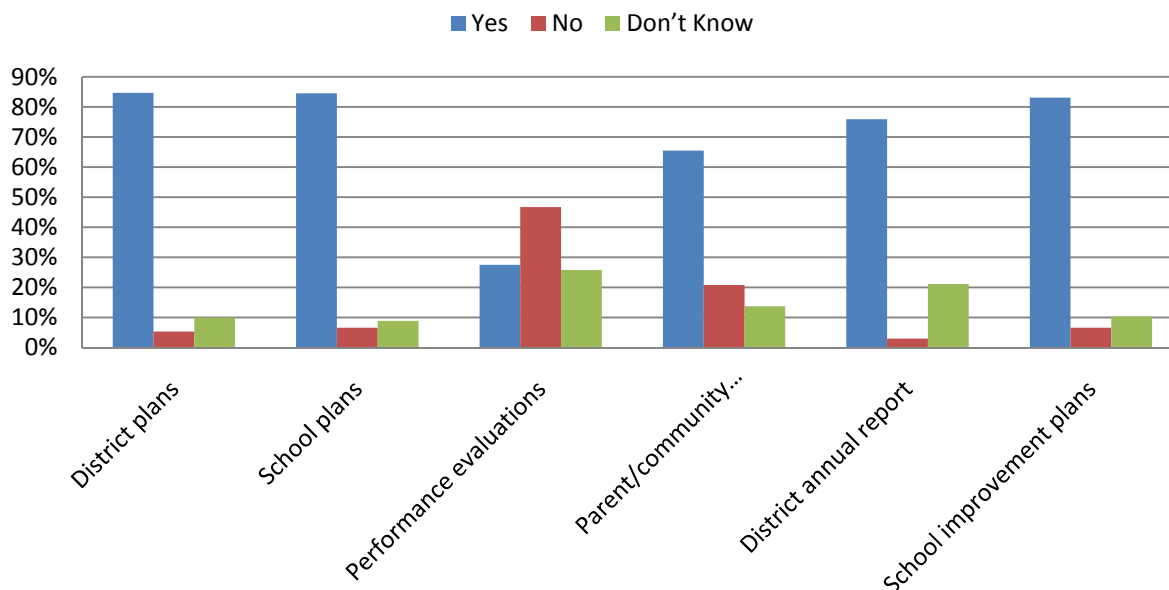
- Overwhelmingly, educational leaders reported district support for a variety of research related practices; however, self-reported amounts of time educational leaders actually spend engaging with research focused events, research related events and research related networking are much lower.

8. Does your school district regularly report and analyze the following data sources:



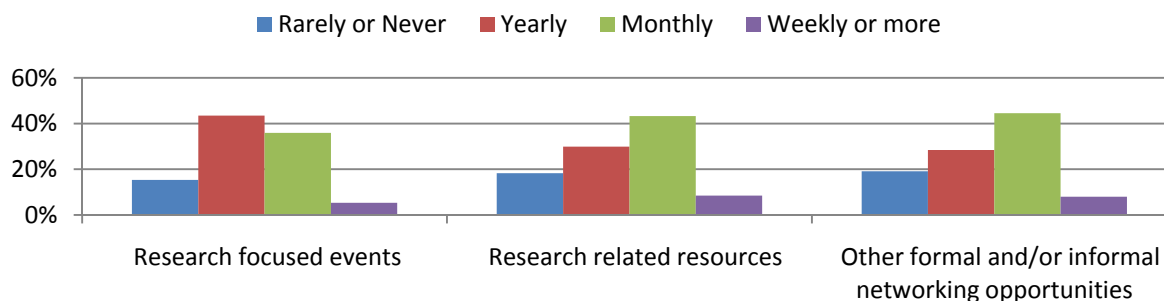
- Districts regularly report on and analyze a number of data sources.

9. Are local data or other research cited within the following district and/or school documents:



- There is considerable data use in districts for a variety of reports; predominantly, this data use is linked to reports and school plans that go directly to ministries.
- This suggests data use increases with formal requirements and policies

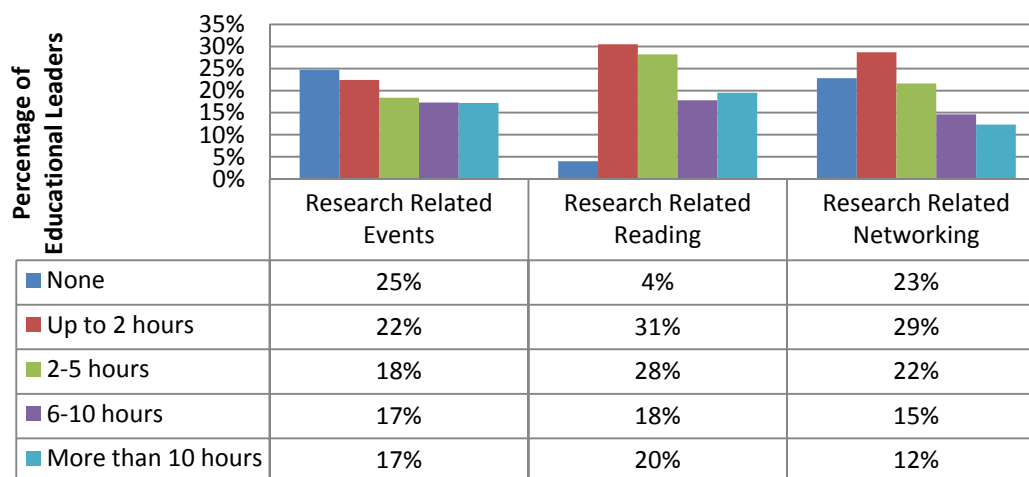
10. How often does your school district offer the following research activities/strategies:



- Districts offer research related resources and formal and informal networking opportunities more frequently than research focused events. Most respondents reported that research focused events were offered yearly. Nearly half of the respondents reported that all three categories, research focused events (59%), research related resources (48%) and other formal and informal networking opportunities (47%) were offered infrequently in their districts.

11. In your last year of fulltime work in a school or district, how much time did you spend during a 30 day period on the following activities:

Time Spent on Research



- Research Related Events
 - 47 % of respondents spend 2 hours or less per month in research related events
 - 25% are not engaged at all in research related events
- Research Related Readings
 - 63% of educational leaders spend between 0-5 hours per month on research related reading
 - 37 % of educational leaders spend 6 or more hours a month on research related reading.
- Research Related Networking
 - 52% of educational leaders spend between 0-2 hours per month, with 23% doing none
 - 27% of educational leaders spend more than 6 hours per month
- The most time is spent on research related reading; whereas roughly the same amount of time is spent engaging with research related events and networks

Knowledge Claims Survey Responses

The survey asked respondents their views of six statements regarding student success in secondary schools. Each statement was based on significant empirical evidence, though some statements were worded consistently with the evidence while others were worded opposite to the evidence to avoid response bias.

For 3 of the knowledge claims, most respondents “agreed” with the weight of empirical evidence around that claim:

- Disconnection and disengagement with the school culture and school community are major contributors to students leaving school. [Knowledge Claim worded consistently with evidence] (94% agree or strongly agree)
- Schools with similar student demographics can and do have very different student achievement outcomes; suggesting that some schools are more successful than others at supporting student success (e.g. timely graduation). [Knowledge Claim worded consistently with evidence] (79% agree or strongly agree)
- The quality of teaching and learning in the secondary school is one key factor that influences student pursuit of post-secondary education. [Knowledge Claim worded consistently with evidence] (87% agree or strongly agree)

On 3 other claims, there was no agreement among our respondents on what is ‘true’

- Students who fail a single course in the first year of secondary school are at a much greater risk of dropping out of school. [Knowledge Claim worded consistently with evidence] (63% agree or strongly agree but 24% disagree or strongly disagree). Notably, the two Ontario districts, where this issue has been the subject of much attention, reported substantially higher levels of agreement with this claim.
- Secondary school performance and grades predict post-secondary school success with a high degree of accuracy. False. (39% agree or strongly agree but 36% disagree or strongly disagree) [Note: this is a reverse phrased claim; the evidence actually indicates that high school grades are only a moderate predictor of post-secondary success.]
- The majority of students believe that secondary school prepares them well for post-secondary school life. False. (37% agree or strongly agree but 36% disagree or strongly disagree) [Also a reverse indicator; the evidence indicates that most students do not feel they have been well prepared.]

In relation to the factors influencing respondents’ views;

- For all the knowledge claims, respondents report multiple sources of influence on their views, suggesting that many different information sources can matter.

- Respondents reported that personal experience is the most powerful influence on their views, followed by colleagues or professional networks.
- Direct contact with formal research sources and professional development appeared to play a weaker role in shaping opinions across all the districts.

Respondents reported weaker use of evidence-based sources, such as research reports and data collected in the school, in relation to the three claims that had the most disagreement. That is, where the responses to the knowledge claims were most in line with empirical evidence, respondents also reported more influence of research on their views.

The sources of knowledge that validated respondents' answers to the knowledge claims are ranked below from most important to least important:

- Personal experience
- Colleagues or professional network
- Data collected in your school/district
- Research report
- PD events, seminars, or conferences

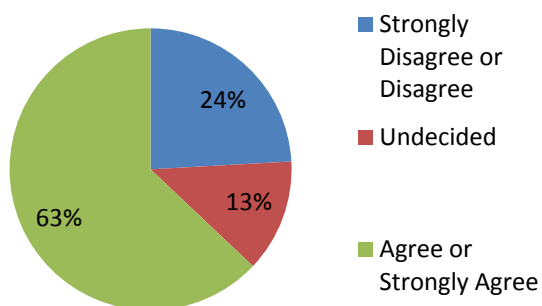
Overall, this indicates that school administrators' source of knowledge is personal experience, followed by reliance on information from Colleagues and professional networks. Data collected in the school/district ranked third in importance. Direct contact with formal research sources and professional development appeared to play a weaker role in shaping opinions across all the districts.

Respondents reported more use of evidence, such as research reports and data collected in the school, in relation to the three claims that had the most agreement, suggesting that more exposure to research is related to greater understanding.

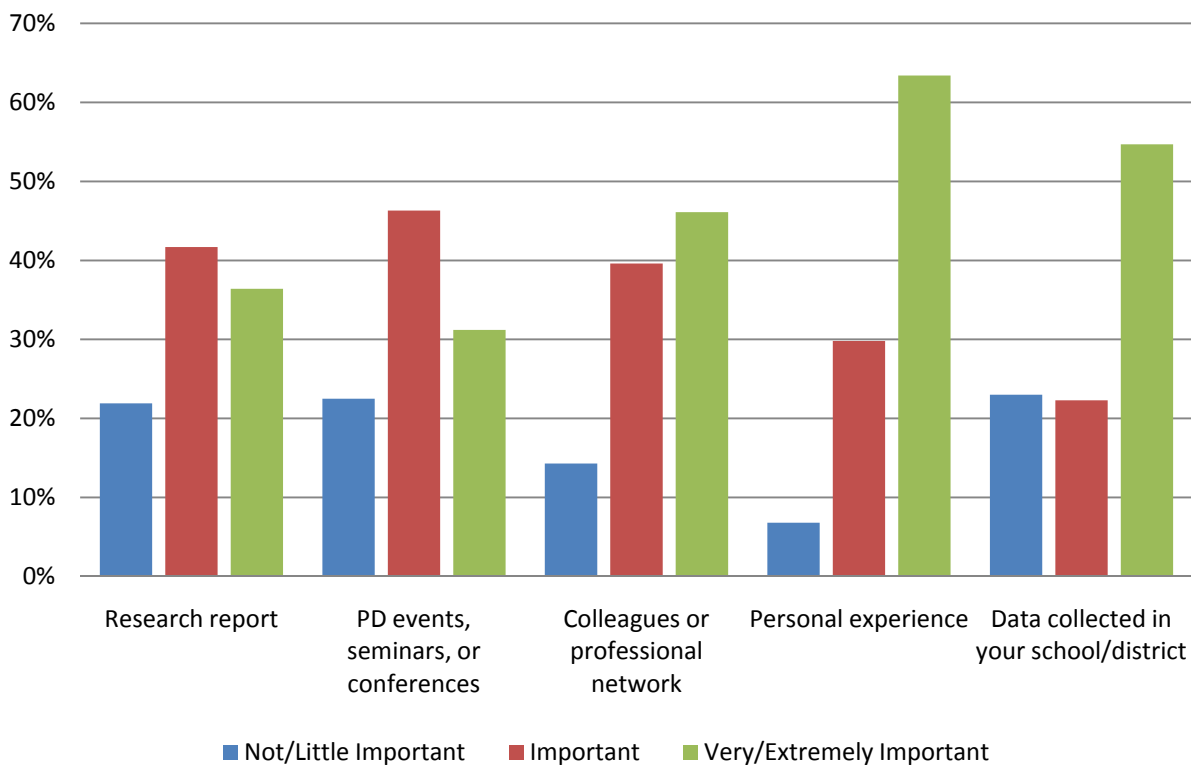
The rest of this section of the report shows the results for each knowledge claim survey question with brief analysis

Knowledge Claim: Students who fail a single course in the first year of secondary school are at a much greater risk of dropping out of school.

Level of Agreement with the claim:



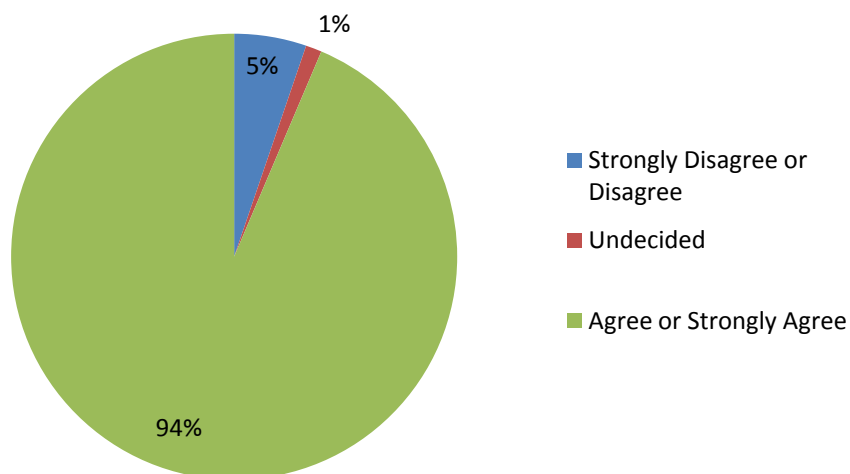
Source of knowledge of the claim:



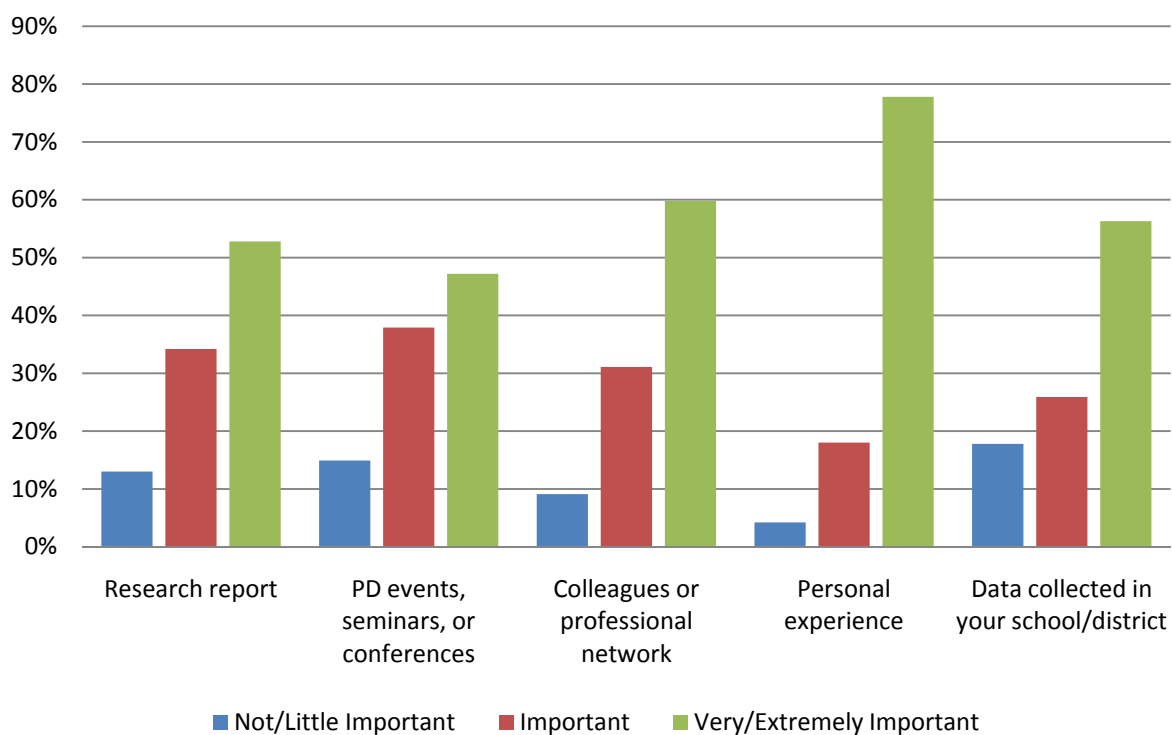
- For this claim there is some disagreement about whether the claim is true. About a quarter of the respondents disagree with the claim.
 - The source of knowledge of the claim differ from the overall trend in that ‘Data collected in your school/district’ is ranked more important a source of knowledge than colleagues or professional networks.
-

Knowledge Claim: Disconnection and disengagement with the school culture and school community are major contributors to students leaving school.

Level of Agreement with the claim:



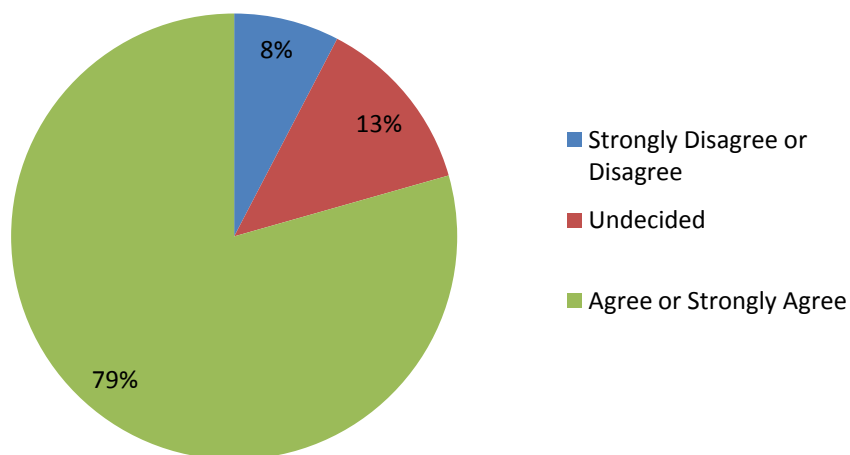
Source of knowledge of the claim:



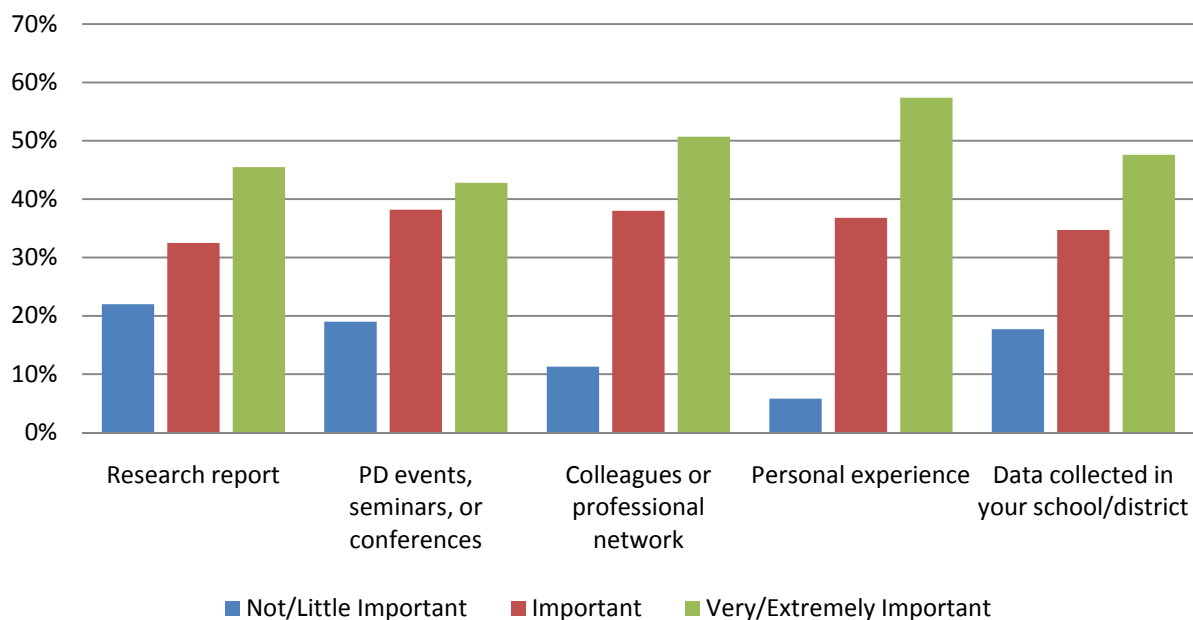
- For this claim there is overall agreement.
 - The sources of knowledge of the claims match the overall trend.
-

Knowledge Claim: Schools with similar student demographics can and do have very different student achievement outcomes; suggesting that some schools are more successful than others at supporting student success (e.g. timely graduation).

Level of Agreement with the claim:



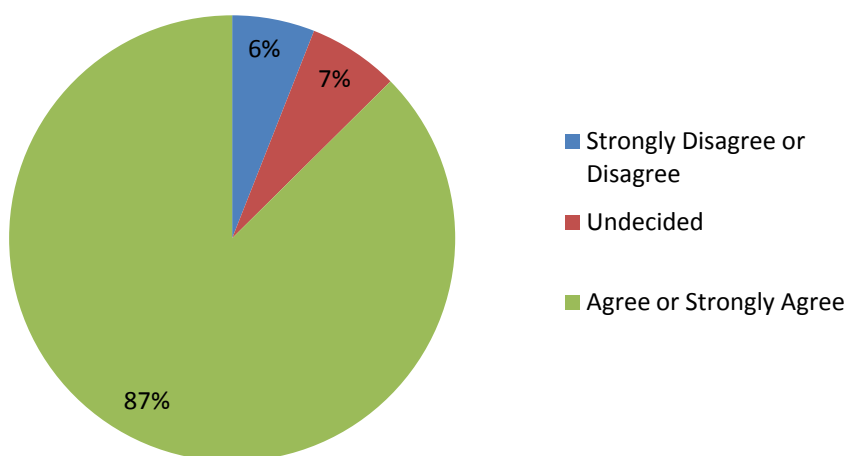
Source of knowledge of the claim:



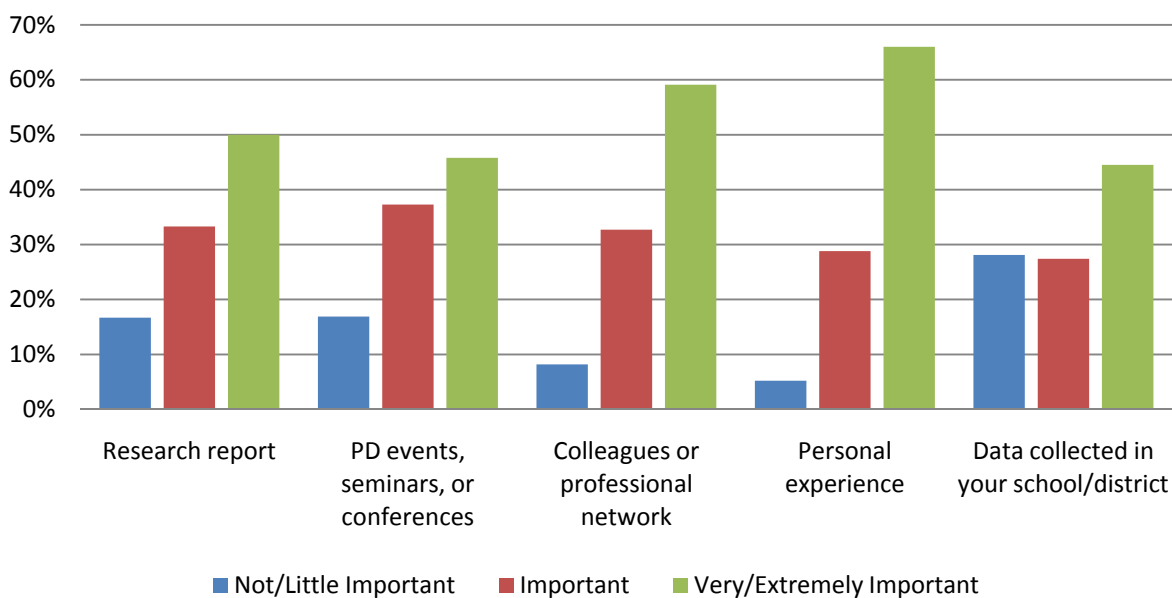
- For this claim there is overall agreement.
 - The sources of knowledge of the claims match the overall trend.
-

Knowledge Claim: The quality of teaching and learning in the secondary school is one key factor that influences student pursuit of postsecondary education.

Level of Agreement with the claim:



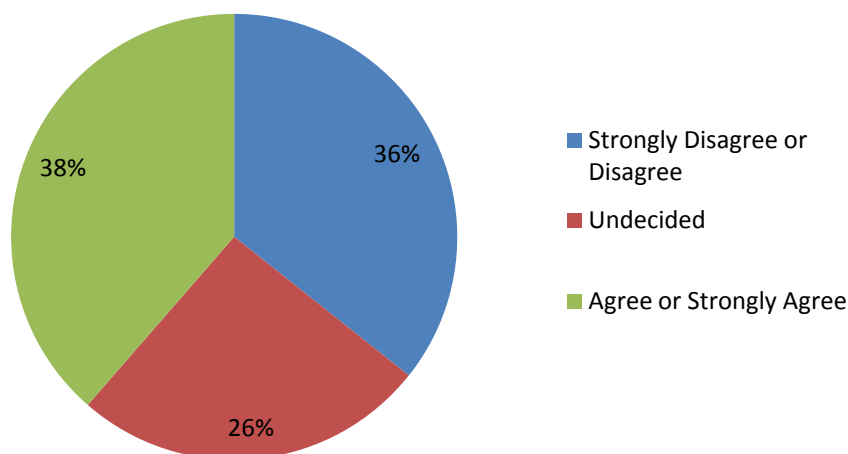
Source of knowledge of the claim:



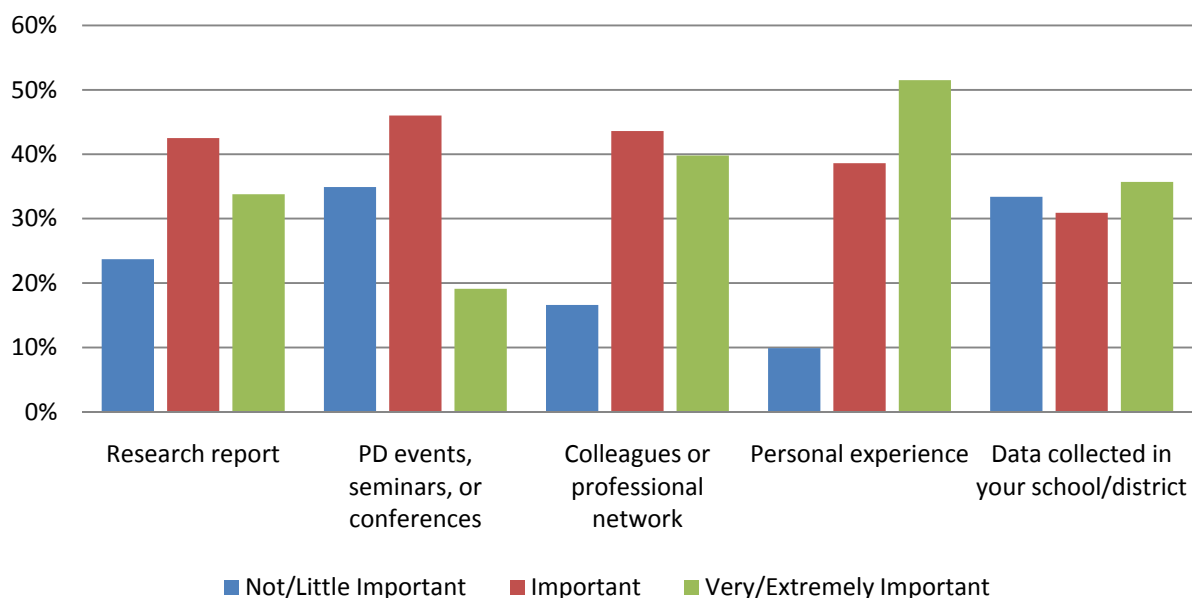
- For this claim there is overall agreement.
 - The sources of knowledge show data collected as the least important, indicating that the data collection tools being used are not tracking information about this knowledge claim.
-

Knowledge Claim: Secondary school performance and grades predict postsecondary school success with a high degree of accuracy.

Level of Agreement with the claim:



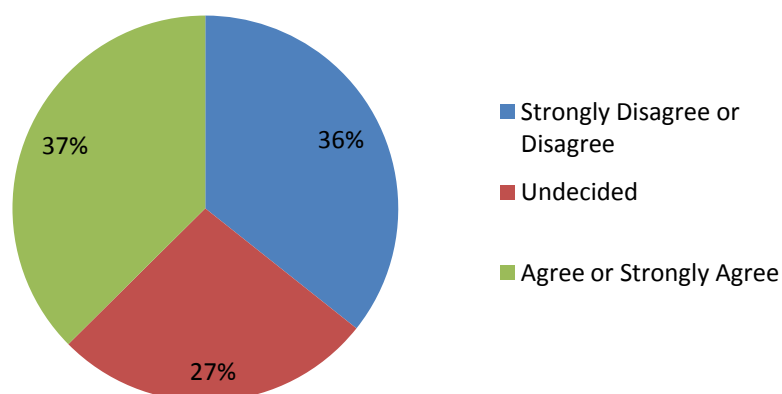
Source of knowledge of the claim:



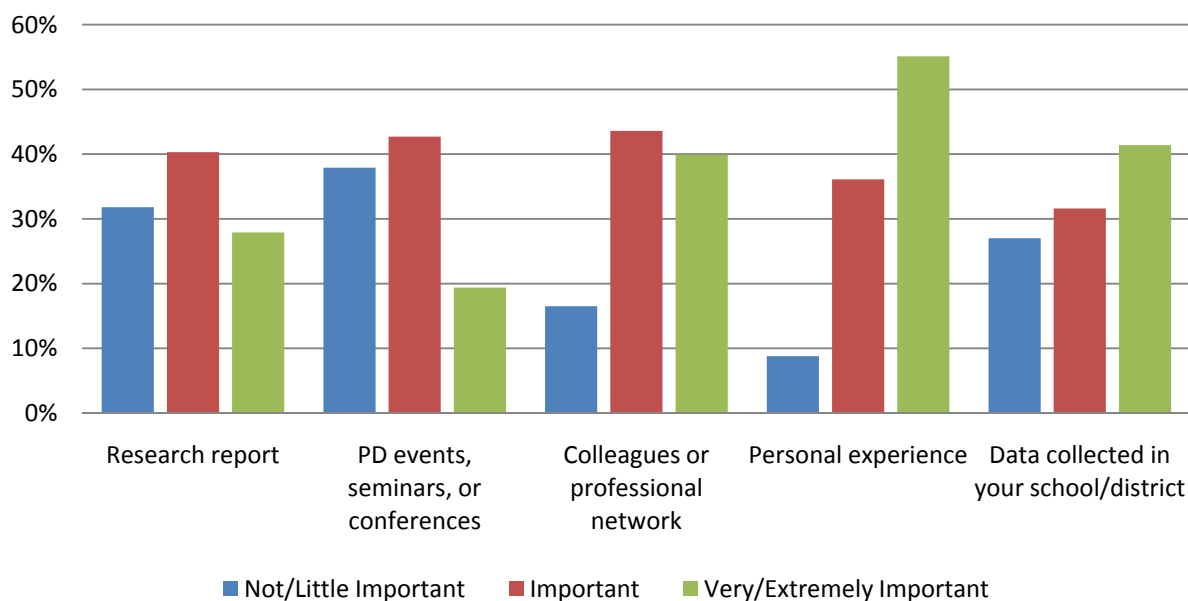
- For this claim there is overall disagreement.
 - The sources of knowledge of the claims match the overall trend.
 - Respondents reported weaker use of evidence-based sources, such as research reports and data collected in the school, with fewer than 40% rating these as very or extremely important.
-

Knowledge Claim: The majority of students believe that secondary school prepares them well for postsecondary school life.

Level of Agreement with the claim:



Source of knowledge of the claim:



- For this claim there is overall disagreement.
 - The source of knowledge of the claims differ from the overall trend in that 'Data collected in your school/district' is ranked higher than colleagues or professional networks for this claim.
 - Respondents reported weaker use of evidence-based sources, such as research reports and data collected in the school, with percentages fewer than 40% rating these as very or extremely important.
-

Progress of the interventions: Similarities and differences in the various districts

A main purpose of our study was to examine the extent to which relatively simple interventions could change district practices and research culture. Each district was invited to participate in one of the three interventions designed by the research team.

We organize and report progress of interventions in relation to three categories that emerged in this phase of the study:

1. **Formalized organizational structure:** This refers to any existing structures that districts had in place that they utilized in order to implement the intervention and increase research use.
2. **Use:** This category reports how much each district used the research materials provided by the OISE team in each intervention.
3. **Dissemination and Action:** This category describes how each district disseminated the intervention research materials. We also report on any concrete action that took place as a result of districts participating in the intervention.

Activity 1: System to share research articles

In this intervention, the OISE team set up a website with research resources to be used at the discretion of each district.

**Formalized
organizational
structure**

Website District A

- Medium sized school district with ten secondary schools.
- The structure of the student success team has been in place since September 2007.

Website District B

- Small school district with fewer than five secondary schools.
- They have a committee which focuses on factors affecting non-completion that has been in place since September 2008. They have had professional growth teams in place for about ten years.

Website District C

- Medium size school district with ten secondary schools.
- They have two learning leaders from each school that get together to discuss issues like student success and engagement. This began three years ago when they developed a three year plan to focus on collegiate renewal.

Website District D

- Small school district with fewer than five secondary schools.
-

-
- They had a low response to the initial survey and have not been using the materials.

Website District E

- Small school district with 5-10 secondary schools.
- They had a low response to the initial survey and have not been using the materials.

Use

Website District A

- They have not utilized website materials in terms of distributing the website link. They have selected two reports focusing on student success, specifically the risk and protective factors that influence early school leavers.
- They framed the reports with guiding questions to look at the real application of the research: When this was done there was a more positive response to the research.

Website District B

- Facilitators for the team created a binder for each participant on the team which included the materials from the website.
- In team meetings they first started with using the executive summaries. They then asked members of the team to focus on two articles and to share the interesting facts with the rest team.
- A third step in the use of the materials was to compare district data to match the trends that were exposed in the national picture presented in the research reports.

Website District C

- They have incorporated this research in the work that they are doing with collegiate renewal. They haven't specifically used the website. It was offered as a resource to the learning leaders who select their own research that they find relevant to them.

Dissemination & Action

Website District A

- The materials used by their student success teams including teachers and administrators are frequently shared with subject chairs during leaders council meetings. Relevant sections of the reports are shared rather than the complete report.

Website District B

- Dissemination has taken place through school leaders who are members of the graduation improvement team and the district administrators. District administrators offer strategies to school leaders about how to work with the data with their teachers and their staff.
 - Subcommittees with action mandates came out of these discussions.
-

(ie. After the reading assessment with Gr. 9 students was completed members of the team conducted individual meetings with the students to discuss their strengths and areas for improvement. Another subcommittee is focusing on transitions and is linking Gr. 9 teachers to feeder schools so that Gr. 8 students are oriented earlier on to the concept of subject teachers).

- This district has found that this intervention has given them the context or lens through which they can look at their own data more effectively. In some cases, it has reaffirmed what they already believed and, in other cases, it has identified gaps in the data that they are collecting which gives them a reason to delve into the district data further.

Website District C

- The learning leaders work with department heads to disseminate research materials more widely.
-

Activity 2: Study groups around research issues

In this intervention, the OISE team provided districts with research related materials for three study group sessions. OISE was not involved in organizing these groups or coordinating the meetings; districts decided the best way to proceed with these tasks.

Organizational Structure

Study Group District A

- This is a medium size school district with 10 secondary schools.
- This district has had administrator discussion groups in place since 2003.
- The group was initially led by the former Superintendent. Currently they have four groups that meet at different times with different leaders once a month after school hours.
- These are mixed groups consisting of administrators from both the secondary and elementary level, on various issues.

Study Group District B

- This is a large school district with more than 10 secondary schools.
- This group consists of 5 principals that were invited by the superintendent to start the study group for themselves. There is not a facilitator from the central office that steers the group. They do not have formal time set aside by the division to meet.

Study Group District C

- This is a large school district with more than 10 secondary schools.
 - The facilitator at the school level of this intervention is the
-

	<p>coordinator for ‘Research and Information’ at the district level.</p> <ul style="list-style-type: none"> • Participants consist of 9 principals. They were recruited by the facilitator who phoned the secondary schools in the district. Discussions have been 2 hours in length, and they have had 2 discussion groups to date.
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Use	<p><u>Study Group District A</u></p> <ul style="list-style-type: none"> • They haven’t been using the materials developed by the research team. They have been selecting their own research material related to the areas of student success factors and pathways and trajectories. <p><u>Study Group District B & Study Group District C</u></p> <ul style="list-style-type: none"> • These two districts have been using the materials produced by the research team.
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Dissemination & Action	<p><u>Study Group District A</u></p> <ul style="list-style-type: none"> • In this district they are trying to use various venues to introduce research such as in the school’s collaboration/planning team meetings and administrative meetings, so that there are non-administrative topics on the agenda too. <p><u>Study Group District B</u></p> <ul style="list-style-type: none"> • Participating principals are trying to have informal conversations about the topics discussed with their staff. • As a result of this conference call, districts shared models for school improvement, including Appreciative Inquiry (AI¹) used in British Columbia. They have been in contact through email since the call to share these AI materials across the districts <p><u>Study Group District C</u></p> <ul style="list-style-type: none"> • A concrete action that came out of this group was that the facilitator was invited to present on the same issues at the PD session for the Association of Secondary School Administrators which consists of 55 members. She invited another speaker, from an organization that does research in schools evaluating programs that support students to go on to PSE.
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¹ Appreciative Inquiry is a model of change leadership that will maximize learning and innovation at all levels by creating forums for dialogue among diverse participants engaged in furthering the potential of the BC school system.

Activity 3: Tracking post-school destinations

The OISE/KM Team provided districts with a post-school destination survey for students to administer with previous students from a particular cohort. This included setting up the survey online and sending the districts the data files after they had administered the survey. The OISE team also provided each district with an instructional package outlining how to conduct data analysis. The OISE team was not involved in co-coordinating and planning different avenues to present the findings of the post-school destination surveys to leaders; participants decided the best way to share their findings with district leaders.

This intervention was different than the first two interventions and so we modify the categories of analysis as follows:

1. **Organizational structure:** refers to what level district personnel co-coordinating the intervention occupy
2. **Background:** this category considers relevant background information
3. **Implementation:** In this category, we report the implementation of the survey including the response rate in each district, and the plan to share these findings with leaders

Districts required different resources and support from the OISE team throughout this intervention:

- Data district A required only the initial support.
- Data district B asked OISE to modify the survey to include additional questions relevant to their district.
- Data district C required the most support and resources from OISE including: money for release time for teachers to meet, money to mail out surveys to former students, and in-service support for teachers and classes participating in this intervention.

Organizational Structure	<p><u>Data District A</u></p> <ul style="list-style-type: none"> • This is a small district with 5-10 secondary schools. • The project is being carried out by the district vice principal through the central office. <p><u>Data District B</u></p> <ul style="list-style-type: none"> • This is a small school district with fewer than five secondary schools. • The project is being carried out by the district superintendent. <p><u>Data District C: Evidence-Based Education and Services Team</u></p> <ul style="list-style-type: none"> • Large school district with more than 10 secondary schools. • This school district has a formal research infrastructure that is facilitating the project.
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BackgroundData District A

- This school district has conducted a similar survey of their former students last year.

Data District B

- A similar survey was conducted of graduates in 2004 by the administration.

ImplementationData District A

- The two surveys have been combined and are being sent out to former students by the central office.
- The Graduation Transitions course students will be analyzing the data which will be collected in mid-May and analyzed with the goal of reporting at administrative meetings in June.
- They may invite students to present the data to staff so that they can determine how they will use their current budgets for the coming year.

Data District B

- This intervention is being carried out by the Division student council, which provides a formal mechanism for student voice.
- The survey is being administered as a web survey, and former students are being phoned and emailed by the Division student council to inform them about the survey and to encourage participation.
- They also have the idea to have a focus group of former students to gather more specific data.
- The data will be collected in mid-May and analyzed by the student council with the goal of reporting at administrative meetings in June.

Data District C: Evidence-Based Education and Services Team

- This intervention is being carried out by Grade 12 students in three secondary schools as part of a school course. They are recruiting students by various means such as posters, postings on websites and personal pages, personal emails and by word of mouth. The data will be analyzed by the grade 12 students and reported at a research symposium in June.
 - The students have also adapted the survey and added their own questions for an intended destinations survey, which they will be administering to current senior secondary school students. Comparisons will be drawn to the data collected about former students' destinations.
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IMPORTANT THEMES ARISING ACROSS INTERVENTIONS AND DISTRICTS

This section of the report identifies important themes arising across interventions and districts based on qualitative data from conference calls regarding each intervention. Each participant excerpt is identified by their position and the intervention the district participated in.

Growing momentum surrounding the importance of research use in secondary schools.

There is a growing recognition among educational leaders of the importance of research use in school districts; however, research use is generally not highly prioritized within secondary schools and districts as shown by the generally low levels of research use reported by the survey as well as conference calls with educational leaders. This growing momentum surrounding research use in secondary systems is encouraging, although there is still a lot of work to be done before research use is integrated into district cultures and embedded in the daily professional activities of practitioners.

“The academic research has become more and more important. Educators are also recognizing the value of incorporating research. PD sessions have been much more focused on research than they have in the past. Slowly but surely research is being incorporated into what it is we are trying to do in various schools” (Research Coordinator, District Level, Website District C).

This section of the report identifies four conclusions on research use emerging from this project and our reading of the broader literature (with an emphasis on the nine districts involved in the interventions).

- 1) ***Research use is likely to be stronger where it is supported simultaneously by organizational structures and processes as well as culture***
- 2) ***The nature and format of research material affects use***
- 3) ***The importance of facilitation***
- 4) ***The importance of linking research use to action***

1. ***Research use is likely to be stronger where it is supported simultaneously by organizational structures and processes as well as culture***

Effective research use requires some kind of process in the school and/or district for educators to engage with research, such as a structure, an agenda, or some venue where research gets talked about. In most of the districts formal structures and processes for research use were lacking, and where districts did have them, they were often underutilized. For instance, one district had a central portal to share research related resources, but use of this portal was minimal.

Districts need systems to find and share research

Participants spoke of research use being a result of multiple factors. At the very least, availability of material is the baseline for research use. Only one district reported having a common area- where educators can go to find and share relevant research, and it is unclear whether or not most educators know about it.

“We do have a central....portal where we upload relevant research to make it available to people in the division....a library of research on a variety of topics, everything from aboriginal issues to assessment and data driven decision making to graduation rates....all professional personnel (teachers, admin, central office folks) have access.... How well does it work? It works well for those people that have a real interest” (Superintendent, Website District C)

Districts need to incorporate research use into formal structures and processes

Educational leaders spoke of the need for structures and formalized processes that increased the likelihood that educators would engage with research. It should come as no surprise that educators are busy and face a number of complex challenges daily. Educators often spend their days reacting to unexpected events rather than enacting planned efforts to increase research use. There needs to be opportunities for educators to engage with relevant research. Currently, most of the research use occurs in the form of “ad-hoc conversations” (Principal). We cannot assume that building the right structures equals successful KM. Even with research capacity, there may be a culture that inhibits KM, so it is important to build structures that support research use while also trying to foster a culture that supports and encourages research use.

“We don’t have formal time set aside by the district for us to meet to discuss research” (Secondary School Principal, Study Group District B)

“One of the ways to encourage research use is to have an assigned reading done prior to a meeting. That seems to be the most effective way of getting our administrators to read the articles. You’ll always have the people who are keen, who are going to go to the website and read research regardless of whether they’re coming to the meeting but, on the flip side, you’ll also have the people who wouldn’t read it unless there was a structure put in place that made that happen” (Superintendent, Website District A)

“Another established practice in our school division is to have a book study every year. I start off by selecting one research related resource and studying it together, our admin and resource teachers come together and meet monthly, because it doesn't cost anything. We decide on the resources, put it into components, share facilitation and bring student work to the table” (Elementary Division Leader, Study Group District A)

2. *The nature and format of research material affects use*

Research products are likely to have greater impact if adapted to needs of practitioners

In the resource website and study group interventions (both of which provided educational leaders directly with research) tailoring and adapting the research products to the needs of leaders was mentioned as increasing the tendency to use it.

“To increase use, you should make research user friendly and consider web-based strategies and tools” (Superintendent, Website District A)

“Research needs to be timely, for use here in our board” (Assistant Superintendent, Website District B)

“Executive summaries work really well with our group. It gives us an opportunity to talk about the big picture but then interested people can go deeper with it, so that helped with the reading more than when the report has been long. It allows people a way in. When we unroll research more with teachers in classrooms, we’ll be looking for relevant snippets, more pieces, then giving people the website where they can continue to read and research” (Instructional Support Teacher, Website District B).

“The executive summaries are great because it can give an overall snapshot of what the research is about. It provides a simplified way of organizing that information” (Assistant Superintendent, Website District B)

Guiding questions act as reflective lens, increasing the relevance of research

For the second intervention, we created questions for districts to consider and included these at the end of the executive summaries we created for the principal study groups. Educational leaders told us that the executive summaries and the guided questions acted as a reflective lens allowing them to consider their own district in relation to the broader provincial and national picture.

“Research from this intervention has given us the context or lens to look at our own data more effectively, to consider what we can see in the national picture and to create our own district picture. In some cases it has reaffirmed what we already believed and reaffirmed the direction and, in other cases, it has heightened the awareness of gaps where we don’t have district data, or it has given us reason to delve into it further. A specific example would be in one of the articles that said 85% of non-completers could be identified by 9th grade. We started to go...further back beyond secondary school to look at attendance patterns, to look at indicators. What are the ways we can support increased completion right from elementary school up? (Instructional Support Teacher, Website District B)

3. *Facilitation is important*

Many educational leaders spoke to the need for a facilitator to increase research use in schools. They articulated a variety of roles that could help including co-ordinating and setting up meetings, picking research materials and preparing executive summaries and guiding questions as well as facilitating the research discussions to keep it focused and make it more meaningful.

“We are looking at ways of supporting teachers to access and utilize research...hence...the need for a facilitator, and I think for many of us, that’s still where we are at. Increasing research use still requires that. For the most part, the majority of teachers will not seek research out on their own, unless there is someone there that prompts them to do so or facilitates it” (Coordinator, Website District A)

“I think one of our struggles is that we don’t have a formal facilitator” (Secondary School Principal, Study Group District B)

“It is important to have a facilitator who will bring skills to keep people in the discussion” (Elementary Division Leader, Study Group District A)

4. *Linking research use to action is vital*

Some educational leaders spoke explicitly about how they linked the research resources we provided in the interventions to action plans. In both examples below, the educational leaders utilized organizational structures already in place as conduits to distribute research and link research use to action.

“I’ll speak to the early school leavers research. Once we were able to move to a real application of the research, that’s when we noticed some positive response to the research and, as a result, we’ve continued to use the protective factors in our work with transitions to Gr. 9” (Coordinator, Website District A).

“We have a committee in our district looking specifically at non-completion. We have representatives from elementary, middle and secondary and our mid-teams as well. We created a binder for each participant on the team. In most cases, we just used the executive summary to start. Then, we tried to find whether we had district data to match the trends that were exposed in the national picture. Out of this committee, we are now looking at action. We keyed in on the link between attendance and students dropping out of school. Now we have a subcommittee looking attendance and tracking right back into elementary. We’ve also done work with our reading assessment from K to 9, looking at the links between literacy and non-completion and also looking at transitions between middle and high school with actions” (Lead Teacher, Website District B)

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Appendix A: Survey



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

Research Use and Impact in Secondary Education

Principal Investigators: Dr Ben Levin and Dr Creso Sá from the Ontario Institute for Studies in Education, University of Toronto

This is a collaborative research project being conducted with the Canadian Education Association. You are invited to participate in this 10 minute on-line survey. The purpose of the study is to learn more about the ways that research is currently being used to support secondary school improvement, and to investigate ways that research can be made more attainable and relevant to practitioners at the secondary school level.



[please continue](#)

Research Use and Impact in Secondary Education

Information and Consent to Participate

This study has been approved by the Research Ethics Board at the University of Toronto . The research will be carried out in accordance with the University of Toronto ethical standards for research. You are free to decline to answer any question or withdraw from the study at any time without consequence. All participants will be anonymous on the electronic surveys, so the researchers will be unable to identify any individual responses. No identifying information will appear in any written report. All data will be stored electronically and anonymously and the files will be destroyed upon completion of the study. We see no potential risks to your participation in this study.

Should you have any questions regarding your rights as a participant please contact: Office of Research Ethics, University of Toronto, McMurrich Building, 12 Queen's Park Crescent W, 3rd Floor, Fax 416-946-5763. If you have any questions about the research itself, please contact Ben Levin at OISE – blevin@oise.utoronto.ca or 416-978-1157.

Please indicate your consent to participate:

- Yes, I have read the above and I agree to participate.
- No, I do not wish to participate.

-- save and continue --

Research Use and Impact in Secondary Education

Gender

- Male
 Female
-

Current Role

- Superintendent
 Principal
 Vice Principal
 Other Administrative Role
-

Number of years working in this current role:

- Less than one year
 One to two years
 Three to five years
 Six to ten years
 More than ten years
-

Highest level of education:

- Bachelor's Degree
 Bachelor of Education Degree
 Master's Degree (in progress)
 Master's Degree (completed)
 Doctorate (in progress)
 Doctorate (completed)
 Other

If "Other", please specify:

School District you are currently working in:

- Saanich School District No.63
- Delta School District No.37
- Sunrise School Division
- Avon Maitland District School Board
- Vancouver School District No.39
- Evergreen School Division
- Greater Saskatoon Catholic Schools
- Pembina Trails School Division
- Saskatoon Public School Division
- Winnipeg School Division
- Hamilton-Wentworth District School Board
- Other

If "Other" please specify:

If you are a principal or work at the school level, approximately how many students are enrolled within your school?

-- save and continue --

Part 1 – School and District Approaches to Research

This survey is designed to help us get a better understanding of the research-informed practices that are happening within your district. Although research can be thought of in a variety of ways, for the purposes of this survey, 'research' is defined broadly to mean any systematic gathering and use of data or other forms of evidence to address a theoretical, practical, or policy problem. In this first section of the survey there are eleven questions that focus on research utilization within your school and/or district.

-- save and continue --

Research Use and Impact in Secondary Education

1. The important role of research is evident in the ways we relate research to practice within this district.

- Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree
 - Don't Know
-

2. Does your district have an institutional research infrastructure (i.e. the physical, informational and human resources essential to conduct appropriate research)?

- Yes
- No
- Don't Know

If yes:

Approximately how many staff are currently “working on research” at the district level?

- Less than five
 - Five to ten
 - More than ten
 - Don't Know
-

3. Does your district have research findings and research resources posted on its website?

- Yes
 - No
 - Don't Know
-

4. Does your district have joint research projects with universities and/or community organizations?

- Yes
- No
- Don't Know

-- save and continue --

5. How often would you say research is discussed in your district during the following:

	Never	Rarely	Sometimes	Often	Always
Staff Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principals' Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development Events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/Community Events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal Networking Events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. In the last year how many research-focused events outside of your own district sponsored events have you attended?

	One	Two	Three	More Than Three
Provincial department/ministry sponsored events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional conferences (e.g. ASCD, CAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events sponsored by an educational institute such as a college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events sponsored by another outside organization (e.g. special interest group, corporation, agency)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic research conferences (e.g. CSSE, AERA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Specific example(s) of "Other" research-focused event(s) attended:



7. This school district follows these practices:

	Yes	No	Don't Know
Provides funds for research generation and utilization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages/facilitates action research (the teacher/practitioner as researcher)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Builds ongoing relationships with external researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages research related professional development (graduate studies, conference attendance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sponsors/coordinates research focused events (workshops, conferences)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides opportunities for informal networking related to research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Circulates research articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides staff with time to engage in research related activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporates/links data to reporting (e.g. Data-informed School Improvement Planning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Specific example(s) of "Other" district practices followed:

- save and continue -

8. Does your school district regularly report and analyze the following data sources:

	Yes	No	Don't Know
Elementary school literacy levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary school credit accumulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suspension/expulsion rates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special education referral or placement rates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achievement data by gender/ethnicity/socio-economic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary school graduation rates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Specific examples of "Other" data sources:

9. Are local data or other research cited within the following district and/or school documents:

	Yes	No	Don't Know
School District Plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data used in staff performance appraisals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/community communications, e.g. newsletters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District Annual Report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Improvement Plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Specific example(s) of "Other" data or research cited:

10. How often does your school district offer the following research activities/strategies:

	Rarely or Never	Yearly	Monthly	Weekly or More
Research focused events (Conferences, workshops, courses, professional development)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research related resources (Books, articles, on-line sources, information technology)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other formal and/or informal networking opportunities (to connect with others for research related support, education, sharing of research)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. In the last 30 days how much time have you spent on the following activities:

	None	Up to 2 hours	2-5 hours	6-10 hours	More than 10 hours
Research related events (e.g. conferences, workshops)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research related reading (e.g. journal articles, professional development materials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research related networking (formal and/or informal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

-- save and continue --

Part 2 – Knowledge Claims Relevant to Practice

A knowledge claim is a conviction or belief supported by some source of evidence. This final section of the survey focuses on six knowledge claims related to two areas of knowledge relevant to secondary schools. They are issues concerned with student success and student pathways. Student pathways and trajectories refers to short and long-term student destinations and the steps and directions that students may take to reach those destinations.

-- save and continue --

1. Students who fail a single course in the first year of secondary school are at a much greater risk of dropping out of school.

To what extent do you agree with the above statement?

--- select one --- ▼

Please identify the significant source(s) of this information that supports your knowledge of this statement and indicate the degree of importance of this source in your acceptance of this particular claim.

	Not at all important	A little important	Important	Very important	Extremely important
Research report (professional source in print or online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development events, seminars or conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues or professional network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data collected in your school/district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Specific examples of research reports:

Specific examples of events:

-- save and continue --



2. Disconnection and disengagement with the school culture and school community are major contributors to students leaving school.

To what extent do you agree with the above statement?

--- select one --- ▼

Please identify the significant source(s) of this information that supports your knowledge of this statement and indicate the degree of importance of this source in your acceptance of this particular claim.

	Not at all important	A little important	Important	Very important	Extremely important
Research report (professional source in print or online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development events, seminars or conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues or professional network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data collected in your school/district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Specific examples of research reports:

Specific examples of events:

-- save and continue --

3. Schools with similar student demographics can and do have very different student achievement outcomes; suggesting that some schools are more successful than others at supporting student success (e.g. timely graduation).

To what extent do you agree with the above statement?

--- select one --- ▼

Please identify the significant source(s) of the information that supports your knowledge of this statement and indicate the degree of importance of this source in your acceptance of this particular claim.

	Not at all important	A little important	Important	Very important	Extremely important
Research report (professional source in print or online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development events, seminars or conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues or professional network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data collected in your school/district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Specific examples of research reports:

Specific examples of events:

-- save and continue --

4. The quality of teaching and learning in the secondary school is one key factor that influences student pursuit of post-secondary education.

To what extent do you agree with the above statement?

--- select one ---

Please identify the significant source(s) of the information that supports your knowledge of this statement and indicate the degree of importance of this source in your acceptance of this particular claim.

	Not at all important	A little important	Important	Very important	Extremely important
Research report (professional source in print or online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development events, seminars or conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues or professional network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data collected in your school/district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Specific examples of research reports:

Specific examples of events:

-- save and continue --

5. Secondary school performance and grades predict post-secondary school success with a high degree of accuracy.

To what extent do you believe the above statement to be true?

--- select one ---

Please identify the significant source(s) of the information that supports your knowledge of this statement and indicate the degree of importance of this source in your acceptance of this particular claim.

	Not at all important	A little important	Important	Very important	Extremely important
Research report (professional source in print or online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development events, seminars or conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues or professional network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data collected in your school/district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Specific examples of research reports:

Specific examples of events:

-- save and continue --

6. The majority of students believe that secondary school prepares them well for post-secondary school life.

To what extent do you agree with the above statement?

--- select one ---

Please identify the significant source(s) of the information that supports your knowledge of this statement and indicate the degree of importance of this source in your acceptance of this particular claim.

	Not at all important	A little important	Important	Very important	Extremely important
Research report (professional source in print or online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development events, seminars or conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues or professional network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data collected in your school/district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Specific examples of research reports:

Specific examples of events:

-- save and continue --

Please share with us any comments that you might have or requests for additional information:

-- save and continue --

 **On behalf of the CEA and the research team at OISE, thank you for your participation!**

