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| **Tool I—Learning Recovery & Redesign****Guiding Principles Self-Assessment** | **USE & BUILD KNOWLEDGE** |

**What do we mean by “Use & Build Knowledge”?**

Even under the best circumstances, there are no silver bullets and no perfect plans. And an ongoing global pandemic is clearly not the best circumstances. **To maximize your chances of success, start with what is known and then learn and improve as you go.** For each part of your plan, determine how you will leverage (and adapt) existing research and evidence — including the [science of learning and development](https://www.soldalliance.org/post/using-arp-funds-to-redesign-schools-for-whole-child-equity) — collect data, measure progress, continuously engage your internal and external stakeholders (especially students), adjust approaches, and learn more about what’s working for whom and under what conditions. Use some of these non-recurring funds to invest in the systems and people necessary to continuously improve at the district, school, and classroom levels. Establish a culture that values learning and improving over preserving the status quo.

**How much of a priority was this Guiding Principle for your initial planning?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Low Priority |  | Somewhat Priority |  | Moderate Priority |  | High Priority |
|  |
| *Why?*  |

**Do you see look-fors like these in your current plan?**

Your plan should include how you’ll both use existing and build new knowledge. Perhaps more than the other Guiding Principles, this probably merits some direct investments to build your capacity. Below are some *illustrative* examples of how this Guiding Principle might show up in your current plan.

* **Your plan invests in evidence-based approaches that are appropriate to your context and within your capacity to implement.** For example, if you are investing ESSER funds in high-dosage tutoring, which has a relatively extensive research base, you are implementing it in a way that aligns with the [elements and design principles](https://annenberg.brown.edu/school/categories/student-learning#940) that are critical to its effectiveness.
* **Your plan includes continuous improvement processes.** For example, you identify who, how, and how often you will collect data, solicit feedback, review evidence, and revise your recovery plans and ESSER investments to improve in response to new information.
* **Your plan includes explicit plans for evaluating the implementation and/or impact of key recovery strategies.** For example, you engage an evaluation partner to provide timely assessments of major ESSER investments, so you can know what is/isn’t working and for whom, and you collect the data necessary to support their analysis, including [student experience](https://www.perts.net/elevate) data.
* **Your plan builds school and district capacity to regularly use and build knowledge**. For example, you upgrade your data systems, stand up a research and evaluation office (or enter into two-way [research-practice partnerships](https://dataqualitycampaign.org/wp-content/uploads/2021/10/DQC-RPPs-and-Pandemic-1.pdf)), and/or train school-based staff on continuous improvement methodologies.

**How much does this Guiding Principle actually show up in your plan?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Minimally |  | Somewhat  |  | Moderately |  | Significantly |

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| --- |
| *Describe specific ways in which this Guiding Principle* ***shows up*** *in your plan*.*
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| *Describe specific ways in which this Guiding Principle is* ***lacking*** *in your plan*.*
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**How can you integrate this Guiding Principle more?**

The following resources may be helpful as you seek more ways to Use & Build Knowledge in your plans:

[**EdResearch for Recovery**](https://annenberg.brown.edu/recovery) (Results for America, Annenberg Institute) – These user-friendly briefs summarize the evidence base about high-priority issues that were crowdsourced from the field; the briefs include concrete recommendations about how (and how not) to implement.

[**Pathways Investment Strategies**](https://sites.google.com/view/invest-forward/)(Invest Forward) – This interactive site does a deep dive into postsecondary pathways that have been implemented effectively in school districts and that can serve as models for district leaders interested in building more effective student pathways.

[**COVID Relief Playbook**](https://www.future-ed.org/wp-content/uploads/2021/06/Covid-Relief-Playbook.pdf) (FutureEd) – This highlights 18 evidence-based practices that have delivered improvements in instructional quality, school climate, student attendance, or student achievement.

**What will you do differently now?**

After reviewing your plans and your responses to this Self-Assessment, what changes will you make to better apply this Guiding Principle? Use the table below to identify your team’s next steps, responsible team member(s), deadlines, and resources needed to succeed.

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| --- | --- | --- | --- |
| **Action Item** | **Owner** | **Deadline** | **Resources Needed** |
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