



**National Education Knowledge Industry
Association**

Board of Directors Conference Call

3:00-4:00 PM Eastern Monday, 3/21/05

*Special Note---We will be using both the phone and web site for
this call. Please log into both the phone and web site.*

Instructions

Phone: Dial (620) 584-8200 pin 757404#

**Web site: Go to www.startvisuals.com . In the “Join A
Conference” login box on the left-hand side of the page,
complete the requested information. The id number is the same
as the phone PIN, 757404.**

Agenda

News (3:00-3:15)

- Appropriations Update --- Marcia
- R& D Center activity --- Jim/ Marcia
- Lab RFP & Comp Center RFP --- all
- Spellings letter (see below) --- Jim

Reviews (3:15-3:30)

- Legislative Institute --- Marcia
- Business Development Conference calls --- Jim
- Knowledge Utilization Visioning process (see below) --- Jim

Discussion items (3:30- 3:45)

- Preliminary Ideas for Knowledge Utilization (see below)--- Jim
- National Science Foundation “watch list” --- Jim/ Marcia

Updates (3:45-4:00)

- Next Board Meeting, April 10-11, Montreal (see below) --- Jim/ Chris
- Knowledge Utilization Session at AREA, 4-6 pm April 12
- Next Policy Forum, 9:00-noon July 28, Washington, DC
- Communicators Institute, June 2 &3, Washington DC
- Audit --- Jim/John

National Education Knowledge Industry Association

1718 Connecticut Avenue, NW Suite 700

Washington, DC 20009

(202) 518-0847 Kohlmoos@nekie.org

James W. Kohlmoos
President

March 14, 2005

The Honorable Margaret Spellings
U.S. Department of Education
Sent by fax and email

Dear Secretary Spellings:

The National Education Knowledge Industry Association (NEKIA) applauds your recently announced efforts to reorganize the Department of Education into a better aligned, integrated structure. Having participated in several reorganizations at the Department over the past decade, I certainly can appreciate the challenge of bringing about structural change in such a complex organizational environment.

In the spirit of trying to assist your efforts in the best way possible, we would like to make two suggestions regarding the Department's reorganization:

- Institute of Education Sciences (IES) --- While IES was designed to have some degree of independence within the Department's operating structure, it would be highly beneficial for all interested parties to know how the work of IES will affect and be integrated into other parts of the Department's work. We hope the Office of the Secretary will soon clarify the Institute's reporting arrangement.
- Research-to-Practice Office --- We encourage you to consider setting up a special office for promoting policies and coordinating functions across the entire Department for moving research to practice and using research-based knowledge in the classroom. Given the emphasis placed upon scientifically based research in the No Child Left Behind Act (NCLB), we believe this should be a priority effort led by the Secretary and deserves Department-wide effort and corresponding structural emphasis.

In our view knowledge utilization will be critical to the ultimate success of the implementation of NCLB. New knowledge generated through rigorous research can and should be an essential element in shaping policy and practice in education throughout the country. We would be most pleased to meet with you to discuss these ideas in greater detail.

Sincerely,

James Kohlmoos

To: Board of Directors
From: Jim
Subject: Knowledge Utilization Initiative, Preliminary Ideas for the long term
Date: 3/14/05

According to our plan, the knowledge utilization visioning process aims to provide us with a conceptual framework from which to build a long term plan for NEKIA's work in knowledge utilization. We outlined a number of ideas in the original plan (see below) , but now is the time to really focus on a practical plan to propose to the Board at our mid April board meeting. I would like to send a proposal to the Executive Committee for the April 4 conference call. For discussion purposes for our March conference call, I have outlined below some preliminary ideas

Content, products, services

1. Convene a two year series of policy forums on specific reform topics within a knowledge utilization framework (similar to our forums with PPI and NAS) but with companion white papers, etc
2. Convene a two day conference on knowledge utilization focusing on "essential elements"
3. Draft a series on policy briefs on knowledge utilization focusing on "essential elements".
4. Draft a full report based upon a thorough literature search, our visioning process and a survey of practitioners.
5. Set up pilot sites and implement an ideal knowledge utilization system
6. Develop a comprehensive set of materials and aggressively present message at conferences
7. Create a tool kit and provide consulting services to school districts seeking to set up a knowledge utilization system
8. Create a knowledge utilization accreditation program
9. Create a knowledge utilization system within NEKIA for sharing and managing knowledge within our membership ie practice what we preach.

Support

10. Seek NSF grants and/or philanthropic grants for a three year initiative

11. Look to other partners such as SERP, Andy Rotherham's new organization, National Academies, AERA.
12. Draft new legislation for knowledge utilization with full involvement of Congress and/or Department of Education.
13. Establish the Knowledge Utilization Institute within NEKIA as a think tank to administer the above
14. Set up a KU Institute in one of our members' organizations on behalf of our membership.
15. Work closely with the Department of Education to push the agenda.

National Education Knowledge Industry Association

The Knowledge Utilization Initiative

November 1, 2004

Background

Eighteen months ago the Board first contemplated a national knowledge utilization effort as part of our overall business development initiative. At that time our aim was to play a more aggressive and proactive role in shaping favorable federal policy. As a first step the Board agreed to work with Congress in introducing a “message” bill on knowledge utilization. Even as we became involved in other niche activities this past year, our work on the Knowledge Utilization Act (KUA) became the center piece of our business development initiative in FY 2004.

At our September 2004 meeting, the Board considered a proposal for the next phase of KUA which included a 12 month process for developing a new vision for knowledge utilization and introducing a revised KUA in the next Congress. The Board raised a number of valuable ideas regarding this proposal including:

- The need to separate the political efforts from the conceptual “visioning “process.
- The desirability of creating an on-going and longer term process of examination of the knowledge utilization process.
- The desirability of using an iterative process of starting relatively small and low key and building a wider circle of involvement with outside organizations.
- The importance of involving staff experts from NEKIA member organizations in all phases of the visioning process.

With these valuable ideas in mind, the Board revised its plan in fairly significant ways including the renaming of this effort to the “Knowledge Utilization Initiative”. Within the framework of the NEKIA work plan, this effort will serve as a central organizing concept of NEKIA’s work, influencing all of our priorities (public policy, business development, industry leadership, organizational development) and not be exclusively a business development strategy.

Working Definition

Part of the visioning process outlined below will aim to further define knowledge utilization in practical terms. For time being, we will use a broad working definition:

Knowledge utilization refers to the and systematic application of the findings of research in order to improve educational outcomes. It encompasses policies, practices, structures, programs and behaviors and involves dynamic interactions among key stake holders such as researchers, developers, disseminators, technical assistance providers, practitioners and policy makers.

Working Goals

Vision: Create a comprehensive vision for knowledge utilization systems in education at the federal, state, tribal and local levels within the context of improving student academic performance and closing achievement gaps.

Outreach: Refine and promote the vision of knowledge utilization over the next three years with specific policy and outreach strategies.

Leadership: Increase visibility of NEKIA and its members as leaders of the education knowledge industry.

Overall Approach

As outlined in more detail in the next section, our overall approach will involve a relatively open-ended developmental process. We will start small and focused and build to a larger, longer term program based upon our findings in the initial steps. In so doing, we will develop the necessary conceptual base to generate support within the education community and, on a separate track, in Congress. We will not only generate new ideas and suggestions but also help gain broader support for and interest in knowledge utilization.

Activities during the Next 12 Months

Launch the Initiative at NEKIA Retreat --- We will dedicate a portion of the November retreat to develop a framework for a visioning group process, test the visioning process and generate additional ideas for the overall Initiative.

Timeframe: November

Anticipated Cost: to be included in the retreat process

Establish NEKIA KU Task Force --- We will convene a task force composed of two-three NEKIA members to: 1) review the literature and the work of the visioning groups (see below), 2) propose to the Board specific strategies for the next three years 3) provide guidance to NEKIA staff in revising Knowledge Utilization Act in preparation for the re-introduction in the next Congress.

Timeframe: November 2004 - November, 2005

Anticipated Cost: consultant fees, meeting expenses (included in proposed FY 2005 budget)

Convene initial visioning groups --- With the help of a consultant, we will convene three - four "visioning" groups to build the initial framework for our vision. The first group of five or six experts will be convened to test the concept. Subsequent groups will be convened based upon the lessons learned from the first group. The products from this initial visioning process will include: a compilation of literature on knowledge utilization, a set of knowledge utilization principles, and case examples of effective systems. (see below. "Key questions")

Timeframe: December-April

Anticipate Cost: \$15, 000 in consulting and meeting expenses (included in proposed FY 2005 budget)

Develop three-year plan --- Based upon the work of the visioning group, the KU Task Force will develop a three year plan for the Initiative with specific strategies for expanding the scope of participation, establishing an on-going effort, generating funding support, and creating a stable administrative mechanism.

Time frame: presented at the Spring Board meeting

Anticipated cost: \$2-3000 in consultant fees

Revise and introduce legislation in Congress --- On a separate track, NEKIA staff and consultants will consider ideas from some of the initial visioning sessions and revise the Knowledge Utilization Act (KUA). This effort will focus on building upon and moving beyond last year's "message" bill. We anticipate a bill with strong policy components and realistic political dimensions with reasonable prospects for passage over the next two years. We will use Congressional outreach strategies similar to this past year but with a broader reach to more offices. We will again organize an announcement media event at the appropriate time.

- Timeframe: March-September, 2005
- Anticipated Cost: lobbying fees (included in proposed FY 2005 budget)

Coordinate with policy forums --- We will integrate our knowledge utilization message in our continuing work with Progressive Policy Institute and the National Academies. The next three forums are scheduled for the winter, spring and fall quarters of 2005. We will also actively seek to collaborate with other organizations on additional knowledge utilization oriented forums in the coming year including activities at the AERA conference in.

- Timeframe: February 2005- September, 2005
- Anticipated Costs: \$10,000 (to be raised through NEKIA Communications)

Create presentation templates and media materials --- Using the work of the visioning groups, we will develop power point presentations, talking points, and sample op eds, articles, press releases that members could use for newsletters and articles.

Timeframe: beginning spring 2005

Anticipated Cost: graphical support and consultant fees (included in proposed FY 2005 budget)

Establish the Forum/Institute for Knowledge Utilization in Education --- We will change the name of our 501 c 3 entity (currently NEKIA Communications) to the Forum (or Institute) for Knowledge Utilization in Education and establish a tangible on-going entity for raising funds for this initiative, convening our forums, and launching related projects and activities in subsequent years.

- Timeframe: beginning November, 2004
- Anticipated Cost: legal fees (included in proposed FY 2005 budget)

Key Questions

During the initial visioning process and the subsequent long term effort, we will seek to answer a number of critical questions including:

- Definitions ---What is knowledge utilization and what is a knowledge utilization system?
- System --- What does a knowledge utilization system in education look like at the federal, state, tribal, local and school levels in helping to improve academic performance and close achievement gaps?
- Players --- Who are the key players who would be affected by systematic application of research findings? What are their current beliefs and actions about knowledge utilizations?
- Change --- What would change in current instruction and curriculum if the various key players believed in and acted upon the systematic application of the findings of research? How would policies be different? What other structures would need to be in place?
- Relationships and Governance --- What new relationships and alignments would be necessary to achieve systematic application of the findings of research? How would the various governance units (LEA, SEA, federal) relate to each other?
- Roles --- What should NEKIA, its members and partner organizations do to guide and facilitate the advancement of the concept of knowledge utilization efforts?

National Education Knowledge Industry Association
Towards a New Era of Knowledge Utilization in Education



Knowledge Utilization Visioning Session

March 9, 2005

Balcony Room D, Conference Center 8th floor, Academy of Educational Development
1825 Connecticut Avenue, NW, Washington, DC.

NEKIA 1718 Connecticut Avenue, NW Suite 700 Washington, DC 20009
(202) 518-0847 www.nekia.org

National Education Knowledge Industry Association

Participants

Max McConkey, WestEd
Suzanne Donovan, Strategic Education Research Partnership, The National Academies
Richard Colvin, Hechinger Institute, Teachers' College
Lisa Petrides, Institute for the Study of Knowledge Management in Education
Ramona Thomas, KnowledgeWorks Foundation
Virginia Edwards, Education Week
Bob Stonehill, US Department of Education
Tom Carroll, National Commission on Teaching and America's Future
Diny Golder-Dardis, JES & Co

Scott Jofus
Jay Diskey
Jim Kohlmoos
Marcia Knutson
John Waters

Questions for Discussion

Discussion Paper

What are your reactions to the paper?

Components of an Effective Knowledge Utilization System

What would an effective knowledge utilization system look like?

How would different role groups (e.g., researchers, educators, policymakers, funders, media, business) behave differently if we were operating in a system that had a deep commitment to knowledge utilization?

In what ways can policy development, advocacy, and education contribute to the development of an effective knowledge utilization system?

What are the most significant barriers to creating such a system?

Role for NEKIA and Its Members

What should NEKIA as an organization do to guide and facilitate the advancement of knowledge utilization in education?

National Education Knowledge Industry Association

Knowledge Utilization in Education

Background

Inspired by the U.S. Department of Education's strategic goal to transform education into an evidence-based field, the National Education Knowledge Industry Association (NEKIA) over the past three years has focused on the research-to-practice enterprise in education and how knowledge is utilized in policy and practice. At the federal level, NEKIA has emphasized the importance of building connections between the rigorous research standards in the Education Sciences Reform Act (ESRA) and the accountability provisions in the No Child Left Behind Act (NCLB). In 2004 NEKIA worked closely with Congress to introduce the Knowledge Utilization in Education Act of 2004 to address a "capacity gap" which called for a federally supported national initiative for promoting knowledge use in raising academic performance for all students.

To further advance the conceptual development of knowledge utilization, NEKIA is now undertaking a visioning process with experts and analysts from around the country. The aim is to create a comprehensive vision for a knowledge utilization system in education at the federal, state and local levels.

Visioning Process

The visioning process is composed of four sequential components.

- A preliminary review of the research literature on the knowledge use in education and other fields.
- Three visioning group discussions involving NEKIA's board (November 2004) and leading thinkers (December 2004 and March 2005).
- Individual interviews with policy makers (March 2005).
- A visioning concept report for future use (April 2005).

NEKIA anticipates that the visioning report will lead to a long-term strategy for addressing knowledge utilization issues at all levels.

Key Questions & Working Definition

The working definition and key questions addressed during the visioning process include:

Knowledge utilization refers to the systematic application of professional wisdom and findings of high-quality research to improve educational outcomes for students. It involves dynamic and structured interactions among key stakeholders, including researchers, developers, disseminators, technical assistance providers, practitioners, and policymakers.

- How should knowledge utilization be defined?
- What is knowledge?
- How do reforms move into the classroom?
- What is the most effective way of promoting reforms?
- What should knowledge utilization in education look like at the federal, state, and local levels?
- How can NEKIA and similar organizations advance knowledge utilization in education?

Nine Observations Emerging from NEKIA's Visioning Process

- 1) **Knowledge can be legitimately developed in many ways.** Education knowledge is an integration of research and professional wisdom derived from experience. Professional wisdom is perhaps the most widely used form of knowledge in education today. Nonetheless, although the quality of all forms of knowledge development in education must improve (Vaughn and Damann, 2001), there is a hierarchy of preferred ways for developing knowledge, with scientifically based research at the top of hierarchy. Moreover, although professional wisdom and intuition are valuable, even necessary, forms of knowledge development, they frequently prove misleading.
- 2) **New knowledge regarding the efficacy of an intervention is more likely to stimulate change in practice if the practitioners are actively involved in the development and application of that knowledge** (Wenger, McDermott, and Snyder, 2002). Furthermore, schools can be organized to facilitate the development and application of knowledge. Specifically, teachers and school administrators can work strategically in groups to identify obstacles to higher student achievement in their school, identify research-based strategies for addressing those obstacles, implement the strategies, and then evaluate their effectiveness (Levin, 1998).
- 3) **Perhaps the most consistent and ubiquitous finding in the literature on knowledge use is the importance of the practitioner having frequent and**

direct contact with a respected and knowledgeable support person

(National Center for the Dissemination of Disability Research, 1996). For knowledge to inform educational practice systemically, then, some sort of intermediary between researchers and practitioners and facilitating the change process may be needed. The intermediary could translate research findings into practical applications for practitioners, facilitate interactions between researchers and practitioners, and guide the implementation of practices based on knowledge. The intermediary could be an outside organization or perhaps a newly created role—“chief knowledge officer”—at the school or district level who understands research, can translate the research in a way that is practical for educators, and has the respect of teachers and principals.

4) **The application of knowledge to increase student achievement will only be successful if practitioners have the ability to interpret the findings from research and adapt them in a way that makes sense in their own contexts.** Yet many, if not most, teachers have limited training in research methodology and statistics and other analytic techniques, preventing them from effectively adapting research to improve their practice. Therefore, for knowledge utilization to take place in any meaningful way in education, the preparation of teachers must include a focus on understanding and use of research to shape practice. At the same time, the preparation of education researchers must be made more consistently rigorous and focused to ensure that their work adequately informs practice (Corcoran, 2003).

5) **Effectively using knowledge to inform practice and policy necessarily requires adaptation of research or professional wisdom to address contextual factors** (Hargreaves, 1998). Indeed, a key concept that emerges from the research on the implementation of education reforms is that practitioners change reforms as much as the reforms are trying to change the practitioners (Cuban, 1998) and that adaptation occurs even when knowledge-based practices or policies are highly specified (Datnow and Stringfield, 2000). Although adaptation is necessary for any intervention or reform to be successful (McLaughlin, 1987), the act of adapting can undermine the very effectiveness of a practice, program, or policy.

6) **The vocabulary surrounding knowledge use, including the term itself, is vague and filled with jargon.** Even experts have a difficult time discussing the topic without disagreeing about the use of terms and their meaning (Nutley, Walter, and Davies, 2002). Moreover, underlying many discussions about knowledge use are a variety of conceptual frameworks—some made explicit, others not—for how knowledge is developed and applied. For all these reason and perhaps more, experts have a difficult time proposing specific recommendations for the improved use of knowledge to inform practice and policy in education.

7) **There are few professional incentives for teachers and administrators to apply new knowledge to their schools and classrooms except for the more severe accountability mechanism at the state and federal levels** (Helmsley-Brown and Sharp, 2003). Increasing the use of knowledge to improve policy and practice may require a deeper cultural change than that created through accountability (Louis, 1996; Hood, 2003, Goertz and Massell, 2005).

8) **Changes in policy and practice in education are triggered in many different ways including through mandate, incentive, and training.** Most policy makers believe that proper “sticks” and “carrots” will encourage schools to become better consumers of research results and thus better able to increase student achievement, but the political and social nature of knowledge development and use suggest otherwise (Louis, 1996). The concept of improving policy and practice through knowledge use suggests a knowledge-based theory of change that deserves more thought and research (Hood, 2003).

9) **Knowledge use to inform medical practice is frequently cited as a model for practitioners and policymakers in education.** Knowledge use in medicine, however, is not as widespread a trend as one might expect or hope (Sackett et al., 1997; Institute of Medicine, 2001), especially in pediatrics. Furthermore, education is unlike medicine in many ways—including the relative number of dollars spent on research and professional development infrastructure (e.g., grand rounds in medicine)—raising the question of whether medicine is the best model for knowledge use in education (National Research Council, 2005). Nonetheless, it is clear that medicine offers 40 years of experience in conducting and applying scientifically based research. Two questions, then, emerge from the comparison of knowledge use in medicine and education: (a) How can we adapt the knowledge use model in medicine to be helpful in education? (b) Is there a model from a field other than medicine that is more applicable to education?

References

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Addendum – Selected Comments from Visioning Groups Participants

Observation #1: Knowledge can be legitimately developed in many ways.

Selected Participants' Comments:

"It's not about whether it's qualitative or quantitative. It's about data."

"Do you have grounding in what constitutes good science is the real question."

"Research and professional wisdom interact in ways that create knowledge."

"There is an imbalance favoring wisdom and an inadequate supply of scientific evidence."

"People should feel uncomfortable when professional wisdom and research conflict."

Observation #2: New knowledge regarding the efficacy of an intervention is more likely to stimulate change in practice if the practitioners are actively involved in the development and application of that knowledge.

Selected Participants' Comments:

Utilization of knowledge in the field of education is not "plug and play."

"We don't have a good system in place for practitioners."

"There is a cultural divide between researchers and practitioners."

"You have to have interactions between the practitioners and the people who do the research."

"There has to be proactive communication ... Routine comfortable communication between practitioner and translator."

"The idea of development as a step is important. Development and evidence deserve attention."

"It is particularly ironic that we don't frame these challenges as 'learning.' Rather we often refer to these (issues) as 'installation.' Learning needs to be brought into the conversation."

"This will take a generation."

Observation #3: Perhaps the most consistent and ubiquitous finding in the literature on knowledge use is the importance of the practitioner having frequent and direct contact with a respected and knowledgeable support person.

Selected Participants' Comments:

"There should be people in the schools who can facilitate change. They would focus on knowledge utilization to solve problems."

"We need a dedicated resource for knowledge utilization."

"Have a chief knowledge officer (in each school)."

Observation #4: The application of knowledge to increase student achievement will only be successful if practitioners have the ability to interpret the findings from research and adapt them in a way that makes sense in their own contexts.

Selected Participants' Comments:

"Research is so decontextualized. Where does it fit?"

"I see 'Christmas tree schools' all the time. We are seeing schools inundated with data."

"They (schools) don't know what they do with the data."

"There is always a human framework in which research is done."

Observation #5: Effectively using knowledge to inform practice and policy necessarily requires adaptation of research or professional wisdom to address contextual factors.

Selected Participants' Comments:

"Knowledge gets changed in the process."

"Translations occur along the way. By the time it (knowledge) is used, the knowledge may have changed significantly."

"We need to ensure interactions are implemented with fidelity."

"You have to determine the efficacious part you want fidelity around. Having fidelity to the entire definition is not realistic."

“The transformation of research at the site is a key concept that is not well understood. Fidelity versus infidelity of implementation.”

Observation #6: The vocabulary surrounding knowledge use, including the term itself, is vague and filled with jargon.

Selected Participants' Comments

“Keep it simple.”

“We need to create a vision of what we want for the next 20 years and then (create) a roadmap on how to get there.”

Observation #7: There are few professional incentives for teachers and administrators to apply new knowledge to their schools and classrooms except for the more severe accountability mechanism at the state and federal levels.

Selected Participants' Comments

“I’m worried about the demand side. Why should practitioners want scientifically based research?”

“Currently the demand for scientifically based research is external only and it is driven by NCLB.”

“We need to change the culture so that there is an appreciation of research.”

“I would start with the preparation of teachers ... to include a new scientific ethic.”

“Education is not a goal-focused enterprise. It is an activity-focused enterprise.”

“We have to build the capacity for buy-in. We need to build buy-in rather than incentivize. If it is seen as another top-down thing, it won’t work.”

“There should be short- and long-term strategies. Should also bring in the membership organizations.”

Observation #8: Changes in policy and practice in education are triggered in many different ways including through mandate, incentive, and training.

Selected Participants' Comments

“Schools are organizations are dynamic organizations ... so you need to look at the systemic aspect (i.e. school districts). Schools are political entities that affect fidelity of implementation.”

“It starts at the top works its way down. It is a top-down directive. The state becomes the locus of authority, but the state is influenced by federal policy.”

“Professional trends also tend to arise and sweep professional talk for a time.”

“In the absence of strong research, people have to go with what makes sense. Feeling creates change.”

“We have to be attune with how locals adapt.”

Observation #9: Knowledge use to inform medical practice is frequently cited as a model for practitioners and policymakers in education.

Selected Participants' Comments

“I think we need more research on the process of knowledge use.”

“Part of the issue is adaptation. How has adaptation improved the research?”

“But this (adaptation issues) also happens in medicine.”

A RAND study found that interactions in medicine “still have a long way to go.”

To: Board of Directors
From: John Waters
Subject: NEKIA Board Meeting in Montreal
Date: 3/14/05

Please find below information about NEKIA's spring board meeting and the roundtable discussion on knowledge utilization to be held during the AERA Annual Meeting in Montreal. Additional details concerning both events will be sent to the board as we near the events. **Please RSVP to me, indicating whether you will attend the informal dinner on 4/10, the board meeting on 4/11, and the roundtable discussion on 4/12.**

Agenda Outline

April 10th

6:00 p.m. Informal Members' Dinner (location TBA)

April 11th

All events on April 11th will be held at:

Delta Montréal
Debussy Room
475 President-Kennedy Avenue
Montréal H3A 1J7
Phone: 514-284-4330
Fax: 514-284-4325

8:30-9:30 a.m. Executive Committee Meeting (Executive Committee Members Only)
9:30 a.m.-4:00 p.m. NEKIA Board Meeting
4:00-5:00 p.m. Sector group meeting

April 12th

The roundtable discussion will be held at:

Le Centre Sheraton Montreal
Salon 6
1201 Boulevard Rene-Levesque West
Montréal H3B 2L7
Phone: 514-878-2000
Fax: 514-878-3958

4:05 pm - 6:05 pm. Towards A New Vision For Knowledge Utilization in Education: A SIGRU/NEKIA Roundtable Discussion. Please join national leaders and advocates in an open conversation around local, state, and Federal activities in research and research use in an era of scientifically based research.