Research Objectives for Provo City School District

Research within Provo City School District should support the goals and initiatives of the district and should be accomplished with minimal intrusion on the teaching and learning that is expected to occur in each classroom. In accordance with this statement, research proposals must be ethical (benefits all students) and meet one of the following:

- District expectation that every student will end each school year having met or exceeded the essential learning standards, fully prepared for the next grade/course. (District Improvement Plan)
- Continuous academic improvement and transparency (Board Goal #1)
- Supports teachers and teaching aligned with research, best practices, and teacher-identified needs. (Board Goal #2)
- Improves certainty and stability in the direction of the district. (Board Goal #3)
- Meets financial prioritization, long-term planning, and transparency. (Board Goal #4)
- Increases High School Graduation (Superintendent and board directive)
- Increases reading proficiency for all students, emphasis on grades 1 – 3 (State code)
- Addresses a safe learning environment (State code for safe schools – FHA)
- Adheres to Utah Student Data Privacy Act and FERPA
- Addresses one of the six selected visible learning categories (District Improvement Plan)
    - Contributions from the student
        - Self-reported grades: self-assessment of learning progress
        - Concentration, persistence, and engagement
    - Contributions from the home
        - Parental involvement in learning
        - Positive communication about aspirations and expectations
    - Contributions from the school
        - Instructional leadership promoting and participating in teacher learning
        - Opportunities for acceleration of learning
    - Contributions from the teacher
        - Teacher clarity: communicating learning intentions and success criteria
        - Teacher – student relationship
    - Contributions from the curricula
        - Repeated readings
        - Vocabulary programs
    - Contributions from teaching practices
        - Feedback from teacher to student, and student to teacher
        - Formative assessment and evaluation

Additional Considerations:
1. Group Design: (Randomized Controlled Trial) RCT, (Quantitative Evaluation and Design) QED, or Case Study?
2. Will the data and/or conclusions benefit the district? (Can we have confidence in the results)
   - How does the study address attrition?
   - How does the study establish a baseline equivalence?
   - How does the study address confounding factors?
   - Does the study use the same outcome measures?
3. Is the study overly intrusive to the educational experience of our students?
4. Is there an over saturation of studies for the targeted population?