

(Weak) Evidence Based Practice

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Shine A Little Light on Me (And a pile of \$\$\$)

- * State Reform: WASL, MSP, HSPE
- * Federal NCLB: No child left untested
- * Test data linked to teachers
- * Superintendent, Principal, Teacher Performance Evaluations

Teachers, Principals as Makers

- * **My classroom, my curriculum, my instruction**
- * **Our school, our curriculum, our instruction**
- * **Our district, our curriculum, our instruction**

Medicine

- * BS, Med School, Residence, Fellowship
- * Research \$: UN, EU, Fed, State, Pharma, DME, Foundations, University
- * High Resource
- * “Cochrane” reviews
- * Aware, Accept
- * Clinical practice

Education

- * BA, MEd (later), PhD (a few)
- * Funders: IES, NSF, State grants, Publishers?, Tech Companies, Foundations, University
- * Low Resource
- * What Works Clearinghouse
- * Unaware, Distrust
- * Teaching, learning

Table 1a: Five Hierarchies/Continuums/Types of Evidence for EBP

Author	Hierarchy
Sackett, 1996	Level I: Meta Analyses/Systematic Reviews Level II: Randomized Controlled Trial/ Experimental/Quasi-Experimental Level III: Descriptive/Case Studies/Series Level IV: Expert Opinion Level V: Animal Research
Bingham, 2003	I. Experimental: Identical groups, randomly assigned to treatment, and control groups II. Quasi-Experimental: Treatment and control groups not randomly assigned, but appearing identical III. Correlational with statistical controls: Treatment and comparison groups not identical but statistics control for important differences IV. Correlational without statistical controls: Treatment and comparison groups different, but differences assumed not important. For use with large sample. V. Case studies: Only treatment group, and assumes differences among participants not important. For use with small sample.

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Author	Hierarchy
Schlosser, 2004	<p>Level 1) Randomized experimental design or well-designed randomized control studies</p> <p>Level 2) Controlled studies without randomization (quasi-experimental designs)</p> <p>Level 3) Well-designed non-experimental studies (correlational and case studies)</p> <p>Level 4) Expert opinions (committee reports, consensus conferences, clinical experience of respected authorities)</p>
Davies, 1999	<ol style="list-style-type: none">1) Randomized controlled trials2) Experimental & quasi-experimental studies3) Survey & correlational research (simple & multiple correlation, regression analysis, analysis of variance)4) Expert opinion (defining of processes, meanings, categories & practices by field professionals)5) Ethnographies/case studies/observations (analysis of consequences of activities by interaction/conversation/discourse)6) Ethics studies (universal vs. selective action, informed choices, social inequities, social justice, resource allocation, and values)

Table 1c: Five Hierarchies/Continuums/Types of Evidence for EBP

Author	Hierarchy
Odom, 2005	Four types of research in special education: (a) experimental group (b) correlational (c) single subject (d) qualitative designs
Dalton, 2010	http://center.uoregon.edu/conferences/ISTE/uploads/ISTE2010/KEY_50084195/Dalton_ISTEpaper2010FINAL_RP.pdf

Institute of Education Science Levels of Evidence for Practice Guides (1999)

Levels	Operational Description
Strong	High internal and external validity Review of Research meets WWC standards Many well-designed RCTs or Quasi experiments One large, multi-site RCT
Moderate	High internal validity but moderate external OR High external but moderate internal validity Quasi experimental design Non-equivalent comparison groups Correlational design with strong bias controls
Weak	Expert opinion from strong findings same or related areas Expert opinion plus direct, but weak evidence

Contact and Reference

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Comprehensive Reference

Hendrickson, P. [Ed.]. (2011). Evidence based practice in education [Special section]. *The WERA Educational Journal*, 3(2), 3-21.

<http://www.wera-web.org/links/Journal/TheWERAEd51811.pdf>