

WHAT IS GALE IN CONTEXT: FOR EDUCATORS?

Gale In Context: For Educators is an online curriculum and instructional tool for all who touch on teaching and learning in schools, including teachers, curriculum leaders, technology-integration specialists, and librarians. *For Educators* combines high-quality sources with curriculum-aligned lesson plans to support personalized learning, literacy, English language learners (ELL), and more.

WHAT IS AN ESSA TIER 4 RATING?

The Every Student Succeeds Act (ESSA) Tiers of Evidence is a framework for choosing evidence-based tools, programs, interventions, and practices that have promise in promoting positive student outcomes. To receive a Tier 4 ESSA rating, *Gale In Context: For Educators* must demonstrate a rationale that meets three standards, including (1) a clear logic model that explains the reason for product design and how product design will produce desired outcomes, (2) a research basis that supports the pathways of change, and (3) an effort to study and disseminate impact. As outlined below, *For Educators* meets these standards by encouraging innovation, drawing on evidence-based practices, and demonstrating a commitment to ongoing research and improvement.



STANDARD 1—A WELL-DEFINED LOGIC MODEL

Working with McREL International, Gale, part of Cengage Group, developed a logic model that clearly identifies the unique inputs, activities, outputs, outcomes, and external factors associated with the implementation of *Gale In Context: For Educators* in schools.



STANDARD 2—A ROBUST RESEARCH BASIS

Accessible Resources Reduce Planning Time and Stress and Improve Student Outcomes

Not having enough time to prepare lessons and/or spending too much time preparing lessons can lead to increased stress for educators.^{1,2} Educators with high levels of stress are overall less effective, which translates to poorer academic and social outcomes for students.³ *Gale In Context: For Educators* provides easy access to standards-based resources for lesson planning across a wide variety of subject areas and grade levels, which can assist K-12 educators in their classroom instruction.

Interdisciplinary Collaboration Tools Improve Student Academic Outcomes

Team-based, interdisciplinary lesson planning in schools has been associated with improved academic outcomes when compared to where such practices are absent.⁴ However, educators' time is often an obstacle to collaboration.⁵ In addition to increasing individual use of interdisciplinary resources, *Gale In Context: For Educators* is designed to facilitate interdisciplinary teams' online collaboration via shareable content and adaptable lessons.

Current, Relevant, and Accessible Curriculum Supports Personalized Learning

Students come into the classroom with various abilities, needs (language ability, learning disabilities, etc.), and interests. When students' needs are met, learning outcomes tend to follow. For example, font—particularly focused letter spacing—is associated with faster reading speeds for students who are dyslexic.⁶ Likewise, when content is relevant to students, they are more likely to be engaged and perform better.⁷ *Gale In Context: For Educators* offers accessibility tools, such as a font for students with dyslexia, translation capabilities, adjustable font size and colors, and read-along features to meet learners' individual needs. Moreover, *For Educators* offers easy access to current and relevant resources that speak to students' diverse interests, a key element in increasing student engagement.



STANDARD 3—AN EFFORT TO STUDY AND DISSEMINATE IMPACT

Gale has commissioned McREL International to design and implement an efficacy study of *Gale In Context: For Educators*. The efficacy study will help determine ways of improving and refining *For Educators* for future users and students. It will also show which elements of *For Educators* are most effective for specific school and educational contexts. To learn more about this resource and view future results, visit gale.com/foreducators.

1. Merrimack College, 1st Annual Merrimack College Teacher Survey: 2022 Results, https://fs24.formsite.com/edweek/images/WP-Merrimack_College-Todays_Teachers_Are_Deeply_Disillusioned_Survey_Data_Confirms.pdf.

2. Richards, Jan, "Teacher Stress and Coping Strategies: A National Snapshot." *The Educational Forum*, June 27, 2012.

3. Patricia Jennings and Mark T. Greenberg, "The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes," *Review of Educational Research*, March 1, 2009.

4. Mertens, Steven, et al., "Common Planning Time," *Middle School Journal*, May 2010.

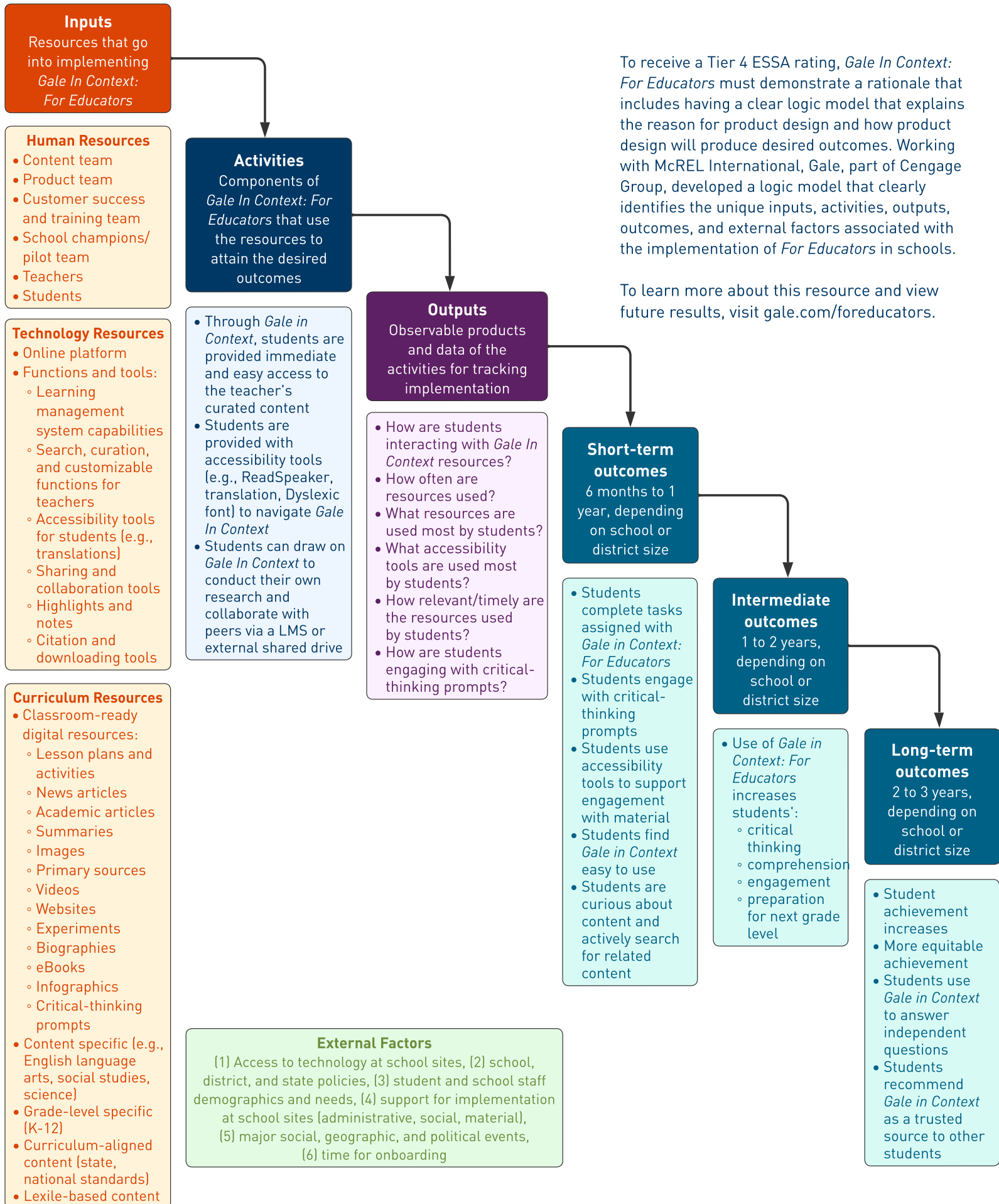
5. See note 1 above.

6. Ari, Omer, "Dyslexia Fonts: What Postsecondary Instructors Need to Know," *Journal of College Reading and Learning*, November 16, 2021.

7. Institute of Medicine. *Engaging Schools: Fostering High School Students' Motivation to Learn*. Washington, DC: National Academies Press, 2004, <https://nap.nationalacademies.org/catalog/10421/engaging-schools-fostering-high-school-students-motivation-to-learn>.

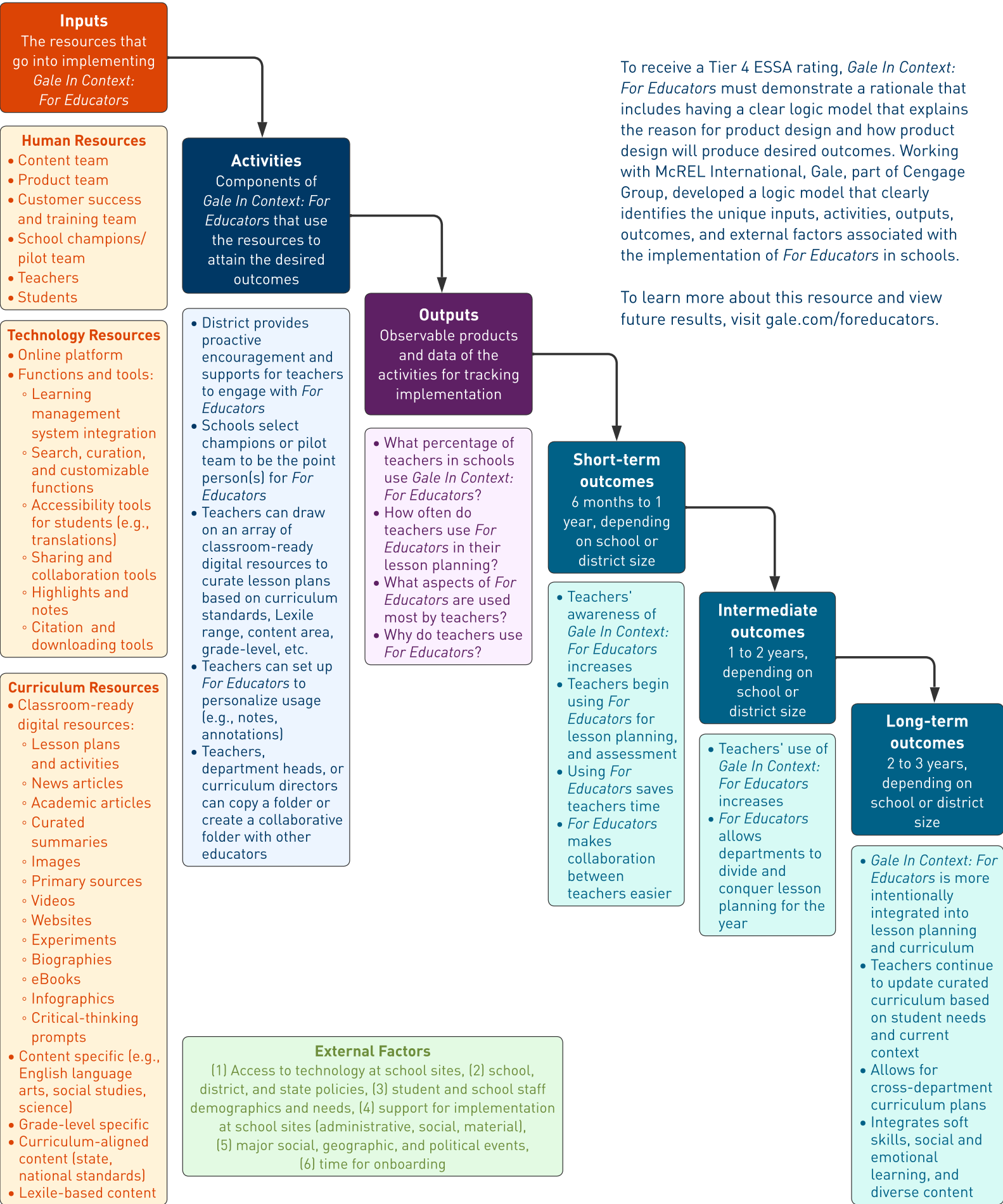
GALE IN CONTEXT: FOR EDUCATORS LOGIC MODEL

K-12 Student Level



GALE IN CONTEXT: FOR EDUCATORS LOGIC MODEL

K-12 School Level



GALE IN CONTEXT: FOR EDUCATORS LOGIC MODEL

K-12 District or Institutional Level

