

Segment Cards

Buyers Insights



evidenceuptake.org

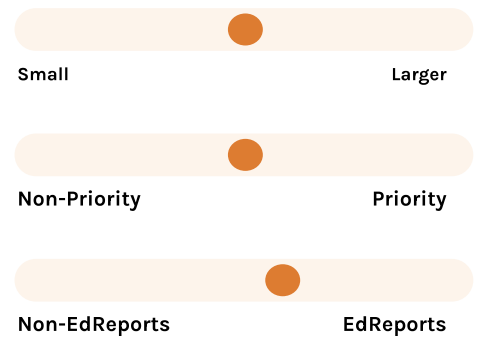
Core Curriculum

District Champions



District Champions value and use student and teacher voices to identify district-specific needs. The piloting stage is critical to garnering this feedback. In-house data is a key piece of final adoption decisions, as well as initial scoping.

However, the focus on district data may result in Champions missing other structured criteria to inform their evaluative lens and feedback interpretation.

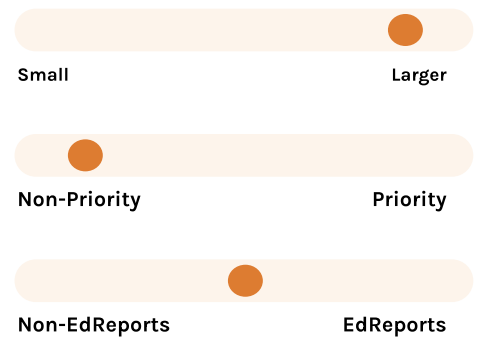


Well-resourced Negotiators



Well-resourced Negotiators wield a high degree of market power, allowing them to get to what they need and negotiate prices with little friction.

Notably, Negotiators may face more challenges with balancing the weighting of resources, in addition to group-relevant biases.

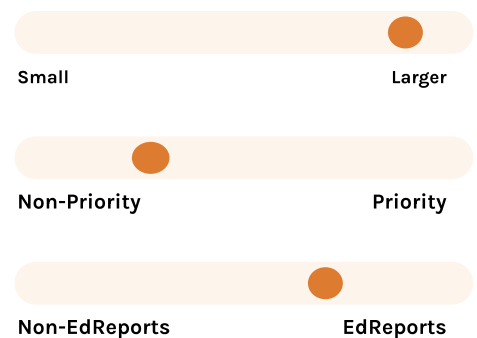


Process Technicians



Process Technicians are confident in their ability to identify evidence sources and are interested in capturing the efficacy of adoptions upon implementation. Technicians try to stay in touch with their end users from procurement through to implementation.

However, their experience may spur overconfidence and potential resistance to new sources.



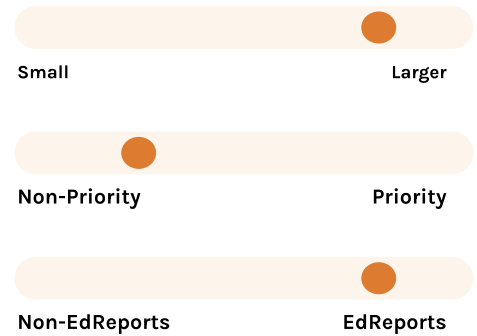
Ed Tech

Deliberate Manager



Deliberate Managers employ standardized steps for procurement using pre-established criteria to assess products. They are highly intentional in their process, and may involve various stakeholders.

Given the rigidity of the process, they may be less responsive to contextual changes or less likely to consider novel products that don't fit pre-established criteria.



Solo Advocate



Solo Advocates spearhead EdTech purchasing while relying on limited resources and expertise to ensure alignment with the district's vision.

However, Solo Advocates may face limited resources, resulting in insufficient evidence engagement as well as skipped or reduced steps.



Data Enthusiast



Data Enthusiasts are determined to leverage external and internal data to inform decision-making while optimizing for culturally relevant solutions.

However, Enthusiasts may run into obstacles when they cannot obtain the desired external evidence, or may have trouble with successfully translating available evidence into their local context.



Professional Learning

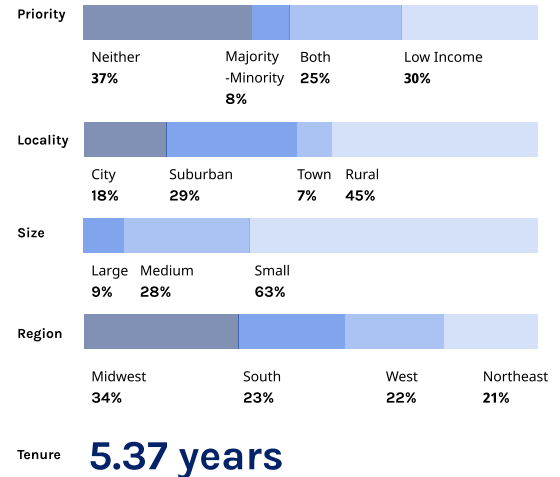
Teacher Representatives

(n = 108)



Teacher Representatives are people-centric: They aim to uplift insights from their teachers to select CAPL that aligns with their needs.

Teacher Representatives primarily assess the quality of PL based on teacher feedback and educational standards. They do not prioritize the use of research-based evidence in the evaluation process, focusing instead on the needs of their teachers.



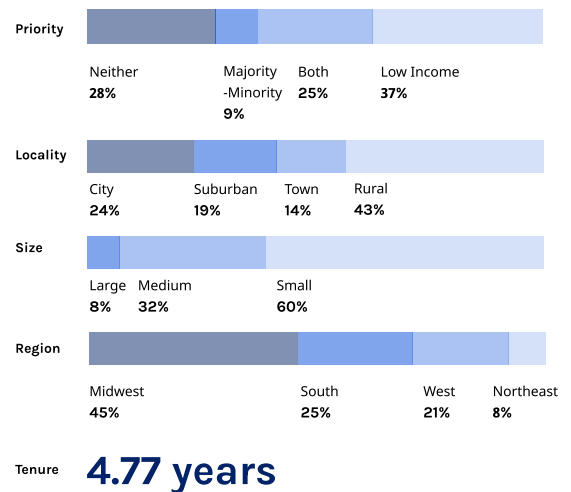
Shortcut Enthusiasts

(n = 106)



Shortcut Enthusiasts are data-generalists: They rely on broad educational guidelines that are easy to access and explore.

Shortcut Enthusiasts rely on research-based evidence (e.g., educational standards, government guidelines) to evaluate the quality of PL. However, they are not willing to use evidence that is hidden behind paywalls, or for which access requires significant cost or effort.



Utility Seekers

(n = 64)



Utility Seekers are data-specialists: They are most interested in standards and guidelines that are specifically relevant to their district.

Utility Seekers also rely on research-based evidence (e.g., educational standards, government guidelines) to evaluate the quality of PL. They are willing to make the effort and jump through accessibility hoops in order to find evidence that is relevant to their individual context.

