Innovation Configurations: Tools for Improving Opportunities to Learn for Teachers and Leaders

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### Partners
- American Institutes for Research (AIR)
- University of Kansas, Center for Research on Learning
- Council of Chief State School Officers
- New Teacher Center
- Goodlad Institute for Educational Renewal at the University of Washington
- Major organizations
- Senior advisors

OSEP Project Officers: Dr. Bonnie Jones and Dr. David Guardino
Webinar Overview

♦ Purpose
– To familiarize participants with CEEDAR’s Innovation Configurations (ICs) designed to strengthen teacher preparation and professional development practices

♦ Outcomes
– Participants will
  • understand the utility of the ICs and their role in preparation and professional learning reform
  • understand the criteria used to identify the ICs evidence-based practices
  • identify steps to using the ICs to identify strengths, gaps, and redundancies within curriculum and professional development design
Achieving **college and career readiness standards** for students with disabilities requires highly effective general and special education teachers.
Key Sources

✧ Demands Career and College Ready (CCR) Standards place on students with disabilities
✧ Knowledge and skill teachers need to respond to those demands
✧ Increased number of students with disabilities receiving services in the general education classroom
Key Sources

✧ Teacher and leader accountability is increased within educator evaluation systems
✧ Measures of educator practice and student growth proposed within preparation program accountability
✧ Equitable distribution of effective teachers
CEEDAR’s Mission

✧ To create aligned professional learning systems that provide teachers and leaders effective opportunities to learn how to improve core and specialized instruction in inclusive settings that enable students with disabilities to achieve college- and career-ready standards
Main Ingredients

Quality of instruction

Time

Content

Effective Opportunity to Learn

–Elliott, 2012; Kurz, 2011
Instructional Quality

“Deliberate Practice” with “High Fidelity Feedback” focused on critical features of performance
Instructional Quality

- Novices need more direct guidance
- More complex the skill, more practice is needed
Developing Sustained, Focused Teacher Education

And programs are often constrained by licensing requirements, a cap on credit hours, and program approval requirements.
Teacher Education

- Is primarily practiced in inauthentic settings
Teacher Education cont.

🔸 Or, novices practice in authentic settings where the opportunities to practice and receive feedback may not be effective or sufficient.
Innovation Configurations

✧ Addressing the key content areas and most powerful practices within them

– e.g., teaching students to approach comprehension strategically
  • Summarization strategy
  • Self-questioning strategy
What is an Innovation Configuration?

✧ Used for more than 30 years in development and implementation of educational innovations and methodologies.
  – Evaluate programs
  – Evaluate fidelity of implementation of educational interventions
  – Most commonly, professional development tools
    (i.e., guide implementation of innovation within a school and to facilitate the change process)
CEEDAR Innovation Configurations

Answer the following questions:

- What types of instruction and experiences do teachers receive throughout their preparation and/or professional development that promote the use of evidenced-based instructional practices?

- To what extent are teachers and teacher candidates provided an opportunity to apply these strategies with explicit feedback and sustained implementation and support to ensure fidelity?
Application of Innovation Configurations

- IHE faculty self-assessment, self-reflection, course improvement

- State departments of education seeking to unify instruction statewide with common language and goals consistent with federal policy (e.g., Maryland and Colorado)

- Design of professional development

- Professional association standards

- State licensure and teacher education program approval requirements
Use of Course Syllabi

✧ Common practice across disciplines
✧ Syllabus is a contract
✧ Examine all courses in teacher education regarding IC components, not just a single course
✧ Limitations of Syllabi
  – Incomplete reflection of course content and activities
  – Difficult to judge depth of experiences
  – Some content on syllabus not taught and some content is taught that is not on the syllabus
✧ Overall: Syllabi reflect major features of program
Key Essential Components

✧ Problem areas in teacher performance
✧ Content Validity based on
  – Authoritative research review and integration sources (e.g., Nat’l Rdg and Math Panels)
  – Research (Experimental research confirming the validity of the components for improving achievement)
  – Policy (NCLB and IDEA)
✧ Listed on the left hand side of the IC
  – Descriptors and examples to guide review
What Works? (Meta-analyses, e.g. Kavale 2005, 2007)

Treatment and Effect Size

✧ Applied Behavior Analysis (+ 1.00)
✧ Classroom Organization and Behavior Management + Graphing + Formative Evaluation + Reinforcement (+0.80–1.00)
✧ Explicit Instruction and Problem Solving (+0.70–1.50)
✧ Comprehension Strategies (+1.00)
✧ Mathematics Interventions (+0.60–1.10)
✧ Writing Interventions (+0.50–0.85)
Evidence Based Practice Criteria

- The research syntheses and innovation configurations necessitate teams using the research to identify evidence-based practices. To guide teams, the following criteria will be used to label practices at three levels:
  1. strong evidence based practice
  2. moderate evidence based practice
  3. limited evidence based practice
  4. Emerging practice

- The criteria are primarily derived from CECs Division of Research Recommendations, CECs Classifying Evidence Manual and the special edition of Exceptional Children in 2005.
Focusing on the Evidence

Knowledge Development Papers

Innovation Configurations

Course Enhancement Modules

Reform Rubrics

Access to Experts
Preparation Reform - PLS

Knowledge Development Papers

Innovation Configurations

Course Enhancement Modules

Access to Experts

Discussion with Colleagues

- Literature Synthesis
  - Teacher Educator Preparation Reform
  - Teacher Education Pedagogy
- Evidence-base Practice Papers and Innovation Configurations
Innovation Configurations

- Leadership
- Technology
- Significant Disabilities
- Sensory Impairment
- Culturally Responsive Instruction
- Transition
- Scientifically Based Reading
- Classroom Organization & Behavior Management
- Inclusive Service
- Learning Strategy Instruction
- RTI
- Linking Assessment & Instruction
- Evidenced-based Math Instruction

Content Innovation Configuration

- Teacher Education
- Technology Applications
- Leadership Education

Pedagogy Innovative Configuration

Reform Rubrics

- Teacher Education Reform
- Leadership Education Reform
- Program Evaluation
- Systems Change and Reform
- Policy Analysis
<table>
<thead>
<tr>
<th>Essential Components</th>
<th>Variations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructions:</strong> Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria specified, from 0 to 4. Score and rate each item separately. Descriptors and examples are bulleted below each of the components.</td>
<td><strong>Code = 0</strong></td>
</tr>
<tr>
<td><strong>Phonemic Awareness</strong> <em>(This topic is ideally subsumed under the broader topic Phonological Awareness.)</em></td>
<td>There is no evidence that the component is included in the class syllabus.</td>
</tr>
<tr>
<td>Individual speech sounds, phonemes</td>
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<tr>
<td>Early indicator of risk</td>
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<tr>
<td>Precursor to phonics</td>
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<tr>
<td>Detect, segment, blend, manipulate phonemes (sounds) (e.g., /b/ /a/ /v = bat)</td>
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<tr>
<td>Rhyming, alliteration in preschool and kindergarten</td>
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<tr>
<td>Elkonin boxes (common activity)</td>
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<tr>
<td><strong>Phonics</strong></td>
<td></td>
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<tr>
<td>Correspondence of sounds and letters</td>
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<tr>
<td>Phoneme-grapheme correspondences</td>
<td></td>
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<tr>
<td>Blending, decoding, encoding</td>
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<tr>
<td>Syllable types</td>
<td></td>
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<tr>
<td>Prefixes, suffixes, base words</td>
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<tr>
<td>Nonsense words (assessment)</td>
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<tr>
<td>Alphabetic Principle</td>
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<tr>
<td>Word analysis</td>
<td></td>
</tr>
<tr>
<td>Words composed of letters (graphemes) that map to phonemes</td>
<td></td>
</tr>
<tr>
<td>Letters and sounds working in systematic way</td>
<td></td>
</tr>
</tbody>
</table>
Levels of Implementation

✧ **No mention.** The component is not mentioned.

✧ **Mentioned.** The component is mentioned.

✧ **Mentioned, plus readings/tests**

✧ All prior levels, **PLUS assignments such as papers, projects** are required

✧ All prior levels, **PLUS supervised practice (field work) with feedback about degree of success** are required

(Reschly, D. J., Holdheide, L. R., Smartt, S. M., & Oliver, S. M. (2007))
“Readings and/or Tests & Quizzes”

◊ Or journal articles

◊ Evidence of tests may include:
  – “Test 2 will cover Lectures 15–25”

(Reschly, D. J., Holdheide, L. R., Smartt, S. M., & Oliver, S. M. (2007)
“Assignment or Project for Application”

✧ Syllabus must mention a concept, require readings, tests/quizzes, and also have either an assignment
  – “Write a one-page reaction paper explaining why it is important to establish classroom routines.”

✧ Or project
  – “Create a set of classroom routines with lesson plans for teaching them.”

(Reschly, D. J., Holdheide, L. R., Smartt, S. M., & Oliver, S. M. (2007)
“Application With Feedback Through Supervised Experience”

✧ Syllabus might list application with feedback or student teaching as a general requirement.
✧ In order to earn a score under this variation, the syllabus must link the application with feedback experience with the particular component.
  – “Students will be required to practice skills related to establishing and teaching classroom routines. Direct observations with feedback by instructor will be applied toward the total course grade.”
Innovation Configuration

Welcome to the CEEDAR Innovation Configuration.

In this process, we are going to review your syllabi for inclusion of evidence-based practices for your teacher and leader preparation programs.

View this tutorial for a brief overview of the process

1. First, think about your different teacher preparation programs, for both teachers and leaders. Gather ANY syllabi that may address the topic area you are planning to assess.

2. Next, click the tab for essential components and click your topic area of choice.

3. Take a moment to review the evidence-based practices for your selected topic area.

4. Click the Programs tab and add all applicable programs.

5. In the courses tab, add any courses that may apply to your topic area and attach a syllabus.

6. Next, click on Activities and select the course for which you are adding an activity. Fill out all the information about the activity, be sure to click the topic area you are assessing (e.g., Classroom Management, Writing) and be sure to be sure to click an associated program at the bottom. Continue to add all activities relevant to the selected topic.
## Innovation Configuration

<table>
<thead>
<tr>
<th>Essential Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structured Environment</strong></td>
<td></td>
</tr>
<tr>
<td>CM 1.1</td>
<td>Daily schedule is posted and clearly visible to students.</td>
</tr>
<tr>
<td>CM 1.2</td>
<td>Environment is arranged for ease of flow of traffic and distractions minimized.</td>
</tr>
<tr>
<td><strong>Active Supervision and Student Engagement</strong></td>
<td></td>
</tr>
<tr>
<td>CM 2.1</td>
<td>Teacher scans, moves in unpredictable ways, and monitors student behavior.</td>
</tr>
<tr>
<td>CM 2.2</td>
<td>Teacher uses more positive than negative teacher-student interactions.</td>
</tr>
<tr>
<td>CM 2.3</td>
<td>Teacher provides high rates of opportunities for students to respond.</td>
</tr>
<tr>
<td>CM 2.4</td>
<td>Teacher utilizes multiple observable ways to engage students (e.g., response cards, peer tutoring).</td>
</tr>
<tr>
<td><strong>Schoolwide Behavioral Expectations</strong></td>
<td></td>
</tr>
<tr>
<td>CM 3.1</td>
<td>A few, positively stated behavioral expectations are posted, systematically taught, reinforced, and monitored.</td>
</tr>
<tr>
<td><strong>Classroom Rules</strong></td>
<td></td>
</tr>
<tr>
<td>CM 4.1</td>
<td>A few, positively stated behavioral rules are linked to schoolwide expectations. Rules are posted, systematically taught, reinforced, and monitored.</td>
</tr>
<tr>
<td><strong>Classroom Routines</strong></td>
<td></td>
</tr>
<tr>
<td>CM 5.1</td>
<td>Classroom routines are systematically taught, reinforced, and monitored within the context of the classroom (e.g., turning in homework, requesting assistance).</td>
</tr>
</tbody>
</table>

**Encouragement of Appropriate Behavior**
### PAPERS FOR MATHEMATICS

- Innovation Configuration for Mathematics

<table>
<thead>
<tr>
<th>Essential Components</th>
<th>EDU 497B</th>
<th>EDU 497R</th>
<th>M 171</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHER READINESS: MATHEMATICS CONTENT: Core, Supplemental, and Intensive (Level 3)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 1.1</td>
<td>L 3*</td>
<td>L 1*</td>
<td>L 1*</td>
</tr>
<tr>
<td>M 1.2</td>
<td>L 2*</td>
<td>L 1*</td>
<td></td>
</tr>
<tr>
<td>M 1.3</td>
<td>L 1*</td>
<td>L 3*</td>
<td></td>
</tr>
<tr>
<td>M 1.4</td>
<td>L 2*</td>
<td>L 2*</td>
<td></td>
</tr>
</tbody>
</table>

TEACHER READINESS: STUDENT LEARNING: Core, Supplemental, and Intensive (Level 2)

<table>
<thead>
<tr>
<th>Essential Components</th>
<th>EDU 497B</th>
<th>EDU 497R</th>
<th>M 171</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 2.1</td>
<td>L 2*</td>
<td>L 2*</td>
<td></td>
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<tr>
<td>M 2.2</td>
<td></td>
<td></td>
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<tr>
<td>M 2.3</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

PLANNING INSTRUCTION: DECIDING WHAT TO TEACH: Core (Level 3)
Working together to...

- Establish a community of members who collaborate in the ongoing process of adjusting their instruction and materials to ensure the preparation of highly qualified teachers and school administrators.
CEM Components Designed for Utility

- Anchor presentation and speaker notes can be used in their entirety to cover multiple course or professional development sessions.
- Specific content, activities, and media can be used individually to enhance existing course content.
- Sample syllabi can be adapted to meet an instructor’s needs.
-course enhancement modules

Overview

Through this CEM, participants will learn about assessment tools and intervention practices that can be integrated within a comprehensive, evidence-based behavioral intervention program.

These tools and practices involve multiple levels of interventions, including whole-class, class-wide, small group, and individual behavior supports. As participants gain knowledge about how to use these tools and practices effectively, they will become prepared to make informed behavioral decisions, matching the behavioral intervention to the function of behavior and the interests of a student’s needs. The CEM guides participants in becoming proactive, positive problem-solvers who anticipate and design interventions to prevent behaviors in which students are likely to experience academic or behavioral difficulties that interfere with their learning.

Learning Resources Part 1

Introduction

The Learning Resources portion of this CEM contains five parts:

1. Introduction
2. Description of Behavioral Interventions
3. Evidence-based Behavioral Interventions
4.: Identifying and Addressing Behavior for Classroom Intervention
5. Intervention Implementation

Each part has a worksheet activity that includes an answer sheet for teachers to complete the activity and related information. You can also follow the links on the right-hand side of this page.
Voices from the Field

✧ Many of the 325T grantees utilized the ICs to examine their programs as a way to determine need and measure progress.

✧ The experiences of faculty at SUNY-Fredonia will be highlighted during the next webinar.
Disclaimer

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