Teacher prep reform focused on EBP in literacy and culturally responsive pedagogy:

Meeting needs of children in CT schools

H325A120003

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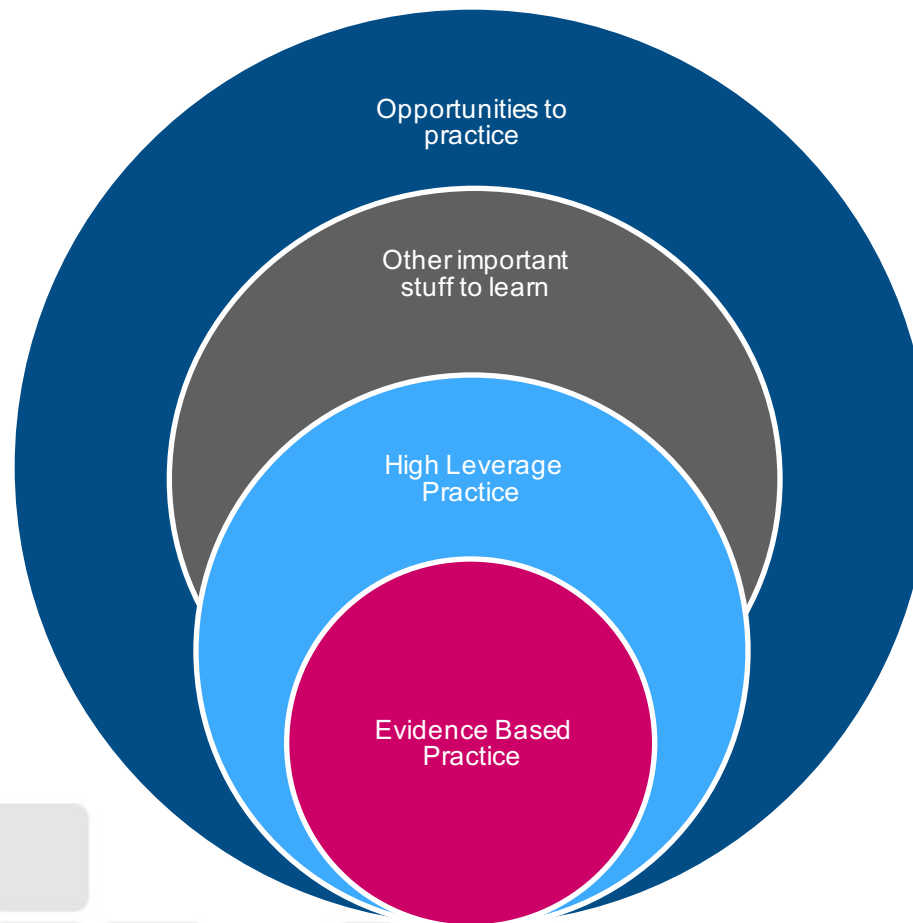
H325A120003

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Session Goals

1. How does a program "cover" EBP, other "stuff", and provide sufficient depth of knowledge and practice opportunities?

2. How does one engage colleagues in potentially difficult conversations about what NOT to include or take out of a program when it might be *treasured territory*?

3. What are available resources that might promote faculty learning and ease program development in new territory?

Two CT Universities will share their stories...

EBPs and HLPs

Opportunities to practice

Other important stuff to learn

High Leverage Practice

Evidence Based Practice

Barriers to Inclusion of EBPs/HLPs in Prep Programs

✧ Despite the strength of evidence in some areas, EBPs/HLPs for students that struggle are not always well represented in preparation curriculum.

✧ Program silos

✧ Belief that EBPs are prescriptive; not to be personalized or situated in context

✧ Policies

✧ Others?

Central Connecticut State University
Systematic Approach to the Challenge

School-wide reorganization:

- ✧ Reading + Elementary & Early Childhood Ed.
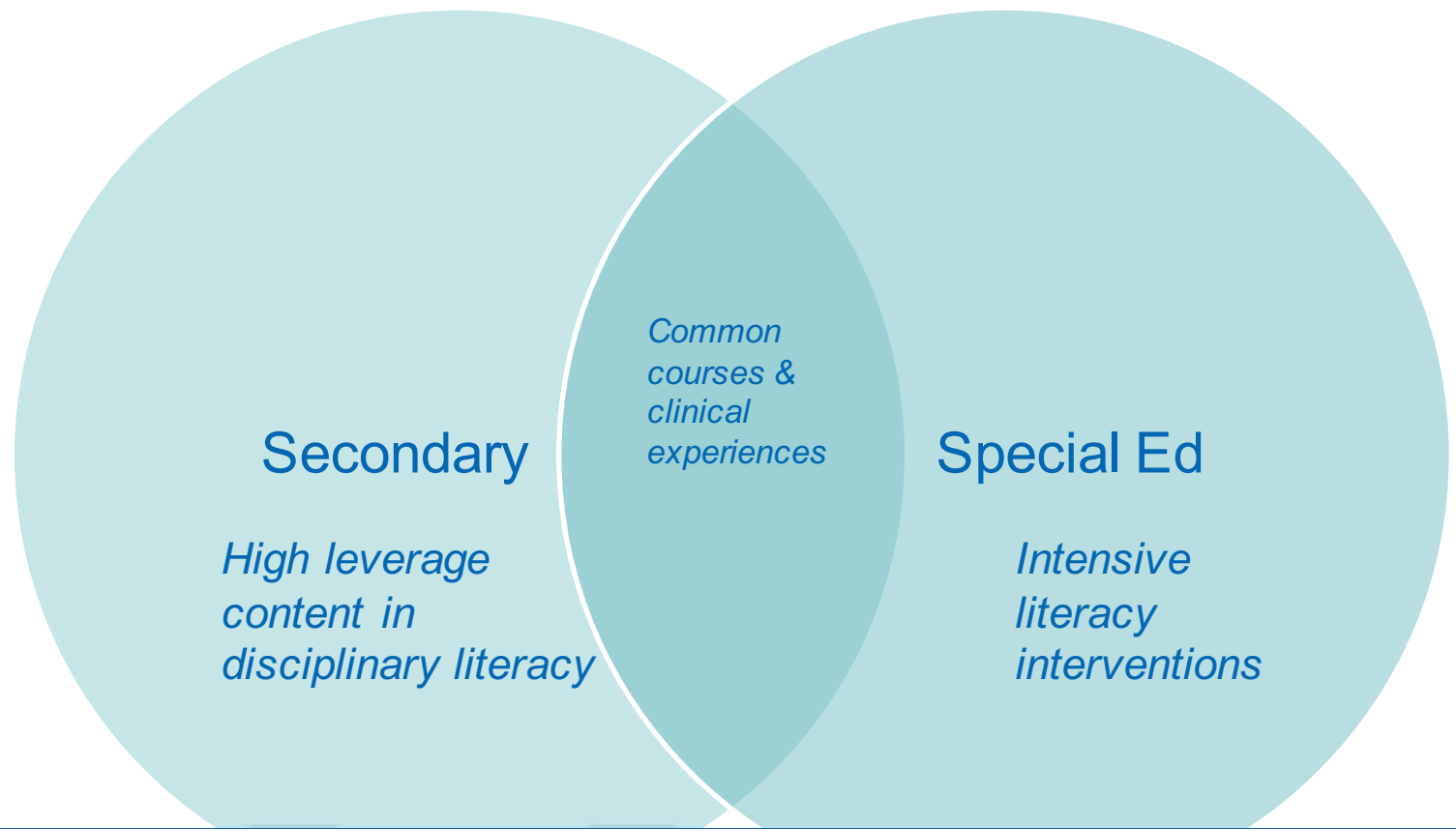- ✧ Ed Leadership + Secondary Ed
- ✧ Special Ed + MAT

Central Teacher Ed Committee (CTEC):

- ✧ Faculty representation(Arts & Science; Engineering, Science, & Technology; & Teacher Ed)
- ✧ K-12 partners

CEEDAR CENTER

IDEAs that Work
U.S. Office of Special Education Programs

Central Connecticut State University CEEDAR Process

- ✧ Workgroup representing all departments impacting teacher preparation
- ✧ Additional focus on culturally responsive teaching (local faculty interest)
- ✧ CEEDAR tools
  - ICs used to identify overlaps & gaps
  - IHE Institutes & intensive consultation
  - Development of scope & sequences/modules (vs syllabi)
    - 1st & 2nd language acquisition for teachers
    - K-5 reading
    - Vocabulary instruction across content areas
    - Secondary reading & disciplinary literacy
    - Writing
- ✧ MAT chosen as the Pilot Program

CCSU Revised MAT Model

Secondary

High leverage content in disciplinary literacy

Common courses & clinical experiences

Special Ed

Intensive literacy interventions

Foundational principles: collaboration, universal design for learning & multi-tiered systems of support, culturally responsive teaching, evidence-based practices, and PBIS

CCSU MAT Program Outcomes

✧ **Possesses strong knowledge of content, content pedagogy, and learner development (typical and atypical).**

✧ Creates an **inclusive** and **culturally responsive** learning environment.

✧ Uses data, content knowledge, and **evidence-based** pedagogical content knowledge to critically examine practice for the purpose of improving student learning.

✧ Designs and delivers instructional and assessment strategies that facilitate significant learning for all students including **struggling learners and those with disabilities**.

✧ Designs, delivers, and assesses **literacy/language strategies** to deepen **literacy** and **content learning within the discipline**.

✧ Acts **collaboratively,** ethically, and responsibly to ensure student growth and advance the profession.

CCSU Common Lesson Plan Format

Central Connecticut State University
Department of Special Education and Interventions
Master of Arts in Teaching Program

MAT UDL Lesson Planning Template	
Teacher Candidate	Host Teacher
Class and Period (i.e. Algebra I, gr. 8, 2nd period)	
Date	Lesson Title

Central Focus

Standards Addressed

Learning Objective(s)
1.
2.
3.

Academic Language/Language Function Objective(s)—tie to CT Core Standards Literacy

Assessments (include multiple means of expression)	Evaluative Criteria (note any relevant differentiation)
1.	
2.	
3.	

Key Vocabulary

Lesson Procedures/ Learning Tasks and Timeline

Times	Teacher Actions	Student Actions	Formative Assessment
	Initiation: Multiple Means of Engagement		
	Lesson Development: Multiple Means of Content Representation		
	Closure: Multiple Means of Expression		

Differentiated Instruction

Some (Students who have content gaps)	Most (See UDL Plan)	Few (Students who already know content)

Lesson-Specific Materials

Teacher Materials	Student Materials	Targeted Materials (assistive technology, etc.)

Central Connecticut State University Challenges Ahead

✧ Full implementation

✧ Measuring impact of work

✧ Scaling up the work to all CCSU teacher prep programs

✧ Scaling up efforts at the state level

SCSU
Background

✧ Large School of Education in New Haven CT with multiple teacher preparation programs

✧ CEEDAR efforts focused on 7 specific programs:

--Elementary Education (Grad/Undergrad)

--Special Education (Grad/Undergrad)

--Secondary English (Grad/Undergrad)

--Collaborative Elementary/Special Ed

(Undergraduate only)

✧ Focus of CEEDAR work involved EBPs for both reading and writing

SCSU – Background (cont.)

◇ Syllabus analyses identified gaps and redundancies in coverage of IC content/EBPs within programs

◇ Target courses identified for revision that had a heavy literacy focus and were part of multiple programs

◇ Example: SED 325 (Curriculum & Methods), SED 365 (Principles of Academic Assessment), SED 435 (Language Arts for Exceptional Individuals), and SED 449 (Theory to Practice), are all required for 3 different programs: Special Education Grad, Special Education Undergrad, and Collaborative

SCSU-Background (cont.)

✧ Individual CEEDAR team members worked with relevant faculty to revise courses (or in some cases revised their own courses)

✧ <u>Example</u>: Gap analysis showed biggest "gaps" in the 3 special education programs involved disciplinary literacy and writing

✧ Other specific gaps included GRR model, vocabulary content, fluency content

✧ SED 325 revised to include disciplinary literacy

✧ SED 435 and 449 revised to include writing EBPs

✧ Some content from 435 shifted to 365 (to make room for additional content in 435)

Q1: Addressing the Balance between EBPs and Other Important Content for Teacher Candidates

- ✧ This has been a major challenge for us
- ✧ A key issue is coverage of foundational content knowledge needed to understand and use EBPs
- ✧ <u>Examples</u>: for candidates to understand EBPs involving PA or writing processes, they have to know what PA and important writing processes are (and understand why they matter in students' achievement)

Q1: Addressing the Balance (cont.)

Course revisions focused on:

✧ More efficient ways to "front load" knowledge (e.g., in SED 435, development of self-paced, written study guide and practice guide with answer key)

✧ Some integration of content knowledge coverage into pre-existing application assignments (e.g., in 435, incorporation of fluency charting and specification of EBPs for vocabulary into pre-existing lesson plans for field work tutoring)

✧ Shifting of some content into other courses (e.g., some reading assessment content from 435 to 365; GRR implemented first in 365 in relation to math)

Q1: Addressing the Balance (cont.)

✧ Another issue in content knowledge coverage has been students obtaining advisor permission to take certain prerequisite courses concurrently with a higher-level course

✧ Example: students taking SED 435 and 449 concurrently when 435 is supposed to be a prerequisite for 449

✧ These exceptions in giving permissions, especially if frequent, tend to force instructors of the more advanced course into covering content students are supposed to know already – leaves less room for coverage of advanced content (like EBPs!)

Q1: Addressing the Balance (cont.)

Program revisions focused on:

✧ Improving student advisement, especially having advisors make an advisement plan with individual students across multiple semesters

✧ Consistency in advisement (across different faculty advisors) re: not making exceptions when a student has not had prerequisites for a course

✧ Involvement of department chairs and administrators

Q2: What to No Longer Include in Teacher Preparation Programs

✧ This has been an even bigger challenge for us than Q1

✧ In the programs that have been most open to collaborating with the CEEDAR team, coverage of non-EBPs generally not a problem

✧ Main problem is sheer volume of foundational content knowledge and EBPs

✧ Other types of content also important and often essential to address (e.g., practical issues arising in field work)

Q2: What to No Longer Include (cont.)

✧ Legislative mandates are also a factor (e.g., mandate for 12 hours of dyslexia content for all preservice teachers)

✧ Overall, there is very little we are taking out, and a lot that we are putting in

✧ This remains an ongoing challenge for us, e.g., "mile wide, inch deep" problem

✧ Concerns about overwhelming students' abilities to learn content and EBPs well, at a deeper level

Facilitated Discussion

1. **Group divides into two**.

2. **Group 1 discusses and notes –**

How do program planning teams negotiate the balance of spending sufficient time in knowledge development and skill practice in EBP that meet needs of struggling students while also addressing all of the rest of the "stuff" teacher candidates need to learn? What does the appropriate emphasis of different content look like?

3. **Group 2 discusses and notes –**

How do program planning teams negotiate difficult conversations about what NOT to cover/what to TAKE OUT in revising existing programs? What are effective facilitation strategies?

4. **SHARE**

Resources

✧ CEEDAR Course Enhancement Modules (CEMs)

✧ CEEDAR papers, Innovation Configurations, briefs, and ppts on EBPs, HLP, and evidence-based practice strategies

✧ IRIS modules, case studies, and resources

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