

# Practice-Based Clinical Experiences:

*Linking Assessment and Instruction in Literacy*

**Sharon M. Ware, Ph.D.**  
**Ashley C. Oldham, Ph.D.**

School of Education  
Department of Special Education  
University of St. Joseph



# Context for Presentation

- In order for teacher candidates to be Learner Ready Day One, EPP's must provide **robust** and **distributed practice-based opportunities** across teacher preparation programs.
- Practice opportunities must be spread across a candidates preparation program and scaffolded over time and focused on **evidence-based practices**.

## Developing Quality Fieldwork Experiences for Teacher Candidates

A Planning Guide for Educator Preparation Programs and District Partners



February 2017



UNIVERSITY OF  
SAINT JOSEPH  
CONNECTICUT



CEEDAR  
CENTER



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



CSDE  
CONNECTICUT STATE  
DEPARTMENT OF EDUCATION



SC  
SU

Southern Connecticut  
State University

Office of Academic  
& Intervention Support

CCSU

Central Connecticut State University



# Continuum of Experiences

Developing Quality Fieldwork  
Experiences for Teacher Candidates

A Planning Guide for Educator Preparation  
Programs and District Partners



Beginning practice experiences might be more constrained (smaller or more focused), guided (carefully scaffolded), and connected to knowledge development activities that occur in classes joined with, or separate from, practice sites.

Middle of the program practice experiences will broaden and deepen teacher candidate expertise building on program focus (e.g., elementary education, English language learners, special education, and secondary education) and increase in complexity. Practice occurs in specified, controlled (simplified) classroom contexts with feedback. Instructional responsibility is focused on particular teaching and learning tasks of sufficient grain size to maximize learning and feedback for the teacher candidate without extraneous events complicating the experience (e.g., small-group instruction, Japanese lesson study, and peer teaching).

Late in program practice experiences should continue to provide the candidate structure, guidance, and feedback, but increase the complexity of teaching experiences to include the myriad and overlapping responsibilities and decisions an in-service teacher encounters in a typical day or week (e.g., managing groups of students, addressing differing student needs individually and simultaneously, leading transitions, and conducting communication and collaboration responsibilities).

## *Small Group Discussion*

**What literacy knowledge and skills do teacher candidates need to be learner ready day one?**





# *Self-Assessment*

Evaluate existing practice-based opportunities in literacy

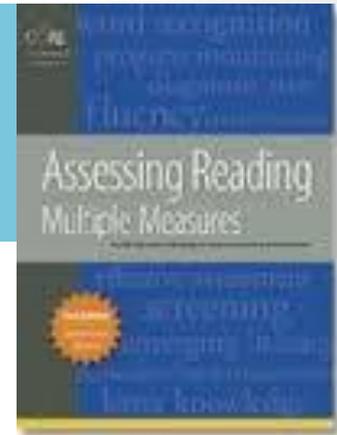


# Overview of Practice-based Clinical Experiences: Special Education Literacy

- Practice-based opportunities are embedded within clinical methods courses in literacy for special educators.
- Teacher candidates demonstrate their understanding of evidence-based literacy practices by:
  1. Analyzing literacy data
  2. Planning a series of intervention lessons using evidence-based practices in literacy
  3. Implementing intervention lessons
  4. Analyzing the impact of instruction and determining next steps for instruction
- Candidates observe one another, reflect on their own practice, and engage in structured reflection and analysis activities aligned to key concepts, vocabulary and tasks from edTPA.



# Assessment



## Steps:

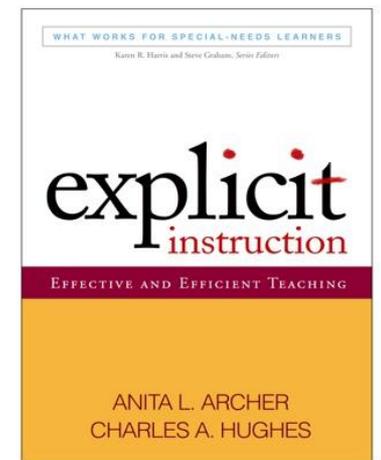
1. Learning the Assessments
2. Scaffolded and collaborative analysis of case study data
3. Practice administering the assessment in class with partners
4. Implementing the assessment with the actual student
5. Analyzing data collaboratively
6. Identifying student specific area of need(s)

***Case Example from Reading:  
Two students***



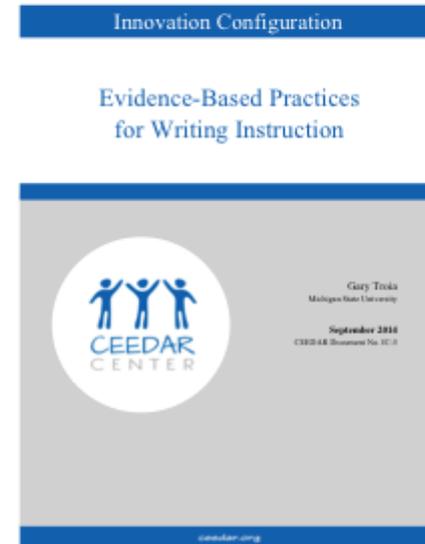
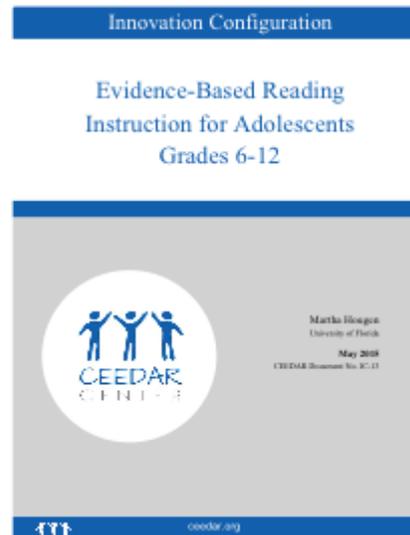
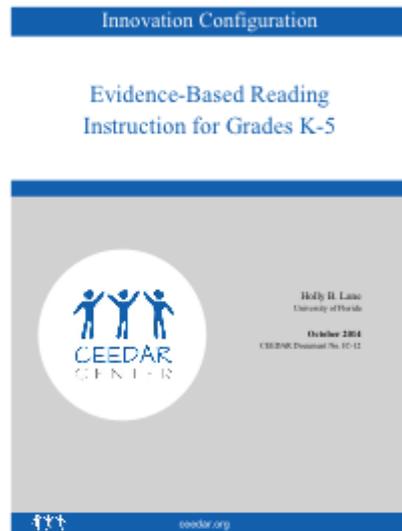
# Connecting Assessment to Instruction

- **Building from a Firm Foundation: Explicit Instruction**
  - Modeling, Guided Practice, Independent Practice
  - Corrective Feedback
  - High-levels of student engagement
  - Maximizing Opportunities for Students to Respond
  - Instructional Scaffolding



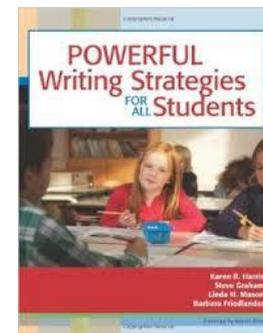
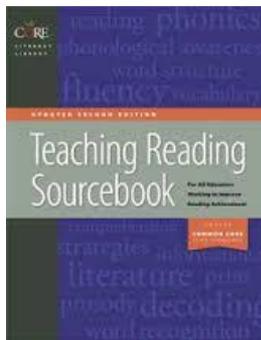
# Connecting Assessment to Instruction

- Identifying specific evidence-based practices and corresponding resources for teacher candidates.



# Connecting Assessment to Instruction

- **Identifying specific evidence-based practices and corresponding resources for teacher candidates.**
  - Some examples:
    - Code-based reading strategies
    - Paragraph Shrinking
    - Self-Regulated Strategy Development in Writing (SRSD)



# Connecting Assessment to Instruction

- **Lesson Planning Template and Commentary Questions**
    - Key Components:
      - Explicit instruction
      - Evidence-based Practices (EBPs) in Literacy
      - Connecting Instruction to Assessment
      - Language and tasks aligned with edTPA
- handbook for SPEC (Adapted from Snakenborg, 2016)



## Lesson Planner: Lesson 1

**Topic/Subject Area:**

<b>Learning Goal (Consistent Throughout Learning Segment):</b>	<b>Lesson Objective</b> ( <i>clearly defined, measurable</i> ):
<b>*Specific Planned Support/s:</b>	<b>Statement on how supports are specific to the learning goal:</b>
*Learning environment, tasks, materials, accommodations, modifications, assistive technology, and/or scaffolding	

**Common Core State Standard** (provide the text of the specific standard):

<b>Key Academic Vocabulary:</b>	
<b>Expressive/receptive communication skill</b> ( <i>Identify a communication skill related to the learning goal, which students will use to participate in or demonstrate learning</i> ):	<b>Describe plans to support learner's use of the specific communication skill to participate in or demonstrate learning:</b>

<b>Evidence-based Practices:</b>
Explain the evidence-based practices included in this lesson, and how the selected practice(s) aligns with overall learning goal and lesson objective.  APA citation:

**Relevant IEP Goals or Benchmarks:**

**Special Considerations/Required Accommodations and Modifications:**

**Groupings used during the lesson (Whole group, small group, one-on-one):**

**Materials needed to support student learning:**

**Adapted from  
Snakenborg, 2016**

**Instruction**

<b>Time</b>  <i>Minutes needed to complete each section</i>	<b>Teacher Activity</b> <b>Describe, for each section, the teacher's role, behaviors, activity with some detail.</b>	<b>Student Activity</b> <b>For each section, in coordination with the teacher behavior, describe expected student roles, behaviors, responding, etc. with some detail.</b>
	<b>Lesson opening (advance organizer etc.)</b> How will you start this lesson? How will you introduce the new learning?	What are your expectations for learners? What will they be doing?
	<b>Body of lesson</b> What steps will you follow to help students learn?	What are the activities, which will engage learners?
	<b>CLOSURE</b> How will you, <u>as the teacher</u> , end this lesson?	What do you want your learners to away in terms of knowledge and/o skills?

***Small Group Activity:***  
*Review samples of candidate lesson plans from clinical experience*

**Evaluation/Assessment:**

How will you evaluate student progress in meeting the lesson objectives and making progress towards the learning goal?

How will you monitor student responses in applying new learning related to the lesson objectives during the lesson?

How will you provide feedback to students related to their learning?

Provide a means to evaluate each lesson objective. Identify methods to assist students in monitoring their progress toward achieving the lesson objectives.



# Implementing Intervention Lessons

- **Before implementation:**

- Provide opportunities for candidates to prepare to teach in their group.
- Candidates respond individually (in writing) to guiding questions designed to support critical thinking about planning and implementing high quality instruction.

***Small Group Activity:***

*Review samples of candidate written responses about planning*



# Implementing Intervention Lessons

- **During Implementation:**
  - Using an observational tool(s) that scaffold and support candidates while implementing intervention lessons
    - Faculty Observation and Feedback
    - Peer Observation and Feedback
    - Self-Assessment

***Small Group Activity:***  
*Review samples of observation tools*



# Implementing Intervention Lessons

- **After implementation:** Post implementation discussion, reflection and follow-up written reflection that facilitates discourse around planning, instruction, and assessment.
  - Aligned to:
    - Explicit Instruction Framework
    - Evidence-based practices in literacy
    - Key edTPA language and commentary questions

## ***Small Group Activity:***

*Review samples of candidate written responses after teaching*



# Analyzing Impact of Instruction

- Analyze the learner's progress toward the learning goal as reflected in the lesson objectives.
- Analyze instructional supports provided to student
  - The summary can be presented in a table or described in several paragraphs.
- Analyze if the intervention provided access to the content, did or did not impact learning
- Identify next steps for instruction

## ***Small Group Activity:***

*Review samples of candidate's analysis of instructional impact*



# Analyzing Impact of Instruction

Assessment Sources	Pre-Assessment Scores	Post-Assessment Scores
Background knowledge interview	0/5 = 0%	5/5 = 100%
Model text analysis	6/11 = 55%	11/11 = 100%
Writing Sample	7/15 = 47%	11/15 = 73%
SRSD Self-Regulation Strategies	<p>Positive Self-Statements Self-Report            Before: 1            During: 1            After: 0</p> <p>* [redacted] reported what he said to himself as he wrote and instructor recorded and categorized .</p>	<p>Positive Self-Statements Self-Report            Before: 3            During: 4            After: 3</p> <p>* [redacted] used tally heet to indicate when he said/thought positive self-statements then discussed which ones he said after writing.</p>

***Small Group Activity:***  
*Review samples of candidate's analysis of instructional impact*



# Important Considerations

- Balance of covering critical course content while also providing a meaningful clinical experience
- Ensuring the instructional sessions are scheduled with enough frequency and duration to support K-12 student growth.
- Challenges of scheduling practice-based learning opportunities with teacher candidates who work full-time and take additional courses.
- Support needed for faculty to develop and maintain strong partnerships with districts and community agencies



# Questions?



# References

Archer, Anita L., and Charles A. Hughes. Explicit instruction: Effective and efficient teaching. Guilford Press, 2011.

Diamond, L., & Thorsnes, B. J. (2008). Assessing reading: Multiple measures for kindergarten through twelfth grade. Consortium on Reading Excellence. 2550 Ninth Street Suite 102, Berkeley, CA 94710.

Harris, K. R., Graham, S., Mason, L. H., & Friedlander, B. (2008). Powerful writing strategies for all students. Education Review.

Honig, B., Diamond, L., & Gutlohn, L. (2000). Teaching Reading: Sourcebook for Kindergarten through Eighth Grade. Arena Press, 20 Commercial Boulevard, Novato, CA 94949-619

Developing Quality Fieldwork Experiences for Teacher Candidates: A Planning Guide for Educator Preparation Programs and District Partners

[http://www.sde.ct.gov/sde/lib/sde/pdf/talent\\_office/cedar/cedar\\_qualfiel\\_dexperguide\\_022717.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/talent_office/cedar/cedar_qualfiel_dexperguide_022717.pdf)

