



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

Lynn Holdheide, American Institutes for Research
&
Dr. Dan Reschly, Consultant

U.S. Department of Education,
H325A120003



1



CEEDAR Center

Leadership

- ✧ Mary Brownell, Director
- ✧ Paul Sindelar and Erica McCray, Co-directors
- ✧ Meg Kamman, Project Coordinator

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.

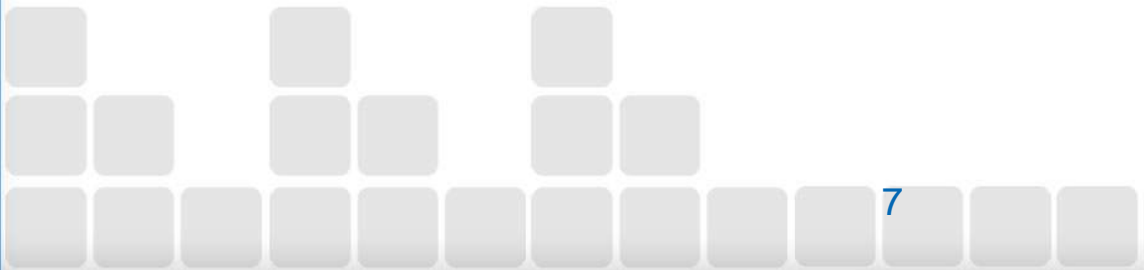


Key Sources

- ✧ 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

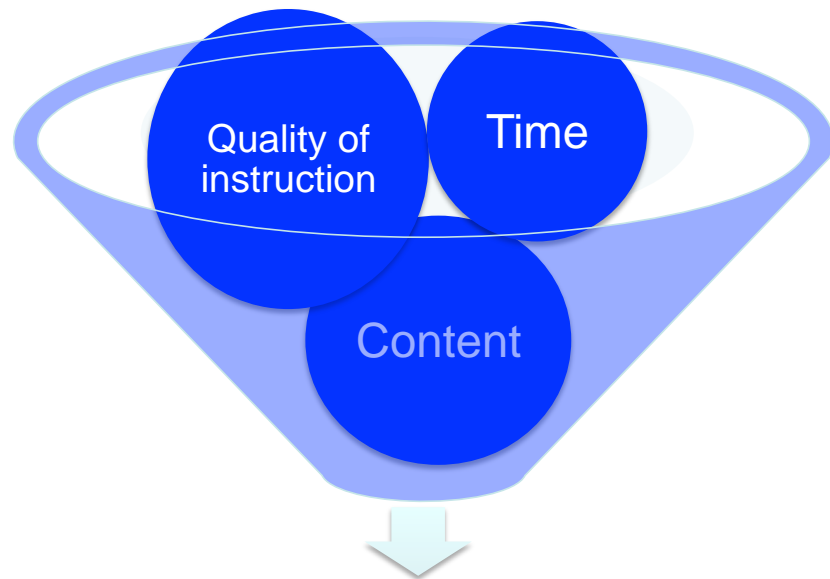
- ✧ Teacher and leader accountability is increased within educator evaluation systems
- ✧ Measures of educator practice and student growth proposed within preparation program accountability
- ✧ Equitable distribution of effective teachers



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



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)

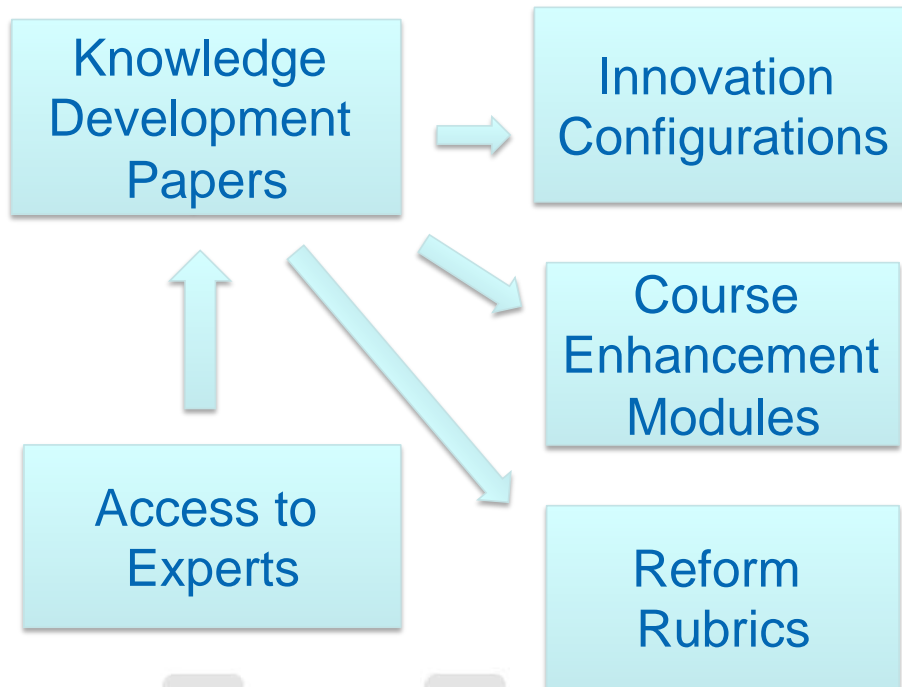
Treatment and Effect Size

- ✧ 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



Preparation Reform - PLS

Knowledge
Development
Papers

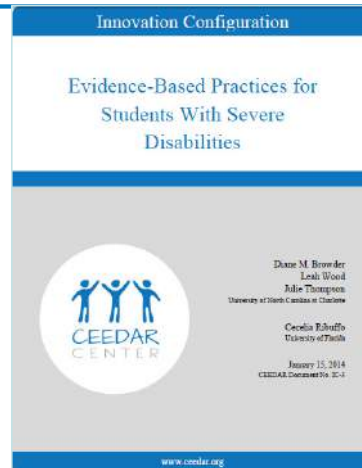


Innovation
Configurations

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

Reform Rubrics

Pedagogy Innovative Configuration

Content Innovation Configuration

- ◇ 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

- ◇ Teacher Education
- ◇ Technology Applications
- ◇ Leadership Education

- ◇ Teacher Education Reform
- ◇ Leadership Education Reform
- ◇ Program Evaluation
- ◇ Systems Change and Reform
- ◇ Policy Analysis

Essential Components	Variations					Rating
	Code = 0	Code = 1	Code = 2	Code = 3	Code = 4	
<p>Instructions: 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.</p> <p>Descriptors and examples are bulleted below each of the components.</p>	<p>There is no evidence that the component is included in the class syllabus.</p>	<p>Syllabus mentions content related to the component.</p>	<p>Syllabus mentions the component and requires readings and tests or quizzes.</p>	<p>Syllabus mentions the component and requires readings, tests or quizzes, and assignments or projects for application.</p> <ul style="list-style-type: none"> • Observations • Lesson plans • Classroom demonstration • Journal response 	<p>Syllabus mentions the component and requires readings, tests or quizzes, assignments or projects, and teaching with application and feedback.</p> <ul style="list-style-type: none"> • Fieldwork (practicum) • Tutoring 	<p>Rate each item as the number of the highest variation receiving an X under it.</p>
<p>Phonemic Awareness (This topic is ideally subsumed under the broader topic Phonological Awareness.)</p> <ul style="list-style-type: none"> • Individual speech sounds, phonemes • Early indicator of risk • Precursor to phonics • Detect, segment, blend, manipulate phonemes (sounds) (e.g., /b/ /a/ /t/ = bat) • Rhyming, alliteration in preschool and kindergarten • Elkonin boxes (common activity) 						
<p>Phonics</p> <ul style="list-style-type: none"> • Correspondence of sounds and letters • Phoneme-grapheme correspondences • Blending, decoding, encoding • Syllable types • Prefixes, suffixes, base words • Nonsense words (assessment) • Alphabetic Principle • Word analysis • Words composed of letters (graphemes) that map to phonemes • Letters and sounds working in systematic way 						

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

- Rosenberg, M. S. (1986). Maximizing the effectiveness of structured classroom management programs: Implementing rule-review procedures with disruptive and distractible students. *Behavior Disorders*, 11(4), 239–248.

✧ 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.”
 - (Reschly, D. J., Holdheide, L. R., Smartt, S. M., & Oliver, S. M. (2007)

30

Innovation Configuration

Instructions

Essential Components

Programs

Courses

Activities

Matrix

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

Instructions

Essential Components

Programs

Courses

Activities

Matrix

Click here to expand/collapse all

Classroom Management

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



Mathematics

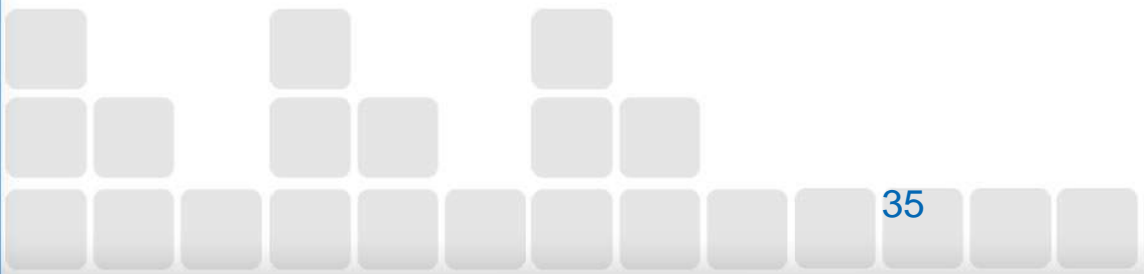
PAPERS FOR MATHEMATICS

- Innovation Configuration for Mathematics

Essential Components	EDU 497B	EDU 497R	M 171
TEACHER READINESS: MATHEMATICS CONTENT: Core, Supplemental, and Intensive (Level 3)			
M 1.1	L 3*	L 1*	L 1*
M 1.2	L 2*	L 1*	
M 1.3	L 1*	L 3*	
M 1.4	L 2*	L 2*	
TEACHER READINESS: STUDENT LEARNING: Core, Supplemental, and Intensive (Level 2)			
M 2.1	L 2*	L 2*	
M 2.2			
M 2.3			
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.



Preparation Reform - PLS

Knowledge
Development
Papers

Innovation
Configurations

Course
Enhancement
Modules

Access to Experts

Discussion with
Colleagues



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

COURSE ENHANCEMENT MODULE HOME

Overview

CEM Navigation

OVERVIEW

LEARNING RESOURCES

MULTIMEDIA

COURSE & PD OUTLINES

REFERENCES & RESOURCES

HOW TO USE

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 schoolwide, classwide, small-group, and individual behavioral supports. As participants gain knowledge about how to use these tools and practices effectively, they will become proficient in using behavioral data to guide intervention decisions, matching the behavioral intervention to the function of behavior and the intensity of a student's needs. The CEM guides participants in becoming proactive, positive problem-solvers who anticipate and design interventions to prevent instances in which students are likely to experience an academic or behavioral challenge that interferes with their learning.



Learning Resources Part 1

Introduction

CEM Navigation

OVERVIEW

LEARNING RESOURCES

MULTIMEDIA

COURSE & PD OUTLINES

REFERENCES & RESOURCES

HOW TO USE

The Learning Resources portion of this CEM contains five parts:

1. Introduction
2. Universal Behavioral Interventions
3. Supplemental Behavioral Interventions
4. Identifying and Monitoring a Target Behavior for Intensive Intervention
5. Intensive Intervention

Each portion has a downloads section that contains all the necessary materials to utilize that portion. You can also follow the links on the narrative of each page.



Download Resources

PART 1 GUIDE

PART 1 ANCHOR PRESENTATION

HANDOUT 1

HANDOUT 2

DOWNLOAD ALL

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

This content was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H325A120003. Bonnie Jones and David Guardino serve as the project officers. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this website is intended or should be inferred.