

Conducting Research as Part of CEEDAR State Blueprint Goals

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Essential and Engaging Questions

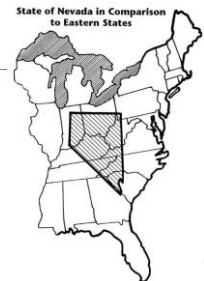
1. Are there ways that your state can integrate research into goals for your state Blueprint?
2. How will CEEDAR Blueprint research support both state efforts and potential research for higher education faculty?
3. What type of research do you think might be a part of CEEDAR goals in your state?

Purpose of this Session

- Two states, Nevada and New Hampshire, will provide examples of how research was built into and anchored within CEEDAR blueprint goals.
- Nevada will discuss research methodology from a review of course syllabi across four educator preparation programs (EPPs) and a statewide survey and focus group data collected on knowledge and skills about MTSS.
- New Hampshire will overview the conceptual framework guiding research on the types of clinical practices at EPPs and partnerships among EPPs and P-12 schools.

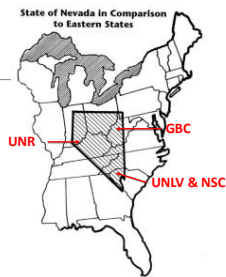
Understanding Nevada

- 7th largest state geographically
- 33rd most populous (just under 3 million)
 - Most in Las Vegas area followed by Reno area
- 18 school districts
 - 17 traditional and one recent charter school district



Understanding Nevada

- Four state-funded IHEs with educator preparation programs:
 - Great Basin College (GBC; Elko)
 - Nevada State College (NSC; Henderson – near Las Vegas)
 - University of Nevada, Las Vegas (UNLV)
 - University of Nevada, Reno (UNR)



The Nevada Blueprint: Goals of CEEDAR Work

Goal 1: Promote the understanding of RTI/MTSS among educators, school leaders, and teacher educators.

Goal 2: Promote the understanding of special education among school leaders and administration certification programs.

Goal 3: Promote the understanding of the NEPF by all stakeholders.

Evolution of CEEDAR Activities to Research

- “Growing pains” until we coalesced around MTSS (our Goal #1)
- Initially did NOT view the work as research
 - Viewed as activities to move us forward with achieving the goal
- Partway through we began to realize that our work could lead to something more –
 - Research: presentations and publications
 - For those of us at IHEs, that was particularly motivating

The Nevada Blueprint – Resulted in these Research Projects

Goal 1: Promote the understanding of RTI/MTSS among educators, school leaders, and teacher educators.

Syllabi Review across the 4 IHEs

Focus groups with principals

Statewide survey of teachers and principals

Barriers We Had to Address

- Geographical distance
- Building relationships
 - None of us had previously worked together
- “Owning” it
 - Not relying as much on CEEDAR support / leadership

Effective Strategies

- Use of CEEDAR funds to pay graduate students to assist
- Consideration of important variables if we wanted the activities to also be research:
 - Delineating specific procedures for replication purposes
 - Documenting steps
 - Inter-rater reliability (i.e., as related to syllabi review)
- Technology:
 - Shared workspace (we use NevadaBox)
 - Meetings
- Someone must take a leadership role

IRB Approval

- Syllabi review – IRB approval not required
- Focus Groups: Contacted IRB director at one university
 - Based on her recommendation completed CEEDAR activities first
 - Submitted through that university AFTER the work was done for use of existing data
 - Members of team from other IHEs submitted proof of completion of training
- Survey – IRB approval through a second university (still in process)

Output and Impact of Research

- Conference presentations (i.e., ATE, CARE, ACRES, TED, CEC)
- Finalizing data collection and analysis for manuscript preparation
- Recommendations to state policy group on MTSS
- Revisions to coursework regarding MTSS
 - Training for colleagues and recommendations for resources
- Alignment of MTSS work to district initiatives