Can We Bridge the Implementation Gap? Educator Preparation for Real-World Contexts

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Meet Our Panelists

CEEDAR CENTER

Abigail M. Foley
MEd

Center on GREAT TEACHERS & LEADERS at American Institutes for Research

Lynn Holdheide
MEd

CEEDAR CENTER

Amber Benedict
PhD

UCONN NEAG SCHOOL OF EDUCATION

Devin Kearns
PhD

UCF UNIVERSITY OF CENTRAL FLORIDA

Mary Little
PhD

Now Let's Meet!

- TodaysMeet:
  - Room Name: BridgingtheGap
  - Link for the Meeting Room

The Challenge and the Opportunity

- Ensuring that educators are adequately prepared to implement evidence-based classroom practices.

- Identifying strategies and resources for structuring effective practice-based learning opportunities across educational settings.

What Are Practice-Based Opportunities?

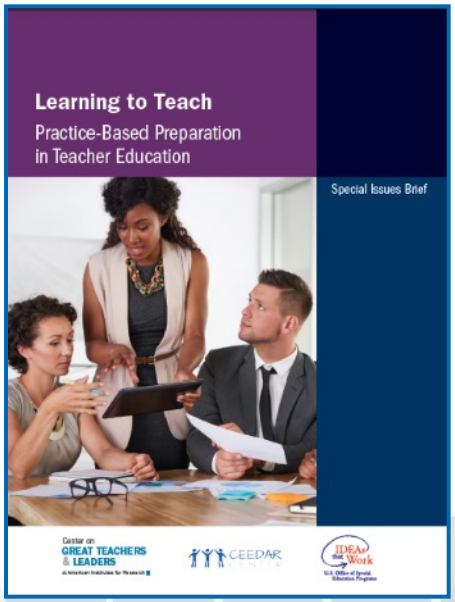
- ***Practice-based opportunities*** are those that afford preservice and inservice teachers opportunities to integrate both content and pedagogy acquired through coursework into instruction.

Infrastructure Challenges

- Structural
  - Coursework intensive
- Limited Opportunities
  - High-quality field experiences
- Program Approval and Certification Standards
  - Perceived inflexibility

Learning to Teach: Brief and Framework

- A framework for fully incorporating effective, deliberate opportunities into practice.
  - Link for Learning to Teach



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Essential Features of Deliberate Practice

MODELING

- Candidates are provided examples of what expert performance looks like in practice.

SPACED LEARNING

- Candidates are offered sustained and repeated opportunities to practice knowledge and, over a period of time, to deepen expertise.

VARIED LEARNING

- Candidates are provided with opportunities to practice their knowledge and skills across varying contexts, with a diverse range of student learners, and with differing degrees of support.

Essential Features of Deliberate Practice Part 2

COACHING AND FEEDBACK

- Candidates are provided explicit coaching and constructive feedback throughout practice opportunities.

ANALYZING AND REFLECTING

- Candidates are provided opportunities to engage in analysis and reflection of practice to deepen their knowledge and expertise.

SCAFFOLDING

- Candidates are provided opportunities to practice their knowledge and skills with experiences that gradually increase in complexity over time with fading support from teacher educators or supervisors.

Practical Examples

- Microteaching
- Case-Based Instruction
- Virtual Simulations and Lab-Like Experiences
- Coursework-Aligned, Field-Based Experiences
- Video Analysis
- Tutoring
- Lesson Study
- Coaching

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Supporting Framework

Step 1

- Identify critical skills and pedagogy.

Step 2

- Assess and consider program quality.

Step 3

- Analyze practice-based opportunities.

Step 4

- Develop an action plan to strengthen efforts.

Let's Discuss

- What is keeping you from implementing practice-based opportunities?

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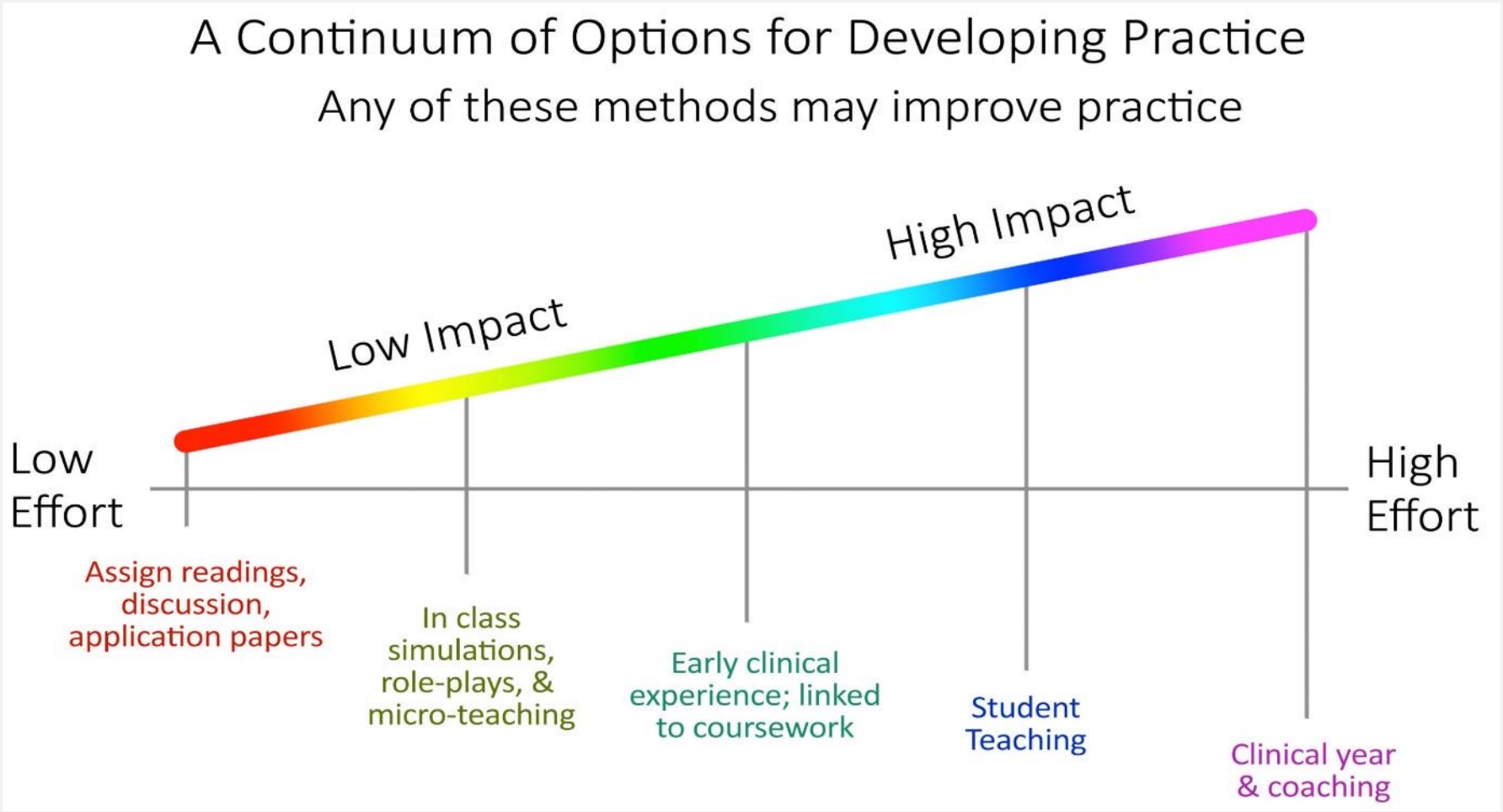
STRENGTHENING EFFORTS: ENHANCING PRACTICE-BASED OPPORTUNITIES IN COURSEWORK AND FIELD EXPERIENCES

Mary E. Little, PhD

University of Central Florida



From CEEDAR Convening, 2016

COURSE-BASED PRACTICE EXPERIENCES

- Microteaching
- Case-Based Instruction
- Virtual Simulation
- Tutoring Within Clinical Experiences
- Lesson Study
- Video Analysis and Feedback

MICROTEACHING

An Overview

- Microteaching is a technique aiming to prepare teacher candidates for the real classroom setting (Funmi, Amobi, & Irwin, 2009).
- **Microteaching** also can be defined as a teaching technique especially used in teachers' preservice education to prepare them systematically by allowing them to practice teacher behaviors.
- Implemented in early methods courses to practice pedagogical skills (e.g., feedback, questioning) in groups and/or video.

CASE-BASED INSTRUCTION

Samples and overview in mathematics from the University of Oregon

http://pages.uoregon.edu/moursund/Math/pbl.htm

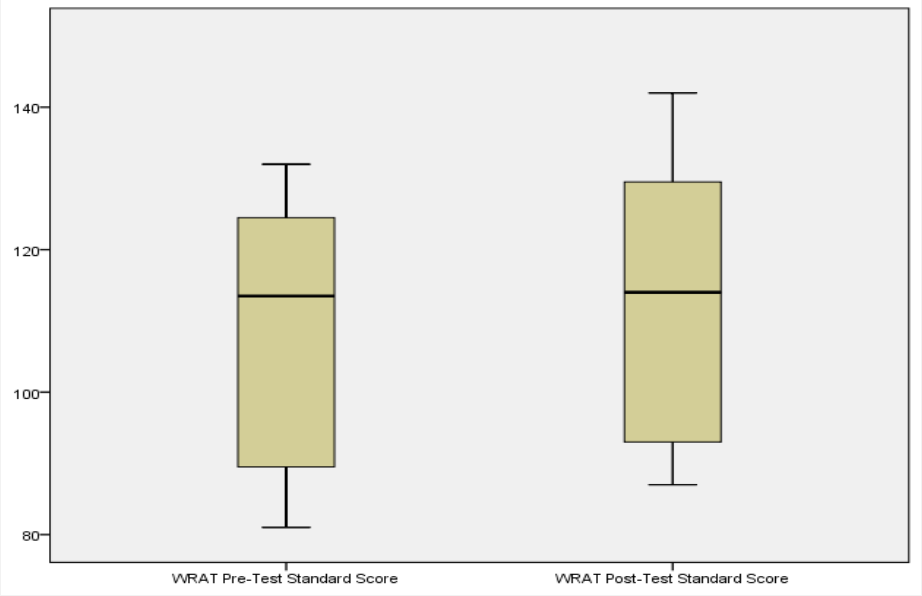
- Candidates analyze cases of instruction across various contexts as a method for advancing conceptual understanding of new pedagogical content as well as their ability to analyze instruction and student learning in real-life teaching situations (Kagan & Tippins,1991).
- Implemented in most methods courses to discuss and enhance application of instruction and interventions to address video-enhanced case studies. Currently, 13 video case studies of students with disabilities have been developed for teacher candidates in elementary education programs.

TeachLivE:

- Is a mixed-reality simulation in which 10 minutes is equivalent to 45 minutes to an hour of real time.
- Provides teaching practice to enhance the ability to pause, reflect, and redo pedagogical skills.
- Is often implemented with increased time for teacher candidates to practice necessary teaching skills.

VIRTUAL SIMULATIONS

TUTORING WITHIN CLINICAL EXPERIENCES



- Clinical experiences in the on-campus reading and mathematics clinic are aligned with practice-based learning in reading and mathematics diagnostic and intervention planning courses.
- K–8 students from the local communities attend the clinic while teacher candidates assess, develop, and deliver instructional/intervention plans, and continuously progress-monitor under the supervision of course faculty.
- Video and synchronous feedback are provided.

VIDEO ANALYSIS AND FEEDBACK

Practice in which teacher candidates' instructional experiences are captured on video (either synchronous or not) and are used for specific feedback, analyses, and/or discussion regarding teaching practices.

LESSON STUDY AND ACTION RESEARCH

A collaborative, practice-based approach that involves teams of preservice and/or novice teachers in collaboratively:

- Analyzing student data, academic standards, and curriculum;
- Planning a lesson based on the analysis;
- Implementing instruction with students;
- Analyzing instruction on student learning; and
- Debriefing about the lesson and student results to plan next steps.

Implemented during student teaching and the initial years to deepen pedagogical content knowledge through synchronous meetings, student teaching seminars, and mentoring sessions (face-to-face or online).

FINAL THOUGHTS

- Linking teacher education to student outcomes is difficult.
- However, we can strengthen links between our preparation experiences and what candidates do instructionally.
- We must learn what effects teacher practice has on important student outcomes.
- We can strengthen these links by:
  - Building school-university partnerships focused on improving student outcomes
  - Allocating more time and effort to promoting the use of a signature set of practices (high-leverage practices and evidence-based practices).
  - Studying preparation, practice, and learning using rigorous research designs
    - From CEEDAR Convening, 2016

Intensive Intervention Certificate Project: One Way to Bridge the Implementation Gap

Devin Kearns, PhD

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

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Key Points

- What are intensive intervention and data-based individualization (DBI)?
- How is the project designed to close the implementation gap?
    - Changing programming
    - Selecting good content
    - Using many features of deliberate practice
- How well is the project aligned with the expectations?

Intensive Intervention and DBI

What is intensive intervention?

is an approach to

identifying academic and social behavior challenges

increasing support to address those needs

has the key features of

being **driven by data**

increased

increased **individualization**

based on student response

Who needs intensive intervention?

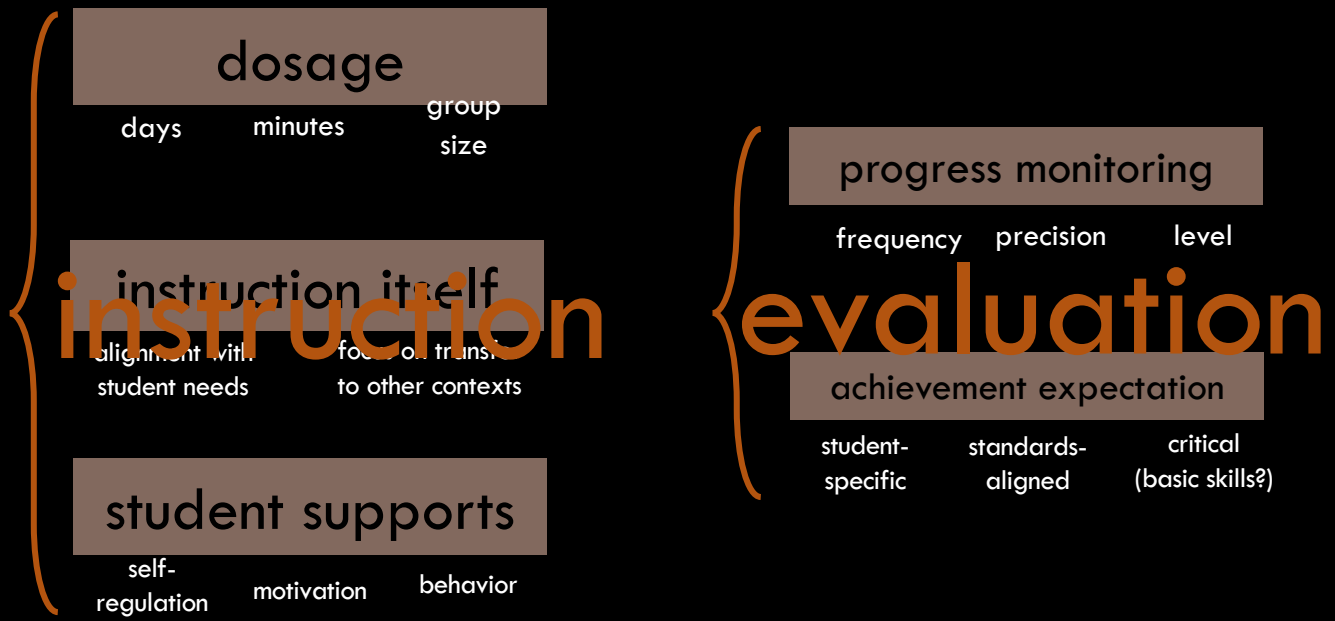
students

with…

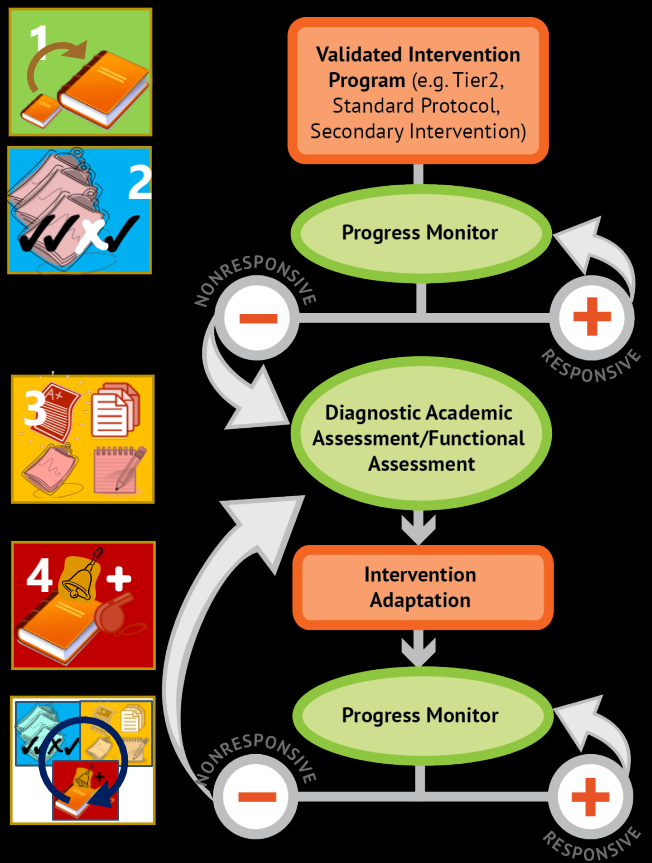
disabilities	low academic achievement	intensive or frequent behavior problems

who…	to…	delivered…
have not responded	secondary prevention	with fidelity

We make changes to



Implementation of intensive intervention: DBI



DBI: Is it useful and used?

Useful?

Yes

DBI systems result in increased student performance.
Fuchs & Deno, 1982
Schumaker et al., 2005

Used?

Not so much

There are no estimates of its prevalence, but it has not become widely used.

How do we increase the level of implementation?

Change programming

- Redesign professional development for inservice teachers
- Redesign preservice training

Select content

- Focus
- Duration
- Coherence

Include many features of deliberate practice

- Modeling
- Spaced learning
- Varied learning
- Coaching and feedback
- Analyzing and reflecting
- Scaffolded practice

Increasing the level of implementation

Change programming

- Redesign professional development for in-service teachers
- Redesign pre-service training

National Center on Intensive Intervention (NCII) at American Institutes for Research

- Is funded by t… of the U.S. Department o…
- Is designed to…
- Funds the Inte… Project
  - To help … instruction they are prov…
  - To help … achers on …
- Has the long-t… whose skills h…

The Intensive Intervention Pilot Projec… recommendations for designing … ice-based preparation [and … D].

with room for improvement
(which is why I am here ☺)

National Center on INTENSIVE INTERVENTION at American Institutes for Research

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Increasing the level of implementation

Create these new programs strategically

Select content

- Focus
- Duration
- Coherence

How do you select the right content?

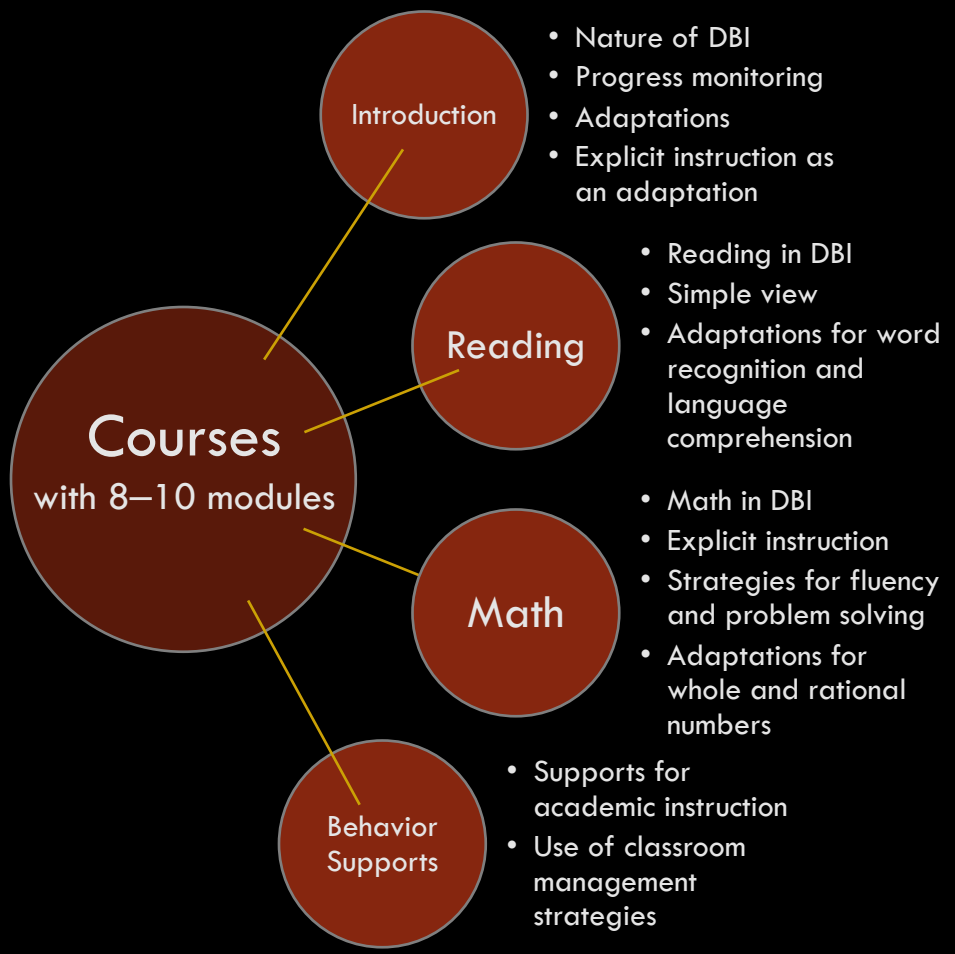
Institutions of higher education and school districts may need help…

Many are not prepared to teach about intensive intervention/DBI

How do you provide high-quality instruction on intensive intervention?

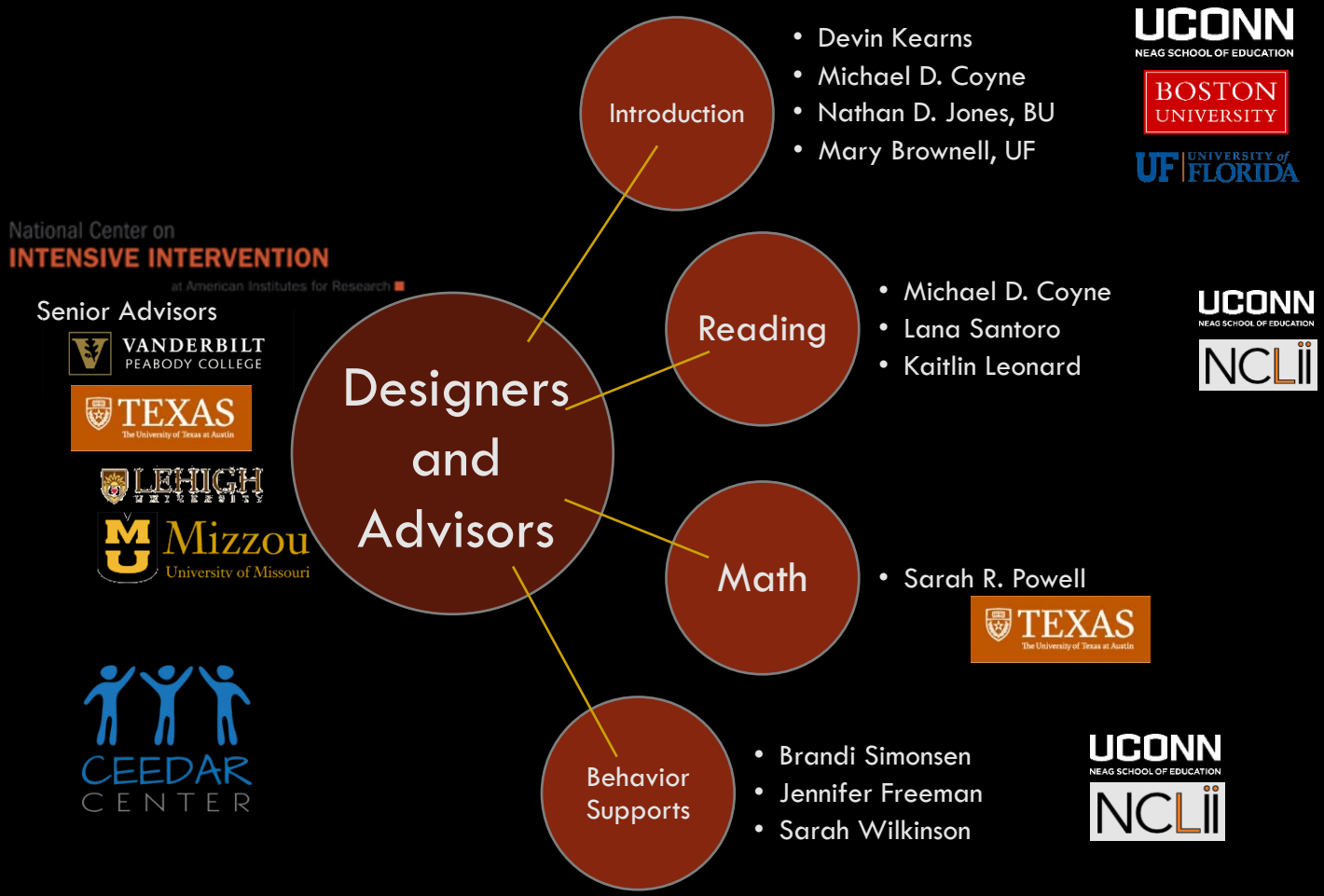
Provide the course content

Content: Focus



Content:

Expertise → Coherence



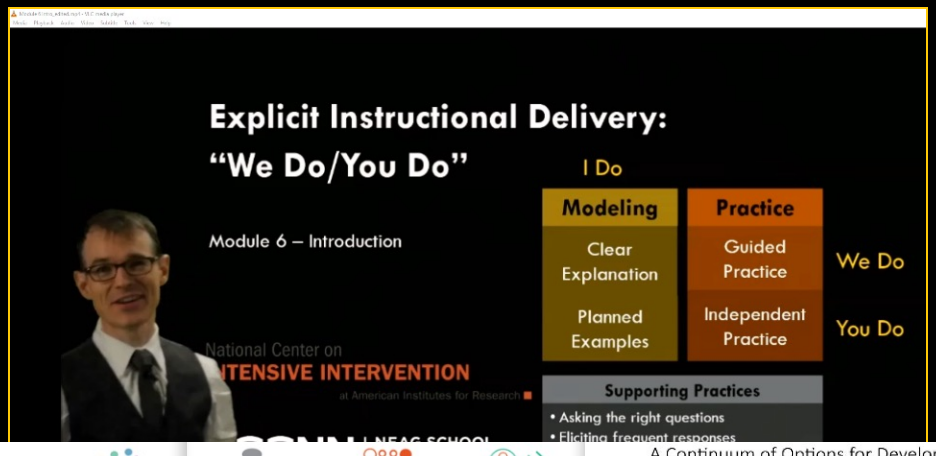
Increasing the level of implementation

Design the curriculum to …

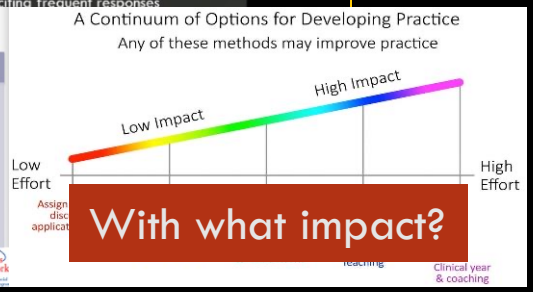
Include many features of deliberate practice

- Modeling
- Spaced learning
- Varied learning
- Coaching and feedback
- Analyzing and reflecting
- Scaffolded practice

Online (and In-Person) Modules



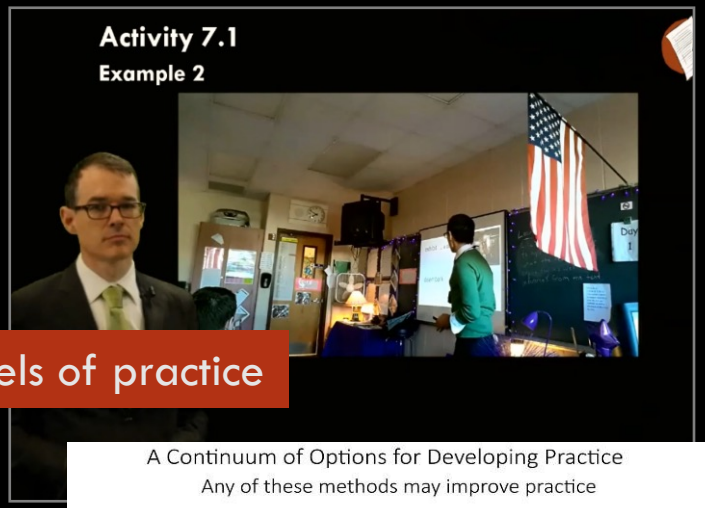
Which features are included?

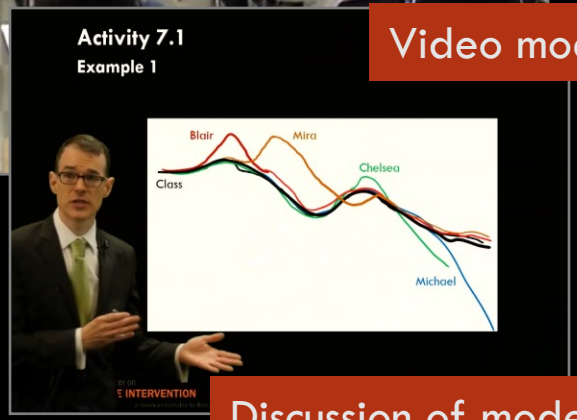


With what impact?

Classroom Videos

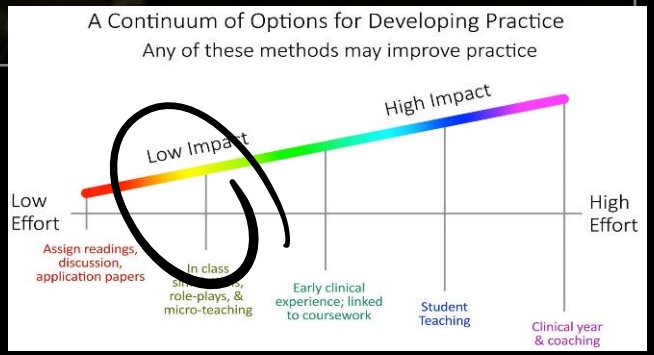
MODELING



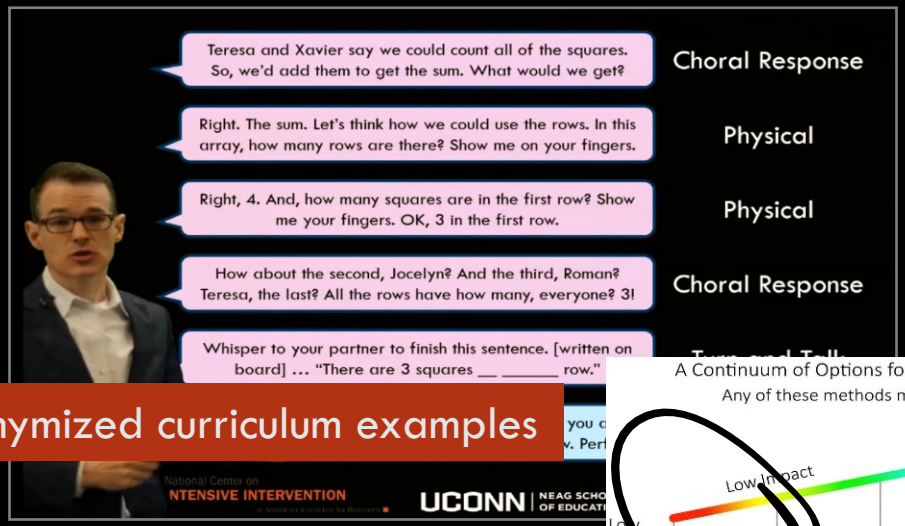


Video models of practice

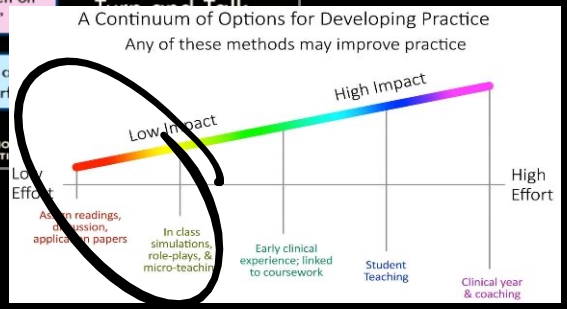
Discussion of models



Curriculum Examples



Anonymized curriculum examples



Activities Within Modules

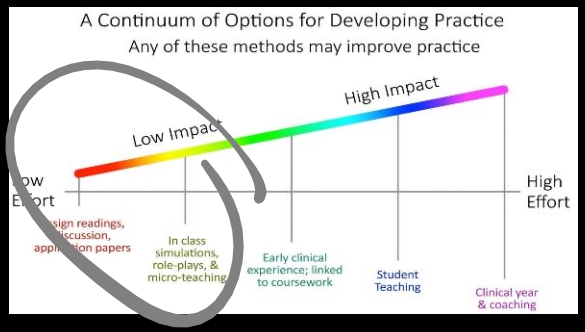
Workbook

Video

Quiz

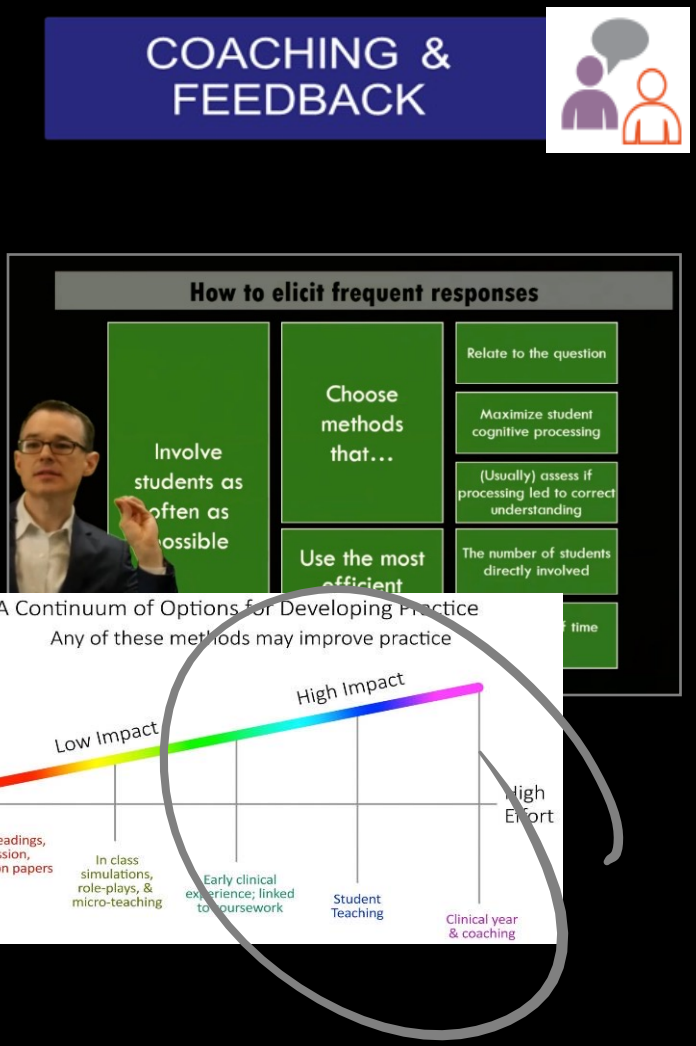
Discussion board

Journal entry



Coaching

- Linked directly to content of modules
- Relies on checklists introduced in each module
- Designed to assure we are not assessing all skills at the same time after teaching them separately

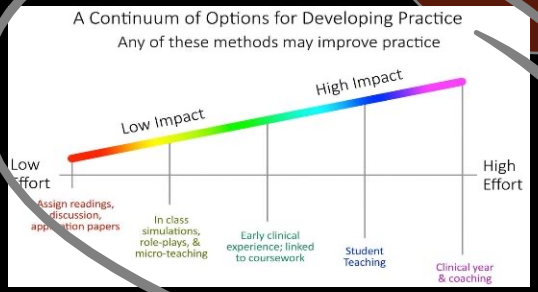


Iterative Design

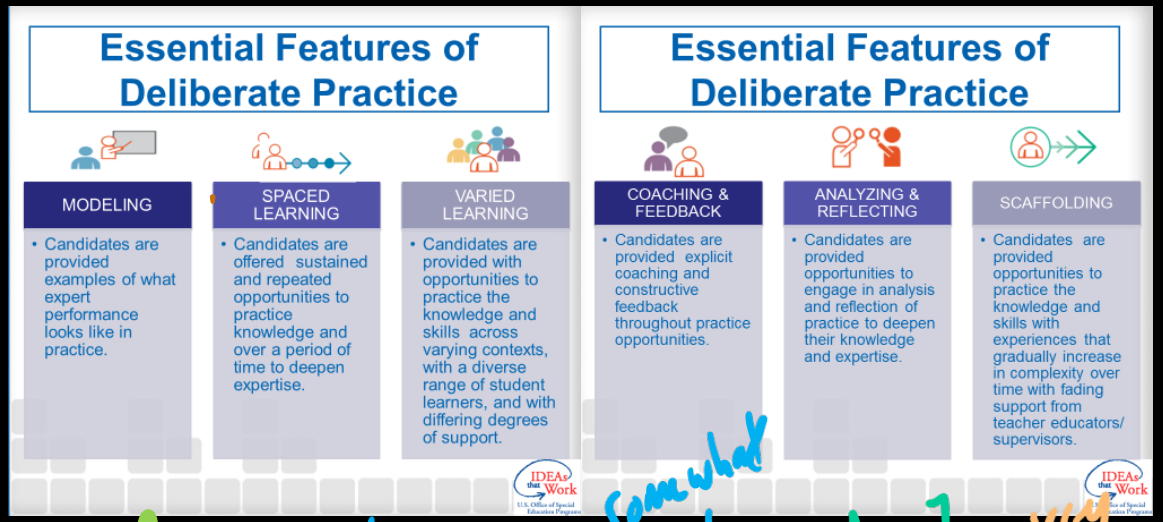
SPACED LEARNING

DBI Through Courses

- Introduction — DBI
- Reading — Reading in DBI
- Math — Math in DBI
- Behavior Supports — Behavior supports for academic instruction in DBI



Strikes and Gutters: Features × Impact



Impact?

Experiences are…

Medium?
- ↑ real
- ↓ online

Somewhat high
- ↑ spaced over courses
- ↓ nonsystematic and too far apart

Very low?
- ↑ in classrooms
- ↓ only within that one context

Somewhat high
- ↑ course-linked and immediate
- ↓ limited in number

Medium?
- ↑ real (curricula and videos)
- ↓ not on own practice

Very low?
- ↑ more demanding across courses
- ↓ not systematic within courses

What can we do better?

Provide **more** (and in-depth) **varied experiences**

- Use case-based instruction (build out video examples)

Have teachers **reflect without direct coach support**

- Reflect with peers in-person or on discussion boards

but share videos…?

  - Use checklists during conversations to make them nonevaluative
  - Analyze student progress monitoring data
- Reflect in online journal entries

Scaffold learning more **systematically**

- Include microteaching even within online classes
- Provide other practice experiences outside of real classroom instruction (TeachLive-like)?

Advice: How?

Recommendation: Use DBI as part of deliberate practice

Advice: What?

Summary

- The Intensive Intervention Professional Development Pilot Project is designed to create practice-based learning opportunities
- It generally follows this idea and includes some deliberate practice
- There are several specific, actionable ways we can improve the courses in the short term
- There are larger questions to consider, and we appreciate your thoughts on these!

After today, please contact me with ideas and questions:

Devin Kearns

devin.kearns@uconn.edu

Closing Thoughts

✧What other questions do you have?

Disclaimer

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