Practice-Based Approaches to Improving Teacher Education







H325A120003

TYPEEDAR CENTER

Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR)



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Discuss the importance of practice to improving teacher education for dual certification

Oescribe the key features of effective practice

Discuss how high leverage practices can be used as a foundation for a practicebased approach

Provide two examples of practice-based experiences





Dual Certification

Requires that preservice teachers acquire knowledge and skill to address the instructional needs of students in general education settings, and of those who will be receiving supplemental services.





Acquisition of knowledge and skill

Teachers need sufficient time to practice applying knowledge and skill in increasingly complex settings



Designing Effective Practice: The Science Of Learning





Produce a teacher with a foundation of critical skills when entering the classroom and be able to work in these different instructional arrangements















INDIVIDUAL QUALITIES













Varied or interleaved

Blocking vs interleaving



Coaching & feedback











CEEDAR tool







IDEAs Work

U.S. Office of Special Education Programs JUNE 2016









CSU LONG BEACH DR. CARA RICHARDS-TUTOR

CSU Long Beach Urban Dual Credential Program

 Two year clinical program
 Earn both elementary and education specialist credential
 Undergraduate and post-bac options





Clinical Model

♦Year 1: Supervised clinical practice 4 hours per week (general education); Tier 1 literacy lessons; Tier 2 or 3 reading intervention ♦Year 2: Student teaching (general) education and special education); co-teaching, math intervention, data meetings



Practice Based Opportunity: Tier 2 and Tier 3 Intervention

Year 1	Year 2
Semester 2; 4 weeks	Semester 3; 4-6 weeks
Critical Content:	Critical Content: Math
Reading (PA, phonics,	(number sense,
fluency, vocabulary or	computation, word
comprehension)	problems)
Critical Pedagogy: data-	Critical Pedagogy: data-
driven decision decision	driven decision decision
making; intervention—	making; intervention—
direct instruction,	direct instruction,
corrective feedback	corrective feedback

U.S. Office of Special Education Program



Meeting Key Features of PBO

Modeled, instructor plus IRIS
 modules

- Multiple opportunities for practice
- Feedback and coaching from instructors

Write a reflection and get feedback on reflection from instructors





High Leverage Practices				
Key Element of PBO	HLP			
Collect baseline data	Use student assessment data			
Analyze data and develop lessons in collaborative teams	Collaborate with professionals to increase student success; systematically design instruction for a specific goal,			
Deliver lessons	intensive instruction, explicit instruction, positive constructive feedback			
Collect progress monitoring data, analyze data in collaborative teams, and adjust instruction	Collaborate with professionals to increase student success; Use student assessment data; analyze instructional practices and make necessary adjustments			





Effectiveness of Practice

 Observation of candidates using fidelity checklist; same for both math & reading
 K-5 student data

Candidate Interviews





Fidelity Data

 ♦ Observation Protocol: modeling, many opportunities to respond, praise, corrective feedback
 ♦ Observed at least 20% of lessons
 ♦ Average fidelity scores ranged from 85%-90%





Student data

The majority of K-2 students in intervention made growth on target skills based on DIBELS assessments (math and reading); student in grades 3-5 made less growth during the interventions.





Candidate Interviews

♦Key themes:

- Data helped me individualize intervention
- Collaborating with my classmates helped me get ideas to use for my students
- Individualizing the intervention allowed me to meet students' needs

 Conducting the intervention made me feel efficacious (ability to make a difference and help students succeed US. office of Special



KENT STATE UNIVERSITY DR. BRIAN R. BARBER





Purpose

 Address major concern of teacher preparation – CM skills are not taught thoroughly or with adequate supervision in a real classroom context

(Reschly, 2012)

Address specific District priorities:

- Maintain excellence in teaching and learning through data based decisions
- Improve technology skills of current staff
- Improve data analytical skills of current staff
- Better utilize expertise of Kent State faculty to improve instructional practice
- Better utilize staff strengths to share knowledge and information through district/building inservice
- Support teachers with training on data analysis
- Support current staff in developing classroom managerial skills
- Reduce use of disciplinary practices, including in and out of school suspensions

(Kent City Schools District Improvement Plan, 2015-16)



Context	For	Clin	ical	Practi	ce

- Partnership¹ for simultaneous renewal between KSU and Kent City Schools
- Part of broad effort to establish Stanton Middle School as a PDS for MTSS training
- Situated within new MCMM dual licensure program

Ins	tructional Foci By Year	Learning Objectives	Practice- Based Activities
Y1	School Systems, Instructional Planning & Delivery Models	Professional Problem Solving & Collaboration, Content Knowledge	Teaming, Co-teaching, Peer Tutoring
¥2	Universal Instruction and Supports	Evidence-based & High Leverage Practices	Classroom Management, Whole Group Instruction
Y3	Selected Instruction and Supports	Data Literacy, Risk Assessment, Early Warning Signs	Small Group Instruction
¥4	Intensive Instruction and Supports	Data-based Individualization	Evaluation Team Reports/Individualized Education Programs, 1:1 Instruction



KSU-KCS Simultaneous Renewal

SCHOOL Ohio Improvement Process (OIP) (OH DOE)

TEACHER

High-Leverage Practices in General & Special Education (Ball & Forzani, 2010-11; McLeskev & Brownell, 2015)

CANDIDATE

Low-Intensity Classroom Management Strategies (Lane & Oakes, 2014)

- Priorities set by District Improvement Plan
- Work with BLT to review school/grade/pod level behavioral data
 - Provide T and TC training via modified Content Acquisition Podcasts (CAPs) and ongoing PD/collaborative LMS
 - Weekly TBT meetings to assess FOI, adaptations, instructional decisions

- Teacher Modeling
- Peer Observation
- Class-wide data collection





HLPs in Clinical Practice

HLP Addressed	Strategy Taught
1. Collaborate with Professionals to Increase Student Success in the General Education Curriculum (Collaboration)	 OIP within Teacher-Based Teams Communication Skills
5. Communicate Assessment Information with Stakeholders to Collaboratively Design Educational Programs (Assessment)	 Using Terminology with Assessment Data Interpretation
6. Use Assessment Continuously to Design, Evaluate, and Adjust Instruction that is Responsive to Students' Needs (Assessment)	 Setting Assessment Purpose Designing Data Collection Protocol Using Data to Monitor Student Progress Adjusting Instruction Based on Data Using Technology for Data Collection
8. Provide Appropriate Rates of Positive and Constructive Feedback to Guide Students' Learning and Behavior (Social-Behavioral)	 Behavior-Specific Praise Pre-Correction Instructional Feedback High-p Requests Behavior Contracts (Tier II)
18. Use Strategies to Promote Active Student Engagement (Instructional)	 Opportunities to Respond Active Supervision Incorporating Choice
19. Use Assistive and Instructional Technologies (Instructional)	 Self-monitoring with Mobile Applications (Tier II)





Integrated Instruction & Clinical Practice

- Four initial on-site PD sessions co-attended by T & TCs to introduce protocols, procedures, CM foundations, focal strategies
- Ongoing "flipped" instruction via Content Acquisition Podcasts (CAPs) co-developed by KSU faculty, field experts in classroom management
- Exemplar video models by cooperating teachers with interactive reflection component (EdPuzzle[™])
- Continuous practice dialogue between cooperating T, TC, and faculty on Haiku[™] LMS
- T and Peer observation data collected using app via Ipads
- Data loaded to server and shared via Haiku[™] LMS
- Weekly 15-30 min data review meetings with T, TCs, and KSU faculty





Engagement Structure

- Student pairs rotate across pods/grade levels to cooperating teacher "strategy experts" every 3 weeks
 - Per teacher 2 preventive, 1 responsive CM strategy
 - 10 total CM strategies (8 preventive, 2 responsive)
- Strategies selected by pods based on data review, re-evaluated each semester
- Teacher & faculty set time for practice, data review meetings
- Faculty available on-site during practice sessions for observations and consultation as needed
- Students receive, in total, immersive instruction and practice across grade levels with 8 universal, low-intensity CM strategies, while practicing skills associated with 6 HLPs





Example Configuration



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