Practice-Based Approaches to Improving Teacher Education
Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR)
Disclaimer

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Today

✧ Discuss the importance of practice to improving teacher education for dual certification
✧ Describe the key features of effective practice
✧ Discuss how high leverage practices can be used as a foundation for a practice-based 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
Goal

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

It's About Time
Cohesiveness
INDIVIDUAL QUALITIES
Modeling
Spaced or Distributed

Spaced Practice Effects

- Practice
- Test

Spaced Learning Curve
Normal Learning Curve
Spaced Forgetting Curve
Normal Forgetting Curve

Designing mLearning, Clark N. Quinn, 2011
Varied or interleaved
Coaching & feedback
Analysis & reflection
Scaffolding
CEEDAR tool

Learning to Teach
A Framework for Crafting High-Quality, Practice-Based Preparation

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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

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

<table>
<thead>
<tr>
<th>Key Element of PBO</th>
<th>HLP</th>
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<tbody>
<tr>
<td>Collect baseline data</td>
<td>Use student assessment data</td>
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<tr>
<td>Analyze data and develop lessons in collaborative teams</td>
<td>Collaborate with professionals to increase student success; systematically design instruction for a specific goal,</td>
</tr>
<tr>
<td>Deliver lessons</td>
<td>intensive instruction, explicit instruction, positive constructive feedback</td>
</tr>
<tr>
<td>Collect progress monitoring data, analyze data in collaborative teams, and adjust instruction</td>
<td>Collaborate with professionals to increase student success; Use student assessment data; analyze instructional practices and make necessary adjustments</td>
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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)
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 Clinical Practice

- Partnership\(^1\) 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

### Instructional Foci By Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Foci</th>
<th>Learning Objectives</th>
<th>Practice-Based Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y1</td>
<td>School Systems, Instructional Planning &amp; Delivery Models</td>
<td>Professional Problem Solving &amp; Collaboration, Content Knowledge</td>
<td>Teaming, Co-teaching, Peer Tutoring</td>
</tr>
<tr>
<td>Y2</td>
<td>Universal Instruction and Supports</td>
<td>Evidence-based &amp; High Leverage Practices</td>
<td>Classroom Management, Whole Group Instruction</td>
</tr>
<tr>
<td>Y3</td>
<td>Selected Instruction and Supports</td>
<td>Data Literacy, Risk Assessment, Early Warning Signs</td>
<td>Small Group Instruction</td>
</tr>
<tr>
<td>Y4</td>
<td>Intensive Instruction and Supports</td>
<td>Data-based Individualization</td>
<td>Evaluation Team Reports/Individualized Education Programs, 1:1 Instruction</td>
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KSU-KCS Simultaneous Renewal

**SCHOOL**
Ohio Improvement Process (OIP) (OH DOE)

**TEACHER**
High-Leverage Practices in General & Special Education (Ball & Forzani, 2010-11; McLeskey & 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

<table>
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<tr>
<th>HLP Addressed</th>
<th>Strategy Taught</th>
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| 1. Collaborate with Professionals to Increase Student Success in the General | • OIP within Teacher-Based Teams  
|  Education Curriculum (Collaboration)                                        | • Communication Skills                                                         |
| 5. Communicate Assessment Information with Stakeholders to Collaboratively  | • Using Terminology with Assessment  
|   Design Educational Programs (Assessment)                                    | • Data Interpretation                                                          |
| 6. Use Assessment Continuously to Design, Evaluate, and Adjust Instruction    | • Setting Assessment Purpose  
|   that is Responsive to Students’ Needs (Assessment)                         | • 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  | • Behavior-Specific Praise  
|   Students’ Learning and Behavior (Social-Behavioral)                        | • Pre-Correction                                                               |
|                                                                              | • Instructional Feedback                                                       |
|                                                                              | • High-p Requests                                                              |
|                                                                              | • Behavior Contracts (Tier II)                                                 |
| 18. Use Strategies to Promote Active Student Engagement (Instructional)       | • Opportunities to Respond                                                     |
| 19. Use Assistive and Instructional Technologies (Instructional)              | • Active Supervision                                                           |
|                                                                              | • Incorporating Choice                                                         |
|                                                                              | • 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

Grade 6
TC1
T1
TC2
T2
TC2
Pod 1
TC1
T3
TC2

Practices:
T1 – Instructive Feedback
T2 – OTRs
T3 – Pre-correction
Corrective – Redirection

Grade 7
TC1
T1
TC2
Pod 3
TC1
T2
TC2

Practices:
T1 – Student Choice
T2 – Behavior Specific Praise
T3 – Instructional Pacing
Corrective – Self-Monitoring

Grade 8
TC1
T1
TC2
Pod 1
TC1
T2
TC2

Practices:
T1 – Proximity Control
T2 – Active Supervision
T3 – Group Contingency
Corrective – Logical Consequences