

Practice-Based Approaches to Improving Teacher Education



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

Disclaimer

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Designing Effective Practice: The Science Of Learning



3 Overarching qualities



Duration



Cohesiveness

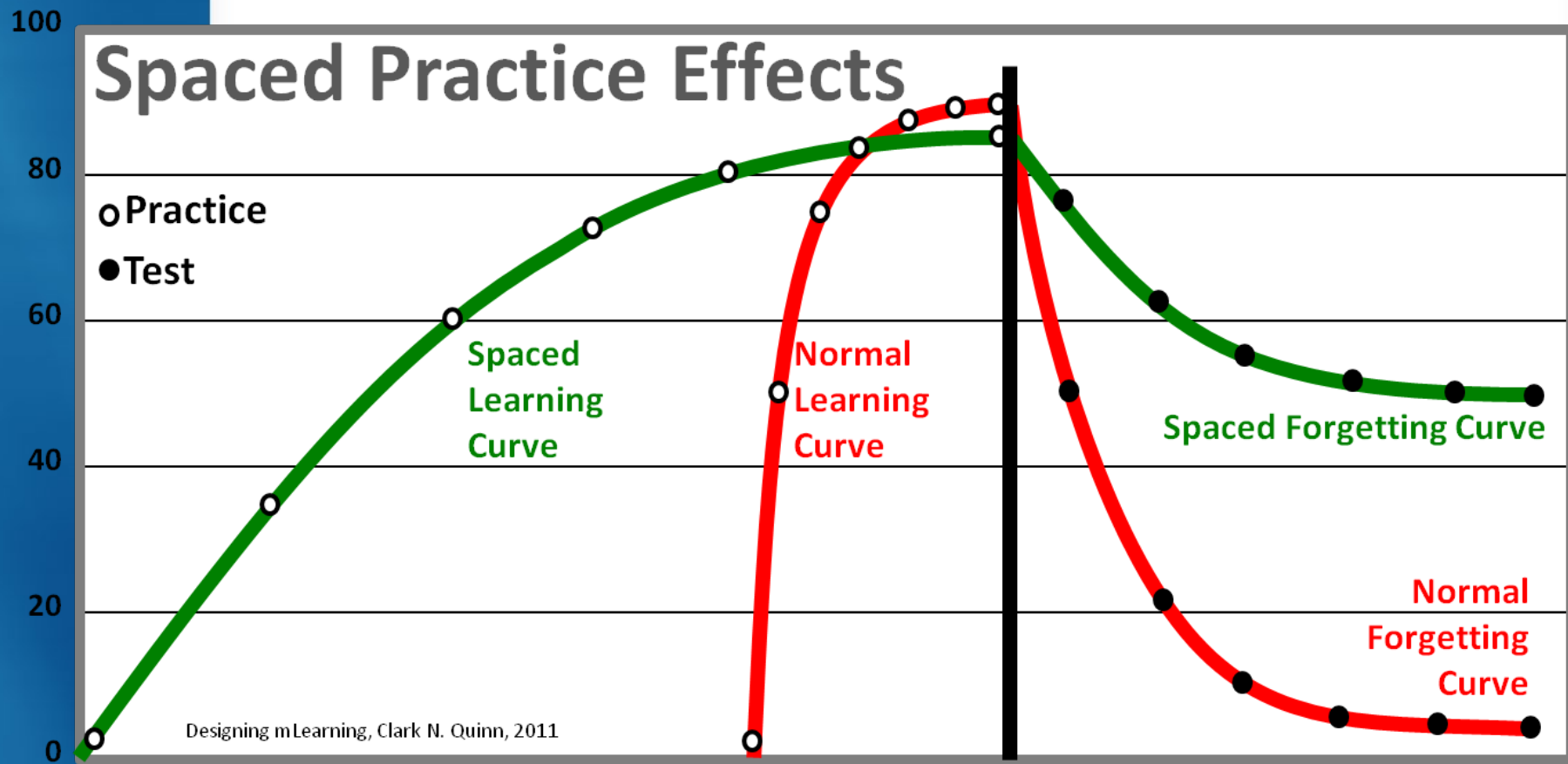


INDIVIDUAL QUALITIES

Modeling

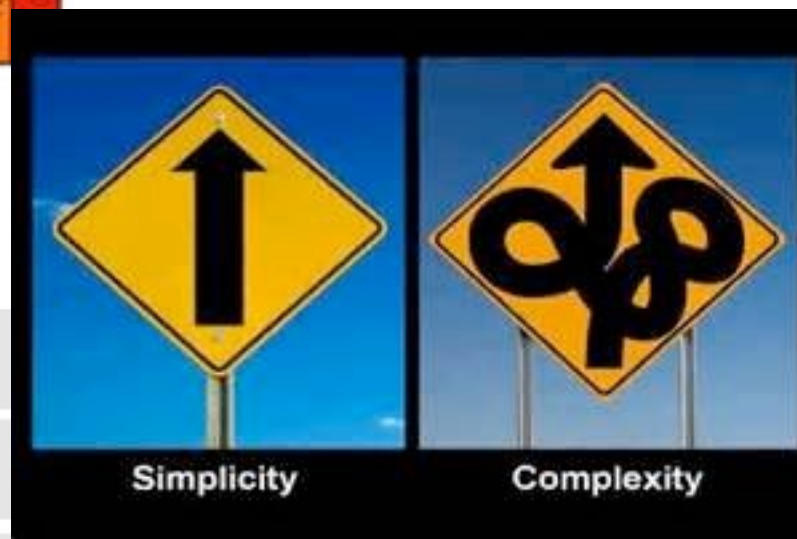


Spaced or Distributed



Varied or interleaved

Blocking vs interleaving



Coaching & feedback



Analysis & reflection



Scaffolded



CEEDAR tool



[Link to CEEDAR Reports](#)

We provide

- ✧ A variety of examples that incorporate the individual qualities of effective practice
 - Microteaching
 - Bug-in-ear coaching
 - Video self-analysis
 - Structured tutoring programs

The rubric

5

Table 2: Program Assessment

Use the rubric and guiding questions presented in this table to consider the breadth of practice-based opportunities offered to candidates across their teacher preparation experience in the program.

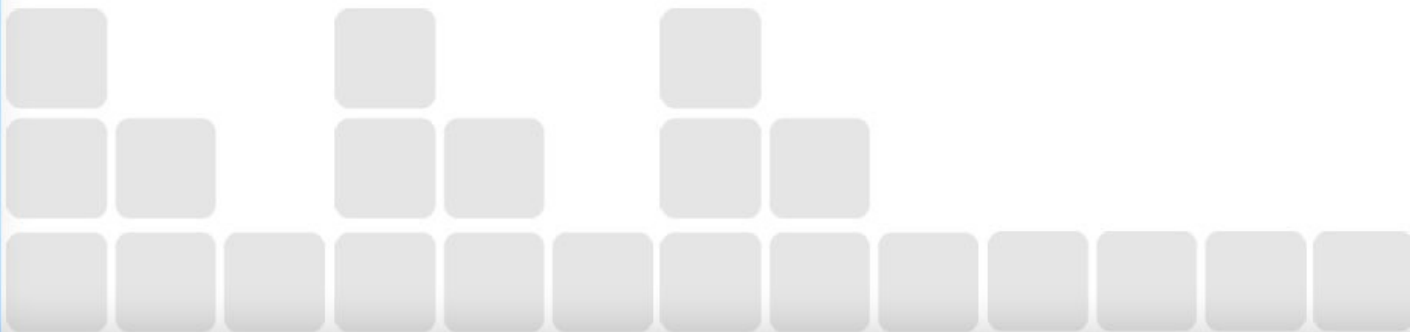
		Quality Indicators		
		Low Quality	Medium Quality	High Quality
Instructions: To what extent are practice-based approaches, as defined by the three essential features outlined in this table, reflected across the duration of a student's preparation experience?		There is no evidence that the approach is integrated within and across coursework and field experiences. Further examination of course syllabi may be warranted.	There is some evidence that the approach is integrated within and across coursework and field experiences. Further examination of course syllabi may be warranted.	There is strong evidence that the approach is fully integrated across coursework and field experiences. Further examination of course syllabi may not be warranted.
Approach	Questions to Consider			
Focus Description: Critical knowledge and skills essential to effective teaching are targeted across practice-based opportunities, coursework, and field experiences.	<ul style="list-style-type: none"> Have the teacher education faculty identified critical content and pedagogical practices as reflected in teacher standards, and have they reached a consensus on common expectations of instructional practice? Are there demonstrated through-lines in instructional expectations across coursework and field experiences that are scaffolded to build upon content knowledge and skill level? Are the expectations of practice grounded in evidence, and do they reflect practices for a broad range of students (e.g., typically developing learners, students with disabilities, English learners)? Do the identified content and pedagogical practices support candidate capacity to operate effectively within a Multi-Tiered Systems of Support (MTSS) framework? 			

Activity 1

✧ Take a few minutes to analyze the brief and rubric; turn to your elbow partner and identify one question you have.

Activity 2

- ✧ Jot down 5 critical practices that your program currently helps novices to acquire.
- ✧ Identify coursework and field experiences where they have opportunities to learn to use those practices

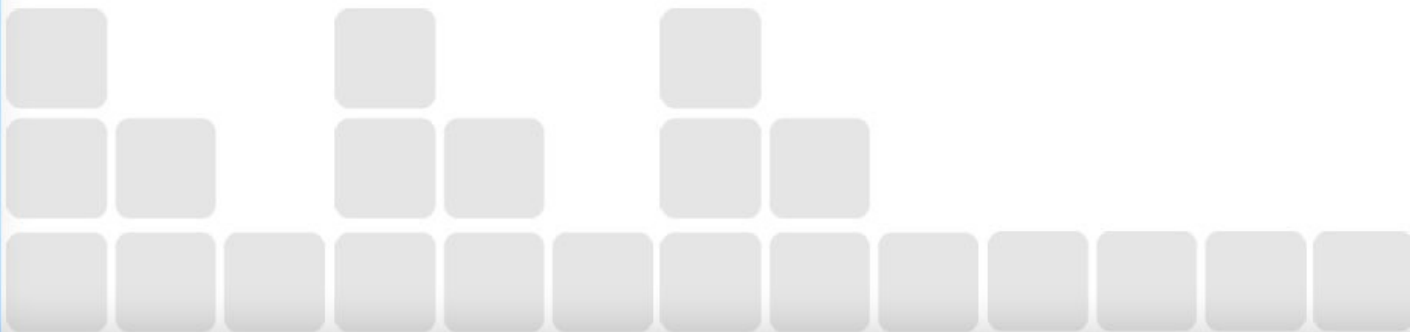


Activity 3

- ✧ Using the rubric, rate your program in terms of its focus, coherence and duration
- ✧ What have you learned about your program on these three major indicators?

Activity 4

- ✧ Take the 5 practices you identified earlier and identify the coursework and fieldwork opportunities your candidates have to learn how to use these practices.
- ✧ Rate the qualities of those opportunities using the rubric.



Reflections

- ✧ Turn to your elbow partner and discuss the following questions:
 - What insights have you gained from doing this activity?
 - What are some of your strongest practice opportunities?
 - Are there aspects of your program that you would have to improve?
 - How will you use information acquired from this session in the future?

More information

- ✧ McLeskey, J. & Brownell, M. (2015). *High leverage practices and teacher preparation in special education* (Document No. PR-1).
- ✧ Retrieved from [The CEEDAR Center Website](#)
- ✧ [Contact: mcleskey@coe.ufl.edu](mailto:mcleskey@coe.ufl.edu)