Practice-Based Approaches to Improving Teacher Education

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Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR)
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Designing Effective Practice: The Science Of Learning
3 Overarching qualities
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
Scaffolded
CEEDAR tool

Link to CEEDAR Reports
We provide

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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

## 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.

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Low Quality</th>
<th>Medium Quality</th>
<th>High Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructions:</strong> 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?</td>
<td>There is no evidence that the approach is integrated within and across coursework and field experiences. Further examination of course syllabi may be warranted.</td>
<td>There is some evidence that the approach is integrated within and across coursework and field experiences. Further examination of course syllabi may be warranted.</td>
<td>There is strong evidence that the approach is fully integrated across coursework and field experiences. Further examination of course syllabi may not be warranted.</td>
</tr>
</tbody>
</table>

### Approach

<table>
<thead>
<tr>
<th>Focus</th>
<th>Questions to Consider</th>
</tr>
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| **Description:** Critical knowledge and skills essential to effective teaching are targeted across practice-based opportunities, coursework, and field experiences. | - 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

- Retrieved from [The CEEDAR Center Website](https://www.ceedar.org)
- Contact: mcleskey@coe.ufl.edu