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SAN ANTONIO

Testing Project Coordinate: Impact of Lesson Study on Teacher Change

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Project Coordinate Innovation

Online Content Modules (OCMs)

- Teachers acquire essential knowledge teach foundational knowledge for instruction in reading through 6 online content modules (OCMs).

OCM1 Morphology

OCM2 Multisyllabic decoding

OCM3 Assessment

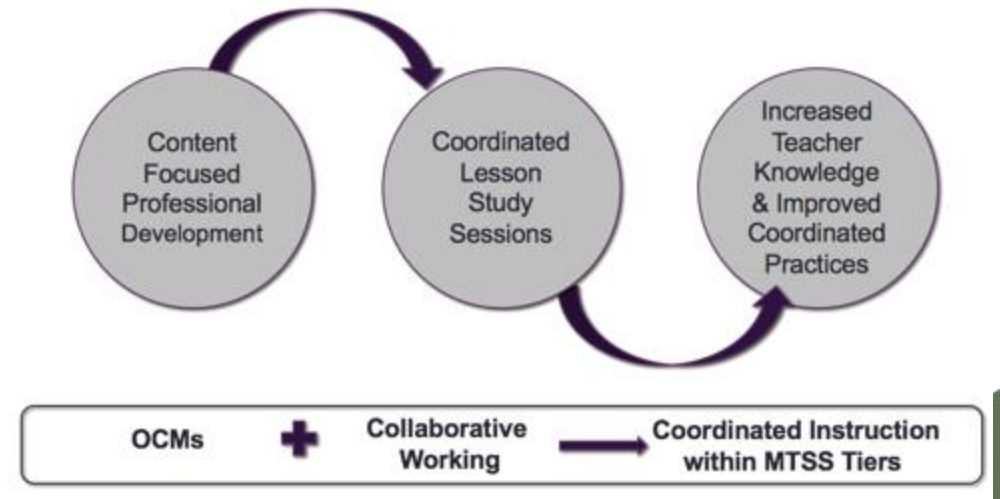
OCM4 Comprehension

OCM5 Prefixes

OCM6 Suffixes

Lesson Study Process (LSP)

- Following each OCM, teachers plan and evaluate coordinated lessons using OCM content.



Research Questions

- ① What is the impact of participating in PC on teachers' knowledge?
- ② What is the impact of participating in PC on teachers' collaborative tiered practice?
- ③ How do teachers change their effective implementation of evidence-based strategies from pretest to posttest?

Sample

- 43 teachers randomly assigned to treatment and control at the team level across 15 schools
- 27 general education teachers
- 16 special education teachers

RESULTS

Outcomes: Teacher Knowledge

- PC had no statistically significant effect on treatment teachers' knowledge for reading ($p > 0.05$), but the effect was small to moderate ($d = 0.29$).

Outcomes: Collaboration

- PC teachers are not significantly different on frequency of collaborative planning ($g = -.14, -.19$)
- Teachers increased in implementation of tiered 2&3 lessons
 - Treatment: 9 to 17 Tier 2 lessons
 - Comparison: 4 to 10 Tier 2 lessons
 - Treatment: 4 to 12 Tier 3 lessons
 - Comparison: 3 to 5 Tier 3 lessons

Outcomes:

- Quality of collaborative planning increases significantly for PC general and special education teachers compared to control and effect is large ($\eta^2 = .18$).
- Perceptions of quality of teamwork for PC special education teachers increases significantly and the effect is large ($\eta^2 = .44$).
 - Finding does not hold for general education

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Changes in Implementation of Evidence-Based Strategies

Evidence-Based Practice	Pretest	Implementation	
		BEST	
Decoding (e.g., BEST)	1%	77%	6%
Prefix work	8%	19%	0%
Suffix work	5%	14%	0%
Connected text practice	5%	9%	39%
Vocabulary work	12%	22%	5%
Summarization (e.g., GIST)	1%	0%	70%

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Changes in Effective Implementation of Evidence-Based Strategies

The Analysis of MANOVA

- A large but not statistically significant main effect of the PC innovations on the TIERED Likert scores for treatment teachers:
 $F(4, 42) = 1.60, p = 0.19, \eta^2 = 0.14$

Post hoc analysis shows

- Large and significant gains for Explicit Instruction ($g = 1.03$)
- Large and nonsignificant gains for Responsiveness to Student Learning ($g = .77$)
- Moderate and nonsignificant gains for Classroom Management ($g = .55$)

Discussion

- Our findings show promise for a content-focused approach to LS for improving collaborative practice, and instruction of general and special educators working in an MTSS framework.
- Next steps are to focus instruction more and underlying content and rerun study

Any Questions?

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