Embedding evidence-based practices in teacher education courses to prepare highly qualified teachers

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PREP for Success

Preparing Reflective and Effective Practitioners for Student and Professional Success

Collaborative work of the faculty in the Special Education Program at SUNY-New Paltz

http://www.newpaltz.edu/prepforsuccess/

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Purpose of the 325T Grant
Office of Special Education Programs

To enhance our coursework by strategically embedding special education content and knowledge supported by evidence-based practices into course syllabi throughout the curriculum to prepare and retain highly effective teachers.
Objectives and Domains

Objective 1 (Domains B and C): To revise the curriculum to strengthen and enhance scholars’ mastery and use of evidence-based practices (EBPs)

Objective 2 (Domain B): To strengthen the field-based and practica experiences with respect to scholars’ use of EBPs and opportunities to work in high need schools

Objective 3 (Domain D): To integrate induction and mentoring activities that support the retention and success of our scholars and graduates

Objective 4 (Domain A): To disseminate information about the project's outcomes, issues of program improvement related to licensure/certification standards, and issues of teacher quality and effectiveness; and

Objective 5 (Domains B and E): To collect and analyze formative and summative evaluation data.
Presentation Emphasis

• Curriculum Enhancements
  • Innovation Configurations
  • Course revisions
• Field based and practica experiences
  • UDL lesson plan
  • Observation form and teacher evaluation
  • Practice-based evidence model and connection with RtI
Enhance the Curriculum

Create a spiraled curriculum that builds on scholars’ awareness, engagement, knowledge mastery, application, and reflection related to the use of evidence-based practices (EBPs), Universal Design for Learning (UDL), and Assistive and Instructional Technology (AIT).
Inclusive View of Evidence-Based Practices

Teaching strategies, practices, supports, resources, technologies, programs and materials based on sound educational theory, relevant experience-based knowledge, current policy or replicated and peer-reviewed research that have shown to be effective in promoting student learning

(Kretlow & Blatz, 2011; The IRIS Center for Training Enhancements, n.d.; Turnbull et al., 2010).
Our Mantras

UDL

EBPs

IRIS
Integration of IRIS Center Materials

http://iris.peabody.vanderbilt.edu

How to Navigate an IRIS Module

• Attended training on IRIS materials

• Provided training to all full-and part-time faculty

• Mapped curriculum/courses to align with IRIS materials

• Created a plan to integrate 37 modules (22 required)

• Field tested modules and examined their impact

  – Follow-up activities
    • Completing module’s assessment questions
    • Discussing impact on practice
IRIS Survey Comments

• Mostly positive (online, videos, visuals, interactive learning activities, current research)

• Issues raised: need more secondary examples, too text-based, and technology issues

• IRIS fatigue/overload ????
Curriculum Enhancement Areas

- Incorporating UDL
- Integrating instructional and assistive technologies
- Collecting and analyzing data to improve teaching and learning (Progress monitoring)
- Supporting/working with parents and families
- Collaborating with general education teachers in inclusive classrooms
- Teaching literacy and writing
- Employing culturally-responsive instruction
- Fostering prosocial behaviors
- Promoting successful transitions
Incorporation of EBPs, UDL, and AIT

- Discussed courses and content coverage
- Attended monthly webinars and other activities
- Reviewed relevant web sites (e.g., What Works Doing What Works, Center on Instruction, National Center to Inform Policy and Practice in Special Education Professional Development, Center for Applied Special Education Technology)
EBP Documentation Charts

- Literacy
- Assessment
- Behavior
- Mathematics
- Families
- Collaboration
- Transition
- Cultural and linguistic diversity
# Completed EBP Documentation Charts

## Evidence-Based Practice

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Research Evidence</th>
<th>Comments</th>
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<tbody>
<tr>
<td>• Preteach</td>
<td>Doing What Works – Adolescent Literacy</td>
<td>G 7-12, Includes examples for explicitly teaching Tier II and III vocabulary words</td>
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<td>• Oral language</td>
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<td>Case study</td>
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<td>• Multiple contexts, meanings</td>
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<td>A, K-12 - findings for the keyword, cognitive strategy, direct instruction, constant time delay, and activity-based procedures</td>
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<td>• Choosing and leveling words for explicit instruction</td>
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<td>B, 7-12</td>
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<tr>
<td>• Context</td>
<td>Deshler, Hock, Catts (2006)</td>
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<tr>
<td>• Morphemes</td>
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</tbody>
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Special Connections – University of Kansas


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**KEY:**

A. Meta-analysis  
B. Literature review  
C. True experimental design  
D. Quasi experimental design  
E. Single-subject design  
F. Qualitative studies  
G. Web site summary  
H. Other (Please specify)
Developed Innovation Configurations (IC)

• Translated EBP documentation charts into a tool to examine the extent to which EBPs, UDL and AIT are integrated into our curriculum. These Innovation Configuration rubrics were based on the work of Holdheide and Reschly (2008).

• Used to collect data on all of our courses

• Used to guide and document the revision process

• Primary and secondary reviewers examined each course
Innovation Configurations

- Literacy
- Assessment
- Behavior
- Mathematics
- Instructional Practices
- Inclusive Strategies

These are available on our website: http://www.newpaltz.edu/prepforsuccess/
Innovation Configurations
Coding Key

Course #: 
Reviewer Name: 
Date: 
Primary Review ____ Secondary Review ____

CODING KEY:

**Code 0**: No evidence that the evidence-based practice is included in the class syllabus

**Code 1**: Class syllabus mentions resources related to the evidence-based practice (e.g., textbook and journal readings, podcasts, videos, IRIS modules, websites, PowerPoints, etc.)

**Code 2**: Class syllabus mentions resources related to evidence-based practice, requires engagement with resources, and includes basic evidence of scholars’ knowledge (e.g., quiz, test, reading response, etc.)

**Code 3**: Class syllabus mentions resources related to evidence-based practice, requires engagement with resources, and includes assignment for application (e.g., observation, lesson plan, demonstration, etc.)

**Code 4**: Class syllabus mentions resources related to evidence-based practice, requires engagement with resources, and includes assignment with application (e.g., field-based practice)

**Code 5**: Practice is not applicable to course
Instructions: Place the code number under the appropriate level of implementation for the course syllabus or assignment. Rate each category on the LEFT separately. Note: Every element in each category does NOT have to be addressed for an overall code to be assigned.

Motivation and Engagement
- Interesting and relevant text
- Extended discussions with follow-up questions
- Structured and guided small group discussions
- Establish meaningful content learning goals and encourage self-directed learning
- Allow for choice of text
- Collaborative learning

Writing
- Writing Strategies
- Summarization
- Collaborative Writing
- Specific Product Goal
- Word Processing
- Sentence Combining
- Prewriting
- Inquiry Activities
- Process Writing Approach
- Study of Models
- Writing for Content Learning
IC for Instructional Practices

- Learning strategies across the curriculum
- Peer-mediated instruction
- Explicit instruction
- Culturally responsive instructional practices
- Instructional considerations in working with English Language Learners (ELLs)
IC for Inclusive Strategies

- Working with families
- School-based transitions
- School-to-work transitions
- Inclusive foundations
- Inclusive services model
- Co-teaching and collaboration
- Cultivate an inclusive learning community
- Understanding individual student differences
- Incorporation of UDL and AIT
Course Revisions

• Faculty use Innovative Configurations (IC), reflectlist, and a model for revising syllabi
Employed a Syllabus Reflectlist

• Include a schedule of topics with assignments and due dates clearly noted?

• List the modules the students will complete as well as the ones I use in the course on the schedule of topics? Provide the reference for the IRIS Center in the resource section?

• Include required NCATE assessment as an assignment (if applicable) and have I planned for a way to collect this data?

• Include evidence-based practices (EBP) within my course description and objectives, as part of my assignments or readings, and/or list when EBPs will be covered on my schedule of topics?

• Include how each of the following will be addressed: Universal design? Assistive technology? Diversity? Working with families? Response to Intervention? Collaboration? Progress monitoring?

• Consider listing websites students can use as a resource either in syllabus or as external links on Blackboard?
Sample course description revisions

**SPE 731 Catalog Description**
This course will examine methods for planning, implementing, and evaluating instructional strategies for students with disabilities on the childhood level, particularly in the areas of literacy and social studies. Emphasis will be placed on methods for differentiating instruction based upon learner characteristics, learning environment, curriculum and technology considerations, and state and national standards.

**SPE 731 Elaborated Course Description**
Also, included in this course will be evidence-based practices for students with disabilities, with a particular focus on strategy instruction as well as planning curriculum using principles of universal design for learning (UDL), assistive technology, and progress monitoring of students.
Sample statement regarding EBPs and UDL

Include the following in the course description
Using texts, online media, in-class activities and assignments, this course provides you with opportunities to learn about evidence-based and promising practices and the principles of universal design for learning. Through an exhaustive search of educational research literature, relevant experience-based knowledge, and current policy, faculty have identified these practices and principles as ones that are based on sound educational theory and are likely to enhance educational outcomes for students, families, and educators.

For field based courses, include the following in course description
Using texts, online media, in-class activities and assignments, this course provides you with opportunities to learn about evidence-based and promising practices and the principles of universal design for learning. Through an exhaustive search of educational research literature, relevant experience-based knowledge, and current policy, faculty have identified these practices and principles as ones that are based on sound educational theory and are likely to enhance educational outcomes for students, families, and educators. This course also provides you with field experiences that allow you to identify and implement these practices and principles, and to collect practice-based evidence to determine and reflect on the extent to which these interventions work effectively and efficiently.
Sample competencies revisions

Course Competencies
1. Follow procedures required for collaboratively developing an appropriate IEP for students in the LRE and at childhood level based upon assessment information.

2. Be able to select from, implement, and evaluate a variety of instructional approaches that are appropriate for childhood learners with different degrees and kinds of disabilities based upon characteristics with current research findings.

3. Differentiate instruction within a lesson and unit for a range of student abilities.

Course Competencies
1. Follow procedures required for collaboratively developing an appropriate IEP for students in the LRE and at childhood level based upon progress monitoring information.

2. Be able to select from, implement, and evaluate a variety of evidence-based practices that are appropriate for childhood learners with disabilities.

3. Incorporate principles of universal design within a lesson and unit for a range of student abilities.
Activities Coordinator
Each of you will serve as an Activities Coordinator once during the semester. Specifically you are to find a minimum of 4 or 5 research-based strategies that can be used to teach students with disabilities. You are to demonstrate the strategy and discuss the difficulties students with disabilities or second language learners have (based on your topic) and how the strategy could be modified/adapted/differentiated to meet the needs of these students.

Activities Coordinator
In a dyad or triad, you will co-teach a lesson with the instructor, discussing how you would teach the curriculum for students with disabilities. In consultation with the instructor, you will present evidence-based practices (EBP) related to a selected topic. You are to explain and demonstrate the EBPs and will also be asked to assist the instructor in presenting portions of an IRIS module related to the evening’s topic (if available). You should also identify difficulties students with disabilities or English language learners may have related to the topic and provide examples of how the topic could be taught using concepts of universal design for learning and assistive technology.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings and Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Overview/ What is Literacy?</td>
<td>Zmuda &amp; Tomaino*</td>
</tr>
<tr>
<td>Social Studies/ Essential Questions</td>
<td>Obenchain &amp; Morris: Part I (Chps 1–10)</td>
</tr>
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<td></td>
<td>Bender (Chps 1–3)</td>
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<tr>
<td>Differentiating Instruction</td>
<td>Bender (Chps 5-6)</td>
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<tr>
<td>Differentiating Instruction cont.</td>
<td>Bender (Chps 7-8)</td>
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<td>Motivating Readers and Writers</td>
<td>Bursuck &amp; Damer, Ch 1;</td>
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<td>Strickland, Ganske &amp; Monroe Ch 2;</td>
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<td>McCormick Ch 7; and, Tompkins Ch 2</td>
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<tr>
<td>Language Development</td>
<td>Polloway, Smith &amp; Miller Ch1</td>
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<tr>
<td>Pre-literacy Instruction/ Oral Language</td>
<td>Brinton &amp; Fujiki, Chp 4</td>
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<td>Tompkins Ch 4</td>
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## Sample course calendar revisions

### Course Calendar for Fall 2012

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings and Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Overview/Introductions</strong></td>
<td>NICHD (National Reading Panel report)</td>
</tr>
<tr>
<td><strong>What is Literacy? Essential elements of reading</strong></td>
<td></td>
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<tr>
<td><strong>Universal Design for Learning and Differentiation</strong></td>
<td>Bender (available on Blackboard)</td>
</tr>
<tr>
<td><strong>Cultural Diversity and Language Differences</strong></td>
<td>van Garderen &amp; Whittaker (2006)</td>
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<tr>
<td><strong>Lesson planning for inclusive classrooms</strong></td>
<td>Common Core State Standards folder on Bb</td>
</tr>
</tbody>
</table>

**Social Studies**
- **Essential Questions**
- **IEP simulation activity**

**Evidence-based practices for literacy**
- **Systematic, explicit reading instruction**
- **Tier 1, 2 and 3 instruction**
- **Overview of strategy instruction**
- **Practice-based evidence model**

**IRIS module:** *SRSD: Using learning strategies to enhance student learning*
Sample resources revisions

Required Course Textbooks

Bursuck, W. D., & Damer, M. (2011). *Teaching reading to students who are at risk or have disabilities (2nd ed.*) Upper Saddle River, NJ: Pearson Education Inc.

IRIS modules

For this course we will be using the following modules and materials from the IRIS Center:


Revisions after one year

Instructions: Place the code number under the appropriate level of implementation for the course syllabus or assignment. Rate each category on the LEFT separately. Note: Every element in each category does NOT have to be addressed for an overall code to be assigned.

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<td>3</td>
<td>4</td>
<td>5</td>
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| Before | | | | | |
|--------| | | | | |
| 572    | 700 | 741 | 702 | 731 |
| 701    | 732 | 742 | 761 |

| After  | | | | | |
|--------| | | | | |
| 572    | 701 | 741 | 563 | 731 |
| 761    | 732 | 742 |

Incorporate principles of Universal Design for Learning (UDL) to foster the differentiation and use of flexible curriculum and teaching and assessment materials and strategies, learning environments, and interactions with others:

- **Multiple ways of representation (Content and Presentation)** (what content students learn and how it is presented to them), differentiation of the content taught and the presentation of directions, content, information, and materials so that all students, families, and professionals can access and understand them.

- **Multiple ways of engagement (Process)** (how students stay motivated to learn), differentiation in the ways to prompt, and stimulate interest and motivation and support task completion student involvement.

- **Multiple ways of expression (Product)** (how students demonstrate their learning and what they know), differentiation in the ways students demonstrate their learning or others communicate with professionals including mode, ease, efficiency, intuition, choice, and error minimization.
## Assistive technology to promote the learning, independence, socialization, and communication abilities of students and families

Technologies to support student communication and socialization (e.g., augmentative communication devices and adapted ways to access technology)

- Technologies for support student reading (e.g., screen-reading and text to speech software programs, digital books)
- Technologies to support writing (e.g., word-processing, spell checkers, word prediction and cueing software programs, voice-activated/recognition, electronic dictionaries/glossaries, thesauri, text organization, grammar and punctuation assistance, specialized writing utensils and digital writing tools)
- Technologies to support mathematics and science (e.g., virtual manipulatives, talking and non-talking calculators, computer-assisted instruction, simulations, problem-based learning)
- Technologies to support English language learners (e.g., translation software, bilingual software and dictionary/thesauri programs, symbol supported text, close-captioning.)
- Technologies to support behavior and organization (e.g., prompts via personal digital assistance, digital recorders, cell phones and bug in the ear, visual-based schedules and rules, timers and electronic displays)
- Technologies to support communication with families and professionals (websites, e-mail, social media, multilingual hotlines, blogs, interactive videoconferencing, automated notification systems, and telephone answering machines)

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<tr>
<td>761</td>
<td>732</td>
<td>742</td>
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**Revisions after one year**
### Scientifically Based Reading Research

- Reading success for **all** students
- Scientifically based research – randomized studies, peer reviewed, replicated, minimize bias
- Research-based strategies
- Five essential elements of reading: Phonemic Awareness, Phonics, Fluency, Comprehension, Vocabulary
- Additional category of motivation for adolescents
- Extension from reading to literacy (i.e., reading, writing, listening, speaking)
- Extension from literacy to multiple literacies

<table>
<thead>
<tr>
<th>Code Before</th>
<th>Code 1</th>
<th>Code 2</th>
<th>Code 3</th>
<th>Code 4</th>
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**Revisions after one year**
Enhancing Field Experiences

- UDL lesson plan format
- Observation form
- Partnering with local small urban districts to provide more consistent inclusive field experiences for SUNY New Paltz teacher candidates
- Field-testing a practice-based evidence model

Available on our website
**Placement information:** What is the school, grade level, and subject area(s)?

**Topic:**

How does this lesson "fit" in the sequence of learning for this class? (e.g., new concept, application of a concept, review of content)

**Description of Class:** What are the relevant aspects of the classroom context? For example, number of students and diversity of students (e.g., race, ethnicity, culture, ELL, gender, sexual orientation, disabilities, socioeconomic status, religion) What aspects of diversity will you address in designing the lesson?

**Personnel:** Who will participate in the lesson? (e.g., educators, related service providers, paraprofessionals, volunteers)

**Co-teaching models:** Check the co-teaching model(s) used during this lesson. Describe the co-teacher's roles during the lesson, if applicable.

- ___ one teach - one observe
- ___ one-teach - one drift
- ___ station teaching
- ___ parallel teaching
- ___ alternative teaching
- ___ team teaching

**Essential Questions:** What are the essential questions for your lesson?

**Lesson Standards:** What Common Core or NYSED standards are addressed by the lesson objectives? If using the NYSED standards, what performance indicators are addressed?

**Student Learning Objectives:** What are the specific measurable and observable learning, behavioral, and social objectives for the lesson?

**Assessment:** How will you assess each student learning, behavioral, and social objective (e.g., pre-assessment, formative assessment, summative assessment, self-assessment)?
End of Unit Assessment – if applicable

Resources and Technologies: What are the resources and technologies needed for this lesson (e.g., text, media, instructional technology, assistive technology (low/high tech), websites, equipment, materials, assessment tools)?

What are the IEP objective(s) and 504 accommodations in this lesson?

Targeted Students: For whom is the lesson universally designed or differentiated (e.g., students who are struggling, average, high performing in academics or behavior; specific disabilities; English language learners)? Address the appropriate aspects of UDL - representation (content), engagement (process), and expression (product) in the chart below.

<table>
<thead>
<tr>
<th>Student (pseudonym/initials) &amp; Strengths</th>
<th>Potential Barriers</th>
<th>UDL Solutions</th>
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</table>

Lesson Outline

Describe the sequence you will follow to implement your lesson (i.e., introduction, lesson implementation, assessment, closure). Please also note the role and responsibilities of each faculty and staff members utilized in this lesson.

Be sure to include the UDL solutions you have identified above (e.g., grouping techniques; questions that struggling, typical and advanced students can answer) in your description of the lesson sequence below. If they described this above, do they have to include it below?

Use an asterisk * to indicate ALL evidence-based practices used in the lesson.
A. Introduction: How will you obtain the students’ attention and provide them with the lesson objective(s)?

Teacher Action:

Student Action:

B. Lesson Implementation: What instructional techniques (e.g., I do - instruction/modeling; We do - guided practice; You do - independent practice) will you use to implement this lesson? How will you sustain students’ engagement?

Teacher Action:

Student Action:

C. Assessment: How will you evaluate students’ performance of the objective(s) using the assessment(s) stated above?

Teacher Action:

Student Action:

D. Closure: How will you assist students in organizing the information learned, clarifying any misconceptions/confusion, introducing/explaining homework, and transitioning to next activity?

Teacher Action:

Student Action:

Reflection:

Of the number of students in the class, how many met the student learning objective(s)? How do you know?

What about the strategies and/or evidence-based practices helped your students meet the lesson objectives?

Did you deviate from your lesson plan while you were actually teaching and, if so, why?

What aspects of your lesson would you change and why? If there were students who did not meet the objectives, what could you have done differently? What will you teach next?

How did you address student diversity in your lesson?

Based on your lesson reflection and student assessment data, what are your next steps in improving your practice?
### 1. Written Lesson Plan and Preparation

<table>
<thead>
<tr>
<th>Rating</th>
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</table>

#### a. Demonstrates knowledge of content and pedagogy
- Reflects important concepts in the discipline
- Fits in the sequence of learning for the class

#### b. Demonstrates knowledge of students
- Describes classroom clearly and addresses aspects of students’ diversity
- Identifies students’ strengths, and potential barriers and UDL solutions
- Includes age and/or developmentally appropriate practices

#### c. Identifies student learning objectives
- Aligns with appropriate Common Core and/or NYS standards
- Specifies observable and measurable student learning objectives
- Includes academic, behavioral, and social learning objectives
- Sets high expectations for all students
- Relates student learning objectives to IEPs and/or 504 accommodation plans

#### d. Demonstrates knowledge of resources and technologies
- Includes varied resources and technologies (e.g., text, media, instructional technology, assistive technology (low/high tech), websites, materials, assessment tools, community resources)

#### e. Designs coherent instruction
- Includes **evidence-based practice(s)**
- Addresses **aspects of UDL**
- Includes thoughtfully planned learning groups
- Describes co-teaching arrangements (if appropriate)
- Indicates teacher and student actions

#### f. Designs and uses student assessment
- Includes student assessments that align with student learning objectives
- Indicates teacher and student actions as they relate to assessment

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**Observation form**
Practice-Based Evidence Model

Model for teacher candidates/scholars/educators to collect and analyze classroom-based data to assess whether there is a relationship between the interventions/practices they use and positive changes in their students’ academic, social and behavioral development

(Dietrich, Keyworth, & States, 2008; Maheady & Gard, 2010; Maheady & Jabot, 2009; 2011)
Practice Based Evidence (PBE)

• Bridges the gap between research and practice

• Data collected and analyzed by practitioners in real-world settings to make evidence-based decisions to guide their choice of practices

• Reflection on such things as “where and under what conditions a practice works, with whom the practice works, how a practice can be adapted and maintained successfully (Cook, 2011, p. 1).

• Provides evidence to evaluate the effectiveness and acceptability of practices

• Educators reflect on, Why do I do what I do?
Practice-Based Evidence Model

- Identify educational outcomes
- Determine appropriate classroom assessment strategies
- Consider a range of potential practices
- Select effective and acceptable practices
- Implement practices with fidelity and flexibility
- Solicit feedback from students
- Analyze and reflect on the data
- Share evidence with others

Plan your PBE project by addressing the following and sharing it with your cooperating teacher and university supervisor.

• What is your learning objective for your PBE project? State your learning objective including the observable behaviors and response modes, the performance conditions/presentation modes, the desired level of accuracy, and performance stability.

• Why did you choose this learning objective? Provide a brief rationale for why you selected that learning objective and how it is meaningful to the student(s).

• How will you monitor progress related to student learning? Create a progress monitoring assessment probe that: (a) has validity and directly addresses your learning objective; (b) is brief and easy to administer and score; (c) is consistent with your teaching philosophy/style; and (d) is age-appropriate and acceptable to your students.
• How can you supplement your assessment data? Briefly explain how you can use think-alouds or error analysis to supplement your progress monitoring data.

• What is your plan for visually representing and reflecting on your baseline level? How will you use these data to assess student learning and inform your instruction?

• What practice(s) will you use? What factors led you to select the practice? Use APA style to cite the research evidence for the practice you selected?

• How will you assess acceptability? Create a format for assessing the acceptability of your practice(s) from your perspective and from your students’ perspective?

• How will ensure the fidelity of your implementation of your practice and the administration of your progress monitoring and acceptability assessments?

• What is your plan for visually representing and reflecting on your assessment results? How will you use these data to assess student learning and inform your instruction?

• What is your plan for sharing your practice-based evidence with others?
Other Activities

• **Mentoring and Induction**
  – Creating a mentoring and induction plan, including e-mentoring
  – Align practicum with teacher evaluation
  – Created an APA PowerPoint for scholars
  – IEP simulation activity

• **Dissemination**
  – Presentations
  – Article in press
  – Consultations with other IHEs
  – Website

• **Issues of Teacher Quality**
  – Summer institute 2012 on Common Core
  – APPR Forum
  – AFT teacher observation rubric and professional development for evaluators
  – 325T consortium
New York State 325T Consortium

- Cohort 3 - 2009
  - Bank Street College
  - SUNY Fredonia

- Cohort 4 - 2010
  - College of St. Rose
  - Pace University
  - SUNY Cortland
  - SUNY New Paltz
  - University at Albany

- Cohort 5 - 2011
  - Canisius College
  - Fordham University
Helpful sites for EBPs:

- Center on Instruction (www.centeroninstruction.org)
- Learning Port (www.learningport.us)
- The IRIS Center (www.iris.peabody.vanderbilt.edu)
- National Comprehensive Center for Teacher Quality Project (www.tqsource.org)
- Technical Assistance and Dissemination Network (www.tadnet.org)
- Best Evidence Encyclopedia (www.bestevidence.org)
- Equity Alliance (www.equityallianceatasu.org)
- Center for Applied Special Education Technology (www.cast.org)
- Center for Implementing Technology in Education (www.cited.org/index.aspx)
- National Research Center on Learning Disabilities (www.nrclld.org)
- National Center for the Dissemination of Disability Research (www.ncddr.org)
- Reading Rockets (www.readingrockets.org)
- University of Kansas Writing Center (www.writing.ku.edu/~writing/guides)
- Promising Practices Network (www.promisingpractices.net)
- National Center to Inform Policy and Practice in Special Education Professional Development (www.education.ufl.edu/grants/ncipp)
- National Center on Response to Intervention (www.rti4success.org)