Institutional Practices Innovation Configuration
SUNY New Paltz Syllabi Review Coding Form

Course #: Date: Reviewer Name: 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.

<table>
<thead>
<tr>
<th>Learning strategies across the curriculum</th>
<th>Code 0</th>
<th>Code 1</th>
<th>Code 2</th>
<th>Code 3</th>
<th>Code 4</th>
<th>Code 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Socialization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Studying and test-taking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Peer-mediated instruction                 |        |        |        |        |        |        |
| • Peer tutoring                          |        |        |        |        |        |        |
| • Class wide peer tutoring               |        |        |        |        |        |        |
| • Problem-based learning                  |        |        |        |        |        |        |
| • Cooperative learning formats for group projects |        |        |        |        |        |        |
|   Jigsaw                                 |        |        |        |        |        |        |
|   Learning Together                      |        |        |        |        |        |        |
| • Cooperative learning formats for teacher-directed activities |        |        |        |        |        |        |
|   Collaborative discussion teams         |        |        |        |        |        |        |
|   Send a Problem                         |        |        |        |        |        |        |
|   Numbered Heads Together                |        |        |        |        |        |        |
|   Think-Pair-Share                       |        |        |        |        |        |        |

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.

Explicit Instruction (I do it, we do it, you do it)

- Identify the goals and objectives related to big ideas and important concepts and skills aligned learning standards and individualized learning goals in students’ IEPs and 504 accommodation plans.
- Determine appropriate group sizes
- Share the lesson’s purpose and relevance to student.
- Review prerequisite skills and activate prior knowledge.
- Use task analysis and introduce content sequentially (from easy to more difficult) followed by practice.
- Provide clear and complete directions
- Employ conspicuous teaching behaviors and scaffolding such as explanations, examples, visual representations, and demonstrations (I do)
- Use judicious review via the provision of ongoing and numerous opportunities for students to respond actively and to engage in guided (we do) and independent practice (you do)
- Check for understanding and provide frequent, prompt, and specific feedback;
- Summarize main points
- Use ongoing assessment to evaluate and promote mastery, generalization and maintenance and to guide teaching

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.

Culturally Responsive Instructional Practices
- Collaborative group work
- Integrate personal experiences / Make teaching concepts relevant to students
- Provide opportunities to build on others’ knowledge, experience, and understanding
- Provide students with specific, appropriate, responsive feedback
- Promote the use of metacognitive strategies

Instructional Considerations Related to Working with English Language Learners
- Small group instruction
- Discussion groups regarding texts
- Pair students with different levels of language proficiency
- Understanding of BICS and CALP
- Peer assisted learning
- Writing about texts
- Literacy instruction focused on phonological awareness, fluency, vocabulary, and comprehension
- Explicit direct instruction
- Direct instruction of common words, phrases, and expressions
- Explicit vocabulary instruction