Course Series Alignment: Examining a Three Course Sequence

Department of Special Education

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Introduction

Team of 6 faculty who teach in the ESEE Program worked collaboratively to examine a three course sequence with overlapping SLOs. The SLOs in the COE are aligned with The Interstate Teacher Assessment and Support Consortium (**InTASC**) standards which are required for accreditation.
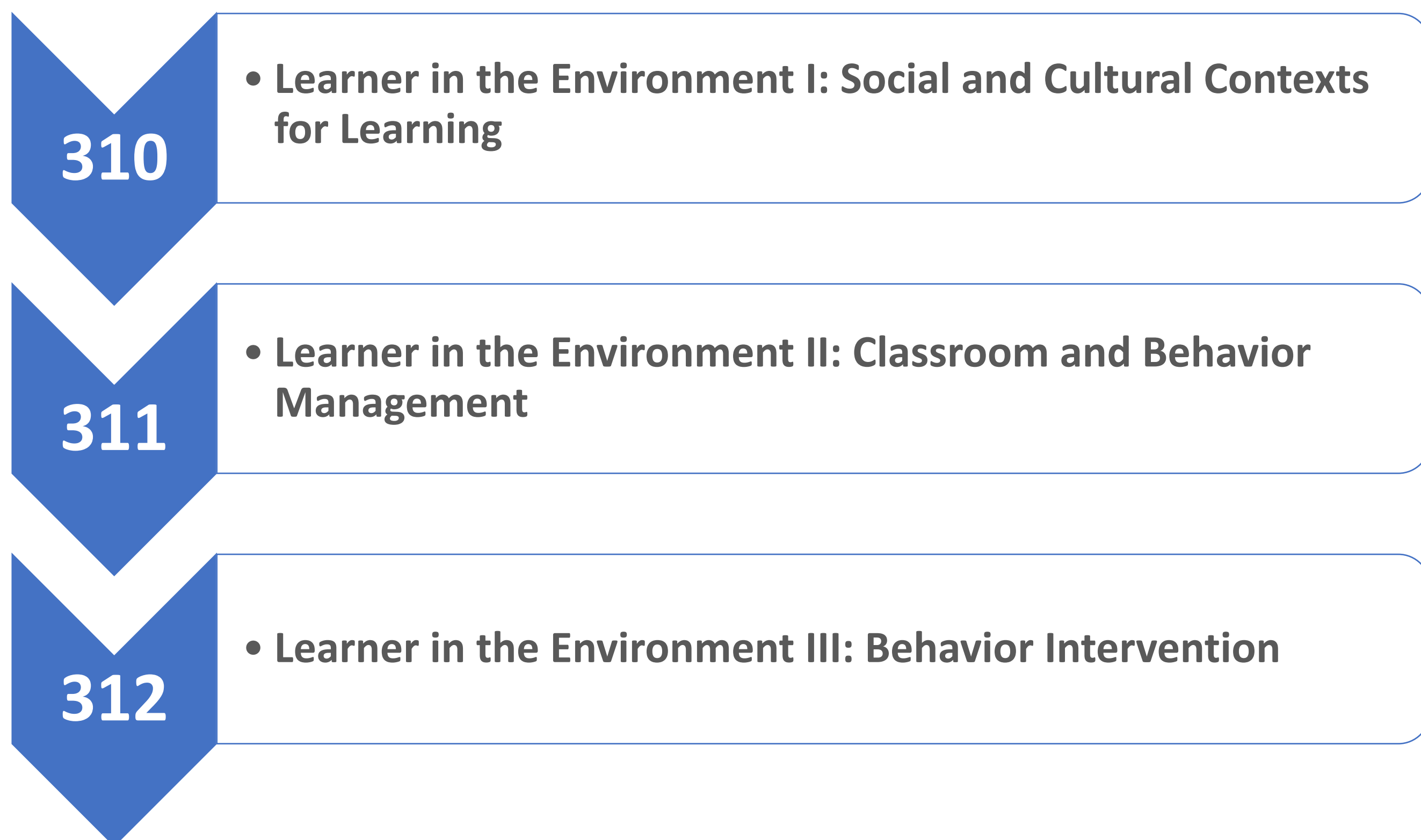
Faculty utilized the federally funded Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center Innovation Configuration rubrics to examine the a three course sequence.

Faculty choose two Innovation Configurations aligned with course goals: Culturally Responsive Teaching Practices and Classroom Management.

Innovation Configurations

Recognizing that evidence-based practices (EBPs) account for at least part of the effects of teachers on achievement and the critical role of teacher preparation, the CEEDAR Center professionals offer innovation configurations to promote the implementation of evidence-based instructional practices in teacher preparation activities. Innovation Configurations are designed to evaluate current teacher preparation by determining the extent to which EBPs are taught, observed, and applied within teacher preparation programs.

Guiding Questions

What types of instruction and experiences do candidates receive throughout the course sequence that promote the use of evidence-based instructional practices?

To what extent are teacher candidates provided opportunities to apply strategies with explicit feedback and sustained implementation and support to ensure fidelity?

Exceptional Students and Elementary Education (ESEE) Program

- Joint program between Institute for Teacher Education, Elementary and Special Education Department
- 4 semester program including 11 method and 5 field courses
- BEd initial licensure in K-6 elementary and special education
- Candidates in cohorts of 20-35 graduates per year
- Program revised in 2013 with a grant from The Office of Special Education Programs (OSEP) H325T110015

Component Scoring

0	There is no evidence that the component is included in the syllabus, or the syllabus *only* mentions the component.
1	Syllabus mentions the component *and* requires readings, tests, or quizzes on the topic.
2	Syllabus mentions the component *and* requires readings, tests, or quizzes *and* assignments or projects for application.
3	Syllabus mentions the component *and* requires readings, tests, or quizzes; assignments or projects; *and* **teaching** with **application** and **feedback**.

Three Course Sequence

- **310** • Learner in the Environment I: Social and Cultural Contexts for Learning
- **311** • Learner in the Environment II: Classroom and Behavior Management
- **312** • Learner in the Environment III: Behavior Intervention

	Initial Ratings			Post Ratings		
	0/1	2	3	0/1	2	3
Culturally Responsive Teaching 14 Components	3/14	4/14	7/14	2/14		12/14
Classroom Management 7 Components		3/7	4/7			7/7

Sample Report

Culturally Responsive Teaching Practices
• Paper: Culturally Responsive Teaching

Essential Component	ESEE 310	ESEE 311	ESEE 312
Level 3 ✓ 1.0 Multicultural Awareness			
CRT 1.1	•	•	•
Level 2 ✓ 2.0 Critical Thinking			
CRT 2.1	•	•	•
CRT 2.2			
Level 2 ✓ 3.0 Social/Political Awareness			
CRT 3.1	•	•	•
Level 3 ✓ 4.0 Problem Solving			
CRT 4.1	•	•	•
CRT 4.2			
Level 2 ✓ 5.0 Cultural, Linguistic, and Racial Identity			
CRT 5.1	•		•
Level 2 ✓ 6.0 Child/Youth Centered			
CRT 6.1			•
Level 3 ✓ 7.0 Collaboration			
CRT 7.1	•		•

Use of Results

Five components of Culturally Responsive Teaching were enhanced by adding one new assignment and detailing three current in class activities in the syllabus.

Two elements of Culturally Response Teaching were not addressed as they are not appropriate to the Learner in the Environment course series and are addressed in another course sequence.

Three components of Classroom Management were enhanced by detailing two current in class activities in the syllabus.

All course materials: syllabi, readings, class presentations, assignments, rubrics, exemplar papers, etc. are archived in a secure shared system to ensure consistency with new or adjunct faculty.

Conclusions

Consistent syllabi review utilizing tools like the Innovation Configuration rubrics enables teacher preparation programs to determine the instruction and instruction and experiences teacher candidates are provided throughout their preparation that promote the use of evidence-based instructional practices.