



Resources to Support Implementation of Evidence Based Practices in Academics and Behavior





SSIP Interactive Institutes

Albuquerque, NM; April 29-30, 2015
Sarah Arden, NCSI

Jacksonville, FL; May 12-13, 2015
Sarah Arden, NCSI

Chicago, IL; May 27-28, 2015
Lauren Artzi, NCSI

Session Overview

What is an evidence-based practice? (IRIS, CEEDAR, WWC, BEE)

Intensive Intervention and Data-based Individualization (NCII)

Innovation configurations (CEEDAR)

Early Childhood (ECTA Center)

Scaling up (SISEP Center)

NCSI Resources



**What are evidence-based
and promising practices?**

Levels of Evidence Pertinent to Special Education

The CEEDAR Center
Evidence Standards

<http://cedar.education.ufl.edu/wp-content/uploads/2014/08/Evidence-Based-Practices-guide.pdf>



cedar.org

Includes Single-Subject and Correlational Designs

Strong Evidence-Based Practice		
Group Experimental & Quasi-Experimental Designs	Single-Subject Designs	Correlational Designs
<ul style="list-style-type: none"> Group experimental designs with random assignment of participants to conditions. Group quasi-experimental designs in which experimental and control groups were equivalent before treatment began. 	<ul style="list-style-type: none"> Practice is operationally described. Context and outcomes are clearly described. Practice is implemented with documented fidelity. Practice is functionally related to outcomes. 	<ul style="list-style-type: none"> A noteworthy correlation (i.e., $\geq .30$) between the intervention predictor and the outcome exists. Alternative explanations for the impact of the intervention predictor on the outcome were examined.
<p>AT LEAST one strong causal design study that is well implemented with positive effects</p> <p>AND one moderately strong causal design study that is well implemented with positive effects</p> <p>FROM at least two independent research teams</p> <p>AND none with negative effects.</p> <p>OR</p> <p>AT LEAST four moderately strong causal design studies that are well implemented with positive effects</p> <p>FROM at least two independent research teams</p> <p>AND none with negative effects.</p>	<p>AT LEAST five or more single-subject design studies that are well implemented with positive effects,</p> <p>AND the body of studies must have included 20 or more participants</p> <p>FROM at least three independent research teams</p> <p>AND none with negative effects.</p>	<p>AT LEAST five or more correlational design studies that are well implemented with positive effects</p> <p>FROM at least three independent research teams</p> <p>AND none with negative effects.</p>

Includes Emerging Practice

Evidence of Emerging Practice

Policy	Clinical	Emerging Practice
<p>AT LEAST a practice supported by professional education organizations (e.g., general education, special education, psychology, speech pathology, school administration, teacher education); published in policy documents; vetted by qualified and recognized professionals; and published by the organization</p> <p>OR a practice supported by state or federal agencies and published in agency documents (e.g., websites) after a validating process that is described and supported by the professional literature and has undergone a defensible peer- or agency-review process.</p>	<p>AT LEAST a practice documented in the literature, supported by peer-reviewed references, and published in professional journals in general and special education, psychology, speech pathology, school administration, teacher education, etc.</p> <p>OR a practice documented in the literature, supported by peer-reviewed references, and published in professional journals of a related or relevant discipline such as psychology.</p>	<p>AT LEAST developed through documented review of the professional literature, validated by preliminary data, and presented before a professional audience (e.g., professional conference in peer-reviewed submission, final report of a research grant).</p>

What is a promising practice?

- Bryan Cook discusses a promising practice on the IRIS Evidence-based Practices Module.



Bryan Cook, PhD
Professor, Special Education
University of Hawai'i at Mānoa

Bryan Cook discusses the differences between evidence-based practices and promising practices and how to prioritize their use. (time: 3:05).



[View Transcript](#)

http://iris.peabody.vanderbilt.edu/module/ebp_01/cresource/q1/p01/transcript/#content

IRIS Evidence-Based Practices Modules



[Evidence-Based Practices \(Part 1\): Identifying and Selecting a Practice or Program](#)

This Module, the first in a series of three, discusses the importance of identifying and selecting evidence-based practices.

► [Show Available Elements](#)


 [View Module Outline](#)



[Evidence-Based Practices \(Part 2\): Implementing a Practice or Program with Fidelity](#)

This Module addresses how to implement an evidence-based practice with

[Show Available Elements](#)

 [View Module Outline](#)

<http://www.ectacenter.org/topics/evbased/evbased.asp>



[Evidence-Based Practices \(Part 3\): Evaluating Learner Outcomes and Fidelity](#)

This Module examines how to evaluate whether an evidence-based practice is effective for the young children or students with whom you are working.

► [Show Available Elements](#)

 [View Module Outline](#)

IRIS Evidence-based Practice Summaries

The screenshot displays the IRIS Center website interface. At the top, there are logos for Vanderbilt Peabody College and Claremont Graduate University. The main navigation bar includes links for ABOUT IRIS, RESOURCES, SERVICES, USING IRIS, RESEARCH & EVALUATION, and NEWS & EVENTS. A search bar is located in the top right corner. The page title is "Evidence-Based Practice Summaries". Below the title, a paragraph states: "These summaries of research about the effectiveness of instructional strategies and interventions contain links to research reports and include information about an intervention's level of effectiveness and the age groups for which it is designed." On the left side, there is a "Search" box with a "SEARCH" button and a "RESET" button. Below the search box is a "Topics" section with a list of topics, each preceded by a checkbox. The topics are: Assessment (includes Progress Monitoring), Behavior and Classroom Management, Content Instruction, Diversity, Early Intervention/Early Childhood, Learning Strategies, Mathematics, Reading, Literacy, Language Arts, RTI (includes Early Intervening), School Improvement/Leadership, and Transition. On the right side, there is a list of topic categories, each with a dropdown arrow: Assessment (includes Progress Monitoring), Behavior and Classroom Management, Content Instruction, Diversity, Early Intervention/Early Childhood, Learning Strategies, Mathematics, Reading, Literacy, Language Arts, RTI (includes Early Intervening), and School Improvement/Leadership.

THE IRIS CENTER > RESOURCES > EVIDENCE-BASED PRACTICE SUMMARIES

Evidence-Based Practice Summaries

These summaries of research about the effectiveness of instructional strategies and interventions contain links to research reports and include information about an intervention's level of effectiveness and the age groups for which it is designed.

Search

Enter keyword

SEARCH **RESET**

Topics

- ☐ Assessment (includes Progress Monitoring)
- ☐ Behavior and Classroom Management
- ☐ Content Instruction
- ☐ Diversity
- ☐ Early Intervention/Early Childhood
- ☐ Learning Strategies
- ☐ Mathematics
- ☐ Reading, Literacy, Language Arts
- ☐ RTI (includes Early Intervening)
- ☐ School Improvement/Leadership
- ☐ Transition

Assessment (includes Progress Monitoring)

Behavior and Classroom Management

Content Instruction

Diversity

Early Intervention/Early Childhood

Learning Strategies

Mathematics

Reading, Literacy, Language Arts

RTI (includes Early Intervening)

School Improvement/Leadership

http://iris.peabody.vanderbilt.edu/ebp_summaries/

Identifying Interventions on What Works Clearinghouse

(<http://ies.ed.gov/ncee/wwc/>)

ies INSTITUTE OF EDUCATION SCIENCES


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Academic Achievement
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Early Childhood Education
Education Technology
[English Language Learners](#)
Literacy
Math
School Choice
School Organization and Governance
Science
Student Behavior
Special Needs
Teacher and Leader Effectiveness
Teacher Incentives

What Works
to "Find W
find what wo
on programs

Latest (10)	Intervention Reports (32)	Quick Reviews (1)	Practice Guides (1)	Reference Resources (1)
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Showing results 1 to 10 of 32 [Next 10 ►](#)

 **Accelerated Reader™** (Reviewed using the English Language Learners Evidence Review Protocol)
Intervention Report | December 2009
Accelerated Reader™ is a guided reading intervention used to supplement regular reading instruction in K–12 classrooms. Its aim is to improve students' reading skills through reading practice and quizzes on the books students read.
...

 **Arthur** (Reviewed using the English Language Learners Evidence Review Protocol)
Intervention Report | September 2006
Arthur, a book-based educational television program designed for children ages 4–8, is popular among preschool and kindergarten students. The program is based on the storybooks, by Marc Brown, about Arthur, an 8-year-old aardvark....

Identifying Interventions on What Works Clearinghouse

(<http://ies.ed.gov/ncee/wwc/>)

Enhanced Proactive Reading



Download Full Report

Report Summary

Effectiveness

Enhanced Proactive Reading was found to have potentially positive effects on reading achievement and no discernible effects on English language development.


Program Information

Enhanced Proactive Reading, a comprehensive, integrated reading, language arts, and English language development curriculum, is targeted to first-grade English language learners experiencing problems with learning to read through conventional instruction. The curriculum is implemented as small group daily reading instruction, during which English Language Learners instructors provide opportunities for participation from all students and give feedback for student responses.

Research



One randomized controlled trial of *Enhanced Proactive Reading* met the What Works Clearinghouse (WWC) evidence standards and a second randomized controlled trial study met WWC standards with reservations. The two studies included a total of more than 130 students from four schools in Texas. The studies examined results on reading achievement and English language development.

Identifying Interventions on Best Evidence Encyclopedia (www.bestevidence.org)



Best Evidence Encyclopedia

Empowering Educators with Evidence on Proven Programs



[Home](#) | [About the BEE](#) | [Review Methods](#) | [Sign Up for Updates](#) | [Resources](#)

Program Reviews

Mathematics

- Elementary
- Middle/High School
- Effectiveness of Technology

Reading

- Beginning
- Upper Elementary
- Elementary
- Middle/High School
- English Language Learners
- Struggling Readers
- Effectiveness of Technology

Comprehensive School Reform


- Elementary (CSRQ)
- Middle/High School (CSRQ)
- K-12 Meta-Analysis (German)

Reading / English Language Learners

Top-Rated Programs	Key Findings
Limited Evidence Programs	Review Summary
Other Programs	Review Methods

What reading programs have been proven to help English language learners succeed in reading? To find out, this review summarizes evidence on achievement effects of reading programs for English language learners and other language minority students in the elementary grades.



Full Report
Cheung, A. & Slavin, R. E. (2005). Effective reading programs for english language learners and other language-minority students. *Bilingual Research Journal*, 29, 2, 241-267.



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

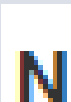
[Click Here](#) to find out how you can receive the latest BEE updates

Links

[Full Report](#)  (PDF, 816 KB)
[Educator's Summary](#)  (PDF, 354 KB)

Best Evidence Encyclopedia

Evidence Ratings



- Strong evidence of effectiveness 
- Moderate evidence of effectiveness 
- Limited evidence of effectiveness: strong evidence of modest effects 
- Limited evidence of effectiveness: weak evidence with notable effects 
- No qualifying studies 

Identifying Interventions on Best Evidence Encyclopedia (www.bestevidence.org)

Top-Rated Programs

Beginning Reading Programs for English Language Learners

Moderate Evidence of Effectiveness

Rating	Program	Description	Contact / Website
	Small group tutoring using Direct Instruction- English	Tutoring for struggling students, grades K-3, using Direct Instruction materials.	E-mail: info@nifdi.org Website: www.nifdi.org
	Success for All: Bilingual and English	Comprehensive school reform model for grades K-8 emphasizing cooperative learning, phonics, frequent assessment, tutoring, and parent involvement. Versions available for English language development, transitional bilingual education, and two-way bilingual.	E-mail: nmadden@successforall.org Website: www.successforall.org



Data-Based Individualization and Intervention Resources

Focus:
Implementation
of intensive
interventions

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research ■

Tools Charts

Implementation Support

Instructional Support

About Us

Interactive DBI Process

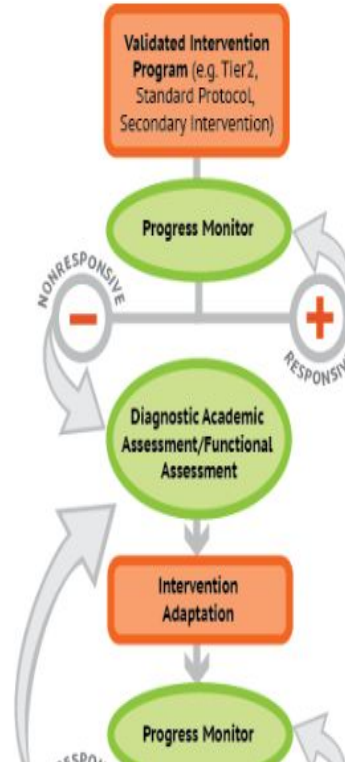
Intensive intervention helps students with severe and persistent learning or behavioral needs. The Center's approach to intensive intervention is **data-based individualization (DBI)**.

What is DBI?

DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies.

Click on the components in the graphic to learn more about the steps in the DBI process and find relevant resources.

[Click here to learn more about](#)



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Spotlight on Sample Behavior Strategies & Resources

Find information about behavioral strategies, considerations for implementation and sample resources.

View the strategies and considerations.

Updated Behavior Tools
Charts

Resources: Preparing for Implementation

- Systems level considerations—infrastructure and staff commitment
 - Module to assess and support readiness to implement DBI
- Identifying intervention and assessment tools for mathematics and behavior
 - Tools charts
 - Sample lessons and activities
- Consistent procedures and documentation
 - Student meeting tools

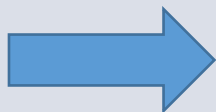
Webinars

View archived webinars and look for announcements about the next live webinar:
www.intensiveintervention.org

Stakeholder Engagement



Selecting Evidence Based Tools



Webinars

A webinar (Web + Seminar) is a short presentation that you can view from our site and watch at a time that works best for you. Our webinars are presented by experts in the field of special education and data-based individualization in academics and behavior. To search through all of our resources by keyword, use the **Advanced Search**.

Data Rich, Information Poor? Making Sense of Progress Monitoring Data to Guide Intervention Decisions — February 2014 (1:11:34)

Developed By: National Center on Intensive Intervention

This webinar, led by Drs. Lynn Fuchs and Lee Kern of Lehigh University addresses a challenge faced by many teachers: feeling inundated by data while struggling to find useful information to guide intervention decision-making

Bringing Families to the Table: Family Engagement for Struggling Students — October 2013 (59:26)

Developed By: National Center on Intensive Intervention

This webinar, presented by Kate Augustyn, Debra Jennings, and Kelly Orginski, discusses the importance of family engagement and provides examples of ways to engage families to support students.

Using Secondary Interventions to Set the Foundation for Effective Intensive Intervention — June 2013 (30:38)

Developed By: National Center on Intensive Intervention

This webinar, presented by **Laura Magnuson**, a technical assistance provider for NCII, provides an overview of the rationale and purpose for secondary or Tier II interventions.

Selecting Evidence-Based Tools for Implementing Intensive Intervention — May 2013 (37:11)

Developed By: National Center on Intensive Intervention

This webinar presented by **Dr. Allison Gruner Gandhi**, reviews the NCII tools chart on academic interventions, and how practitioners can use these charts to gather information about, and ultimately select, interventions that meet their needs.

Monitoring Student Progress for Behavioral Interventions — April 2013 (1:10:53)

Developed By: National Center on Intensive Intervention

This webinar presented by Dr. Daniel Maggin, shares methods for collecting behavioral data, procedures for examining behavioral data, and discusses using behavioral progress monitoring to make programming decisions.

Webinars: Readiness

- Module introducing schools to DBI and infrastructure needed for implementation:
<http://www.intensiveintervention.org/resource/getting-ready-implement-intensive-intervention-infrastructure-data-based-individualization>
- Handouts and activities to assess readiness and begin action planning

DBI Training Series

- One module focused on readiness and action planning
- Eight training modules focusing on components of DBI for academics and behavior
- Includes
 - Slides and speaker notes
 - Activities
 - Coaching guides

DBI Training Series

This series of training modules developed by the National Center on Intensive Intervention (NCII) is aimed at district or school teams involved in initial planning or implementation of data-based individualization (DBI) as a framework for providing intensive intervention in academics and behavior. The modules listed below provide an overview of the DBI process and more in-depth exploration of the various components of DBI. Each module is intended as a component of comprehensive professional development that includes supplemental coaching and ongoing support. The modules should be delivered by a trained, knowledgeable professional. Presentation slides or videos, handouts, and a coaching guide with suggested coaching activities are provided.

1) Introduction to Data-Based Individualization (DBI): Considerations for Implementation in Academics and Behavior

This module provides a rationale for intensive intervention and an overview of DBI, NCII's approach to intensive intervention. DBI is a research-based process for individualizing validated interventions through the systematic use of assessment data to determine when and how to intensify intervention. Two case studies, one academic and one behavioral, are used to illustrate the process, highlighting considerations for implementation.

Choosing an Intervention or Progress Monitoring Tool

Academic Intervention

This tools chart presents information about studies that have been conducted about academic intervention programs. The first tab, *Study Quality*, includes ratings from our TRC members on the technical rigor of the study design. The second tab, *Effect Size*, includes information about the results of the studies. The third tab, *Intensity*, provides information related to the implementation of the program as an intensive intervention. The fourth tab, *Additional Research*, provides information about other studies and reviews that have been conducted on the intervention. **Additional information** is provided below the chart.

Grade Level

- Any -

Subject

- Any -

Apply

Academic Progress Monitoring

<http://www.intensiveintervention.org/chart/progress-monitoring>

Academic Intervention

<http://www.intensiveintervention.org/chart/instructional-intervention-tools>

Behavioral Progress Monitoring

<http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools>

Behavioral Intervention

<http://www.intensiveintervention.org/chart/behavioral-intervention-chart>

Study Quality Additional Research

Study	Participants ①	Design ①	Fidelity of Implementation ①	Measures Targeted ①	Measures Broader ①
McC (2011)	●	●	●	●	●
Vic & Trites	●	●	●	●	●
McC (2011)	●	●	●	●	●
amly, Pavlov, Yambo, et al.	●	●	●	●	●
Wadasy, & Sanders	●	●	●	●	●
elson-Walker, olkowski & Baker	●	●	●	●	●
n, Myers, Schirm, artivarian, et al.	●	●	●	●	●
(2003)	●	●	●	●	●
erzenich, Tallal, DeVivo, Linn, et al. (1999)	●	●	●	●	●

Series

Instructional Resources: Reading

Standards- relevant instruction:

<http://www.intensiveintervention.org/illustration-standards-relevant-instruction-across-levels-tiered-system>

Planning Standards-Aligned Instruction Within a Multi-Tiered System of Supports Decoding Example

Common Core State Standard Addressed
Common Core State Standard RF 1.3.B. Decode regularly spelled one-syllable words.

Core Instruction

1. Implement a standards-aligned reading program that includes regularly occurring explicit instruction in simple and complex letter-sound relationships.
2. Emphasize generalized knowledge of one-syllable word patterns (e.g., VC, CVC).

Secondary Intervention













1. Use companion evidence-based materials that align with the core program (if available), or an evidence-based intervention program that emphasizes developing decoding skills.
2. Provide explicit preteaching of skills underlying core content (e.g., identifying onset and rime).
3. Provide small-group instruction with frequent and varied response formats and explicit corrective feedback.
4. Incorporate small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on word reading fluency and phonological awareness at least one or two times per month using a valid, reliable tool.²

Intensive Intervention

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible adaptations to the secondary intervention.
2. Break explicit instruction in foundational skills into small steps focusing on decoding one type of word pattern (e.g., VC, CVC) at a time beginning with the most simple.
3. Prioritize phonological awareness tasks that are critical for decoding (e.g., sound segmentation, identifying rhyming words).
4. Teach skills to mastery prior to moving on to the next lesson or skill.
5. Give multiple and varied opportunities for learning and practice. Consider using manipulatives (e.g., elkonin boxes) for visual support with explicit corrective feedback.
6. Incorporate behavior strategies targeted to individual needs in self-regulation, organization, and/or social skills.
7. Collect progress monitoring data and skill retention weekly, at a level that is sensitive to data change, and adjust instruction as needed.³

Alternate Achievement Standards⁴













1. Provide instruction appropriate to a student's level of cognitive and symbolic functioning.
2. Use precise, simple language.
3. Provide explicit instruction and modeling in foundational skills that underlie the standard such as letter identification, sound-letter correspondence, and word awareness.
4. Support practice of foundational skills using concrete manipulatives and pictures.
5. Use individualized behavior and motivation strategies, including functional communication and independence.
6. Collect progress monitoring data on accuracy, fluency, and level of independence at a level that is sensitive to change.
7. Incorporate assistive technology as needed to teach and assess skills.

Reading Examples	Mathematics Examples
Phonemic and Phonological Awareness 	Computation of Fractions 
Decoding 	Fractions as Numbers 
Spelling 	Number System/Counting 
Fluency 	Place Value 
Vocabulary 	Basic Facts 
Comprehension 	Algebra 

Instructional Resources: Mathematics

Sample Lessons and Activities:

<http://www.intensiveintervention.org/resource/s/sample-lessons-activities/mathematics>

Reading Examples	Mathematics Examples
Phonemic and Phonological Awareness 	Computation of Fractions 
Decoding 	Fractions as Numbers 
Spelling 	Number System/Counting 
Fluency 	Place Value 
Vocabulary 	Basic Facts 
Comprehension 	Algebra 

National Center on INTENSIVE INTERVENTION

at American Institutes for Research

Adaptation Guide: Fractions as Numbers

Purpose and Overview of Guide

The purpose of this guide and companion materials is to support developing and implementing lessons for students who need intensive instruction in the area of understanding fractions as numbers. Special education teachers, mathematics interventionists, and others working with students struggling in the area of fractions may find this guide helpful. Additional sample activities, worksheets, and supplemental materials are also available for download on the NCII website.

Within the Common Core State Standards, fractions are taught in Grades 3–5. This guide may be used as these concepts are introduced or with students in higher grade levels who continue to struggle with the concepts.

Sequence of Skills—Common Core State Standards

Develop an understanding of fractions as numbers:

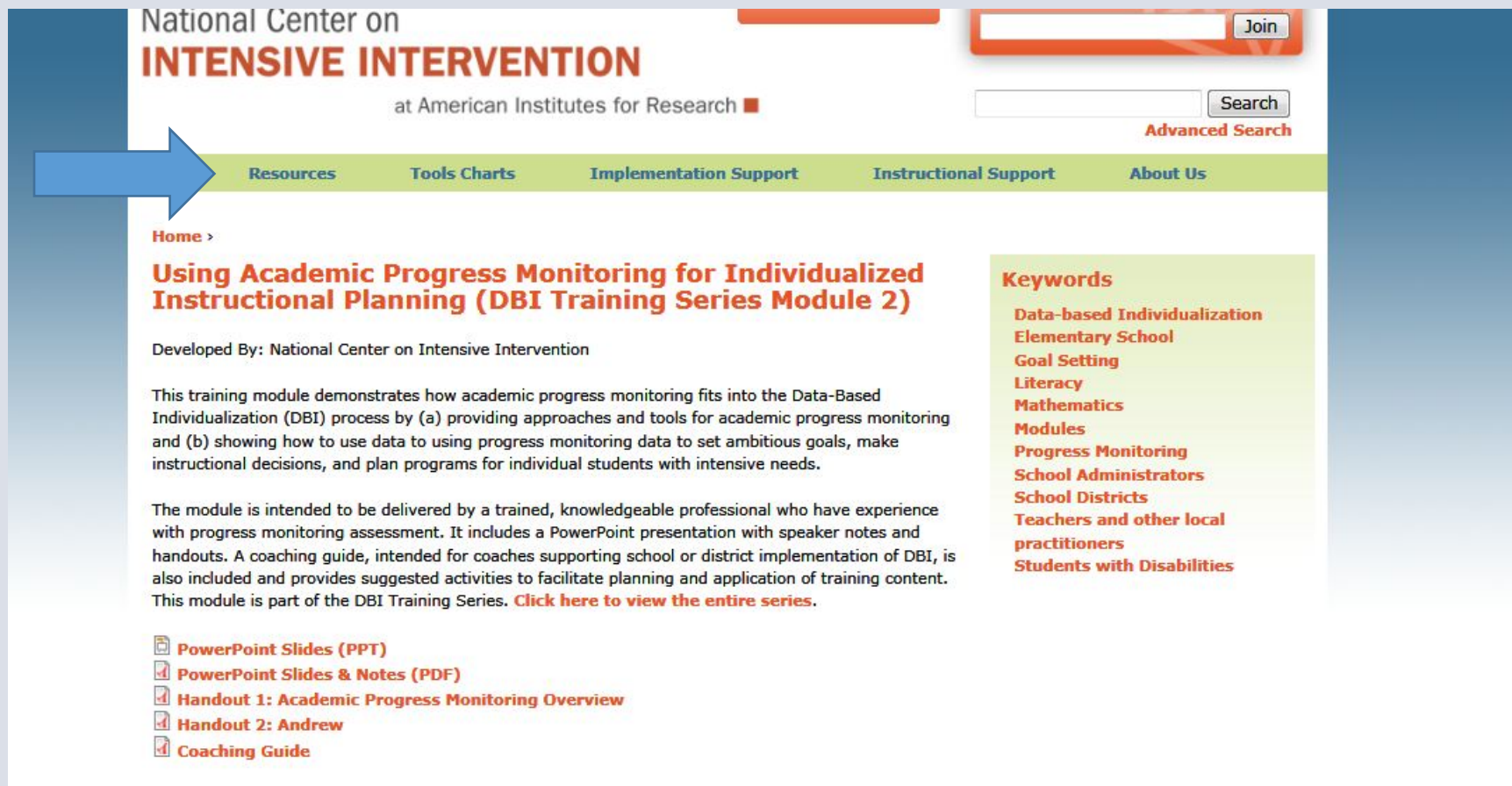
- Part/whole relationship
- Number on the number line
- Equivalent fractions
- Whole numbers as fractions
- Comparing fractions

Instructional Resources: Implementing Behavioral Strategies

Behavioral Strategy	Strategy Considerations & Sample Resources	Sample Resources
Combined Strategies	Download Combined Document  ¹	Download All Sample Scripts & Resources 
Behavior Contracts	Download Document 	Download Sample Contracts 
Point Sheets/Behavior Report Card	Download Document 	Download Sample Script & Point Sheets 
Classroom Conversations and Participation	Download Document 	Download Sample Scripts 
Intermittent Reinforcement Using a Timer	Download Document 	Download Sample Script 
The "You-Me" Game	Download Document 	Download Sample Chart & Script 
Yes/No Learning Skills Chart	Download Document 	Download Sample Chart & Script 

<http://www.intensiveintervention.org/implementing-behavioral-strategies-considerations-and-sample-resources>

Resources: Student Data and Progress Monitoring



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INTENSIVE INTERVENTION
at American Institutes for Research ■

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Home >

Using Academic Progress Monitoring for Individualized Instructional Planning (DBI Training Series Module 2)

Developed By: National Center on Intensive Intervention

This training module demonstrates how academic progress monitoring fits into the Data-Based Individualization (DBI) process by (a) providing approaches and tools for academic progress monitoring and (b) showing how to use data to using progress monitoring data to set ambitious goals, make instructional decisions, and plan programs for individual students with intensive needs.

The module is intended to be delivered by a trained, knowledgeable professional who have experience with progress monitoring assessment. It includes a PowerPoint presentation with speaker notes and handouts. A coaching guide, intended for coaches supporting school or district implementation of DBI, is also included and provides suggested activities to facilitate planning and application of training content. This module is part of the DBI Training Series. [Click here to view the entire series.](#)

 **PowerPoint Slides (PPT)**
 **PowerPoint Slides & Notes (PDF)**
 **Handout 1: Academic Progress Monitoring Overview**
 **Handout 2: Andrew**
 **Coaching Guide**



Keywords

- Data-based Individualization
- Elementary School
- Goal Setting
- Literacy
- Mathematics
- Modules
- Progress Monitoring
- School Administrators
- School Districts
- Teachers and other local practitioners
- Students with Disabilities

Data Meeting Support Materials

Pre-Meeting	Initial Meeting	Progress Monitoring Meeting
Process Guidance Document 	Agenda 	Agenda 
Referral Form 	Facilitator's Guide 	Facilitator's Guide 
	Participant Guide 	Participant Guide 
	Note-taking Template 	Note-taking Template 

Additional Handouts

- Ask Clarifying Questions to Create Hypothesis 
- Intensification Strategy Checklist Handout 

<http://www.intensiveintervention.org/tools-support-intensive-intervention-data-meetings>

Connect to NCII

- Sign up on the website to receive our newsletter and announcements
- Follow us on YouTube and Twitter
 - YouTube Channel: [National Center on Intensive Intervention](#)
 - Twitter handle: [@TheNCII](#)

A screenshot of a newsletter sign-up form. At the top, there is an orange header with the text "The NCII Newsletter" and a small icon of an envelope. Below the header, the text "Signup for our newsletter and updates!" is displayed. Underneath this text is a white rectangular input field for an email address. To the right of the input field is a grey button with the word "Subscribe" in black text. At the bottom of the form, the text "See us on:" is followed by the YouTube logo and the Twitter logo.

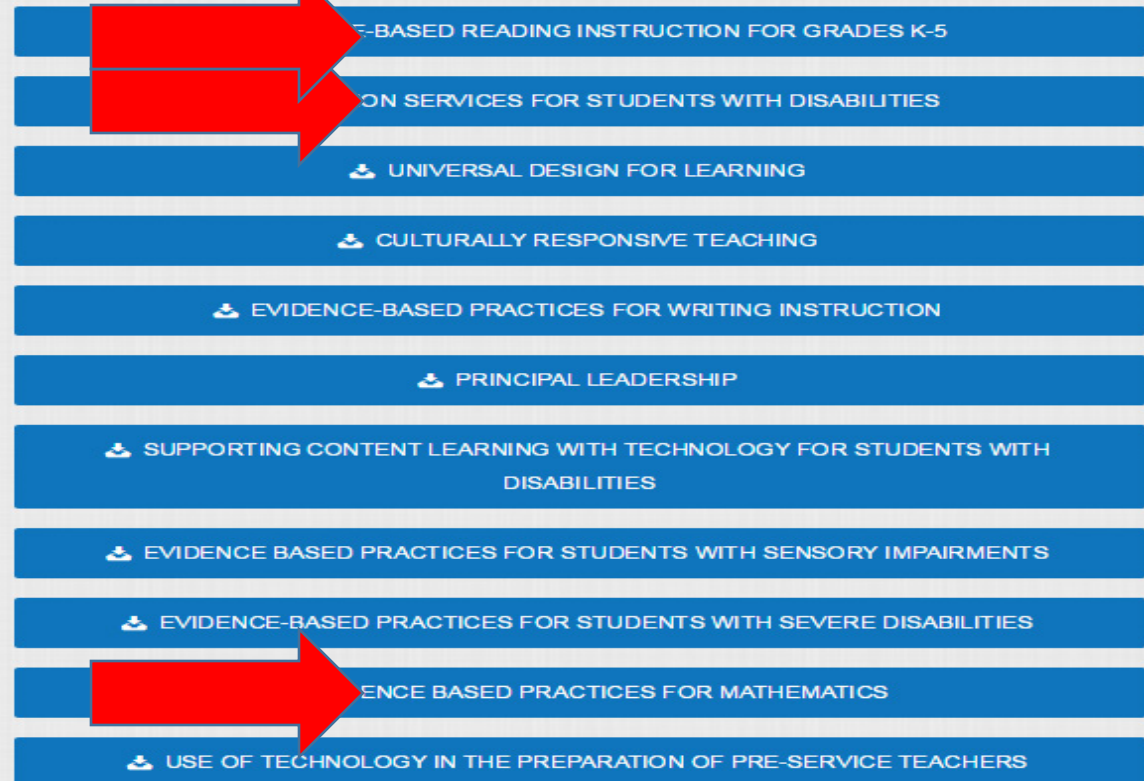


Innovation Configurations and Course Enhancement Modules

Innovation Configurations

Using the 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, along with their partner Great Teachers and Leaders, offer innovation configurations (ICs) to promote the implementation of evidence-based instructional practices in teacher preparation activities. ICs are designed to evaluate current teacher preparation and professional development (PD) by determining the extent to which EBPs are taught, observed, and applied within teacher preparation and PD programs. For more detailed information about ICs, **read this guide**. Please see this **short guide describing our standards for selecting EBPs**.



Course Enhancement Modules

- A CEM is designed to build the knowledge and capacity of educators in the selected topic. The module can be adapted and is flexible to accommodate faculty and professional development provider needs.





Early Childhood

Early Childhood Resources

<http://www.ectacenter.org/topics/evbased/evbased.asp>



ECTA Center
The Early Childhood Technical Assistance Center *Improving Systems, Practices and Outcomes*

Part C | Section 619 | Contacts | Topics | Events | Research & Reference | Publications | eNotes | For Families/Para Families

System Framework | DEC Recommended Practices | Implementing & Scaling Up EBP | Implementation Process | Outcomes Measurement

EVIDENCE-BASED PRACTICE | [Definitions](#) | [Practices](#) | [EC Research & Reference Portal](#)

Evidence-Based Practice

Editor: [Sue Goode](#)

Recent additions to this page:

- [Programs That Work, from the Promising Practices Network on Children, Families and Communities](#) (2014)
- [DEC Recommended Practices in Early Intervention/Early Childhood Special Education](#) (April 2014)

Recent federal legislation has focused on the importance of building a strong base of scientific evidence to inform educational policy and practice. As such, the [Institute of Education Sciences](#) (IES) was established within the U.S. Department of Education in 2002 to provide rigorous evidence on which to ground education practice and policy. IES encompasses the following national centers:

- [National Center for Education Statistics](#) (NCES)
- [National Center for Education Evaluation and Regional Assistance](#) (NCEE)
- [National Center for Education Research](#) (NCER)
- [National Center for Special Education Research](#) (NCSE)

What is evidence-based practice?

The ECTA Center has compiled a list of selected resources on [Defining, Understanding, and Implementing Evidence-Based Practice](#). We created this list using a reference-sharing program (RefWorks), which allows you to sort, search for and export references. It also allows you to create APA-style bibliographies. If you have questions about how this works or how the information displays, please contact [Sue Goode](#).

Where do you find early childhood evidence-based practices?

The resources below provide information on evidence-based practices in areas specific to early childhood care and education, professional development, early intervention and early childhood special education (EI/ECSE).


[Multiple Early Childhood Topics](#)

Page Contents

- [What is evidence-based practice?](#)
- [Where do you find early childhood evidence-based practices?](#)
 - [Multiple Early Childhood Topics](#)
 - [Autism](#)
 - [Deaf or Hard of Hearing](#)
 - [Early Child Identification](#)
 - [Early Childhood Transition](#)
 - [Early Literacy](#)
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 - [Inclusion](#)
 - [Professional Development](#)
 - [School Readiness](#)
 - [Screening, Assessment, Evaluation Instruments](#)
 - [Social Emotional Intervention for Young Children](#)

Early Childhood Programs on BEE

http://www.bestevidence.org/early/early_child_ed/top.htm



The screenshot shows the Best Evidence Encyclopedia (BEE) website. The header includes the BEE logo (a bee reading a book) and the text "Best Evidence Encyclopedia Empowering Educators with Evidence on Proven Programs". Navigation links include Home, About the BEE, Review Methods, Sign Up for News, Resources, and a Search bar. The left sidebar lists "Program Reviews" with categories: Mathematics, Elementary/Middle/High School/Effectiveness of Technology, Comprehensive School Reform, and Early Childhood. The main content area is titled "Early Childhood / Early Childhood Education" and contains a table of links: Top-Rated Programs, Key Findings, Limited Evidence Programs, Review Summary, Other Programs, and Review Methods. Below this, there are links for "Full Report" (1 MB) and "Educator's Summary" (272 KB). The "Top-Rated Programs" section is highlighted, showing a table of program ratings.

Program Ratings			
Strong Evidence of Effectiveness			
Rating	Program	Description	Contact / Website
★	Curiosity Corner	A comprehensive cognitive-developmental program developed by the Success for All Foundation. It aims to develop the attitudes, skills, and knowledge necessary for later school success with an emphasis on children's language and literacy skills.	E-mail: sfainfo@successforall.org Website: www.successforall.org/Programs/curiositycorner.html
★	Direct Instruction	A teacher-directed program in which specific cognitive and literacy skills are broken down into small units and taught explicitly. The main focus of the program is on basic academic concepts, such as arithmetic and reading.	E-mail: info@nifdi.org Website: www.nifdi.org
★	Early Literacy and Learning Model (ELLM)	A literacy-focused curriculum and support system designed for young children from low-income families. The ELLM curriculum and support system is designed to enhance existing classroom curricula by specifically focusing on children's early literacy skills and knowledge.	Website: www.unf.edu/dept/ell/ellm-plus-home.html
★	Interactive Book Reading	A program designed to promote the language and literacy proficiency of young children. Teachers actively enhance	No contact information currently available.




Considerations for Scale up

Scale-up

<http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/AIModules-Activity-1-1-UsableInterventions.pdf>


Activity 1.1
Getting started with Usable Interventions

**ai HUB**
The Active Implementation Hub

To be usable, it's necessary to have sufficient detail about an intervention. With detail, you can train educators to implement it with fidelity, replicate it across multiple settings and measure the use of the intervention. With your team, consider a current or upcoming initiative and work through the tasks below.

Thinking about a current or upcoming initiative:

- Develop a description of the intervention that reflects principles, values and expected outcomes
- Identify the essential functional features of the program
- Discuss how your team will know that each of these functional features is in place? What would it look like in a school or district? How would fidelity and performance assessment data be captured?

**State Implementation & Scaling-up of Evidence-based Practices**

Scaling-up Brief

September 2013
Number 3

Dean Fixsen, Karen Blase, Rob Horner, Barbara Sims, & George Sugai

Students cannot benefit from education practices they do not experience. While this seems obvious (and it is), education systems have yet to develop the capacity to help all teachers learn to make good use of evidence-based practices that enhance the quality of education for all students. The purpose of this Brief is to provide a framework that state leadership teams and others can use to develop the capacity to make effective, statewide, and sustained use of evidence-based practices and other innovations.

Scaling Up

The significant investment in attempts to improve education will be “worth it” if it helps further the education of students and benefit their families and communities. As a benchmark, “scaling up” innovations in education means that at least 60% of the students who could benefit from an innovation are experiencing that innovation in their education setting. For example, 60% of all K-3 teachers in schools in a district are using an effective approach to teaching reading. To purposefully achieve educationally and socially significant outcomes for at least 60% of the millions of students in the USA requires changes in education practices *and* the development of implementation capacity to support those practices in education systems in every state.

Scaling relies on the knowledge base for implementation science, a field that has grown exponentially in recent decades. Implementation science helps to explain why only some education improvement efforts succeed and why only some improvements are sustained. The Formula for Success reflects the growing science of implementation:

The Formula for Success

Effective Instruction

 ×

Effective Implementation

 ×

Enabling Contexts

 =

Educationally Significant Outcomes

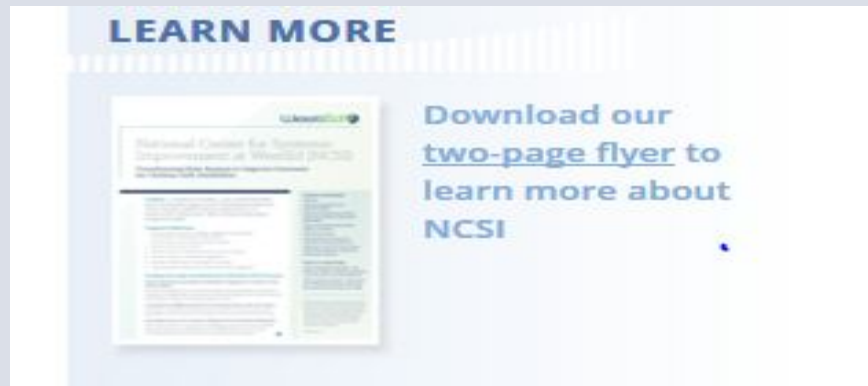


NCSI Resources


National Center on Systemic Improvement (NCSI)

- Provides immediate, easy access to foundational NCSI information, previously developed technical assistance resources, a snapshot of the NCSI team, and contact information. More resources are coming soon!

www.ncsi.wested.org/contact



NCSI Webinars



Transforming State Systems
to Improve Outcomes for
Children with Disabilities

Home About Us How We Can Help Resources Ask the NCSI

Webinars

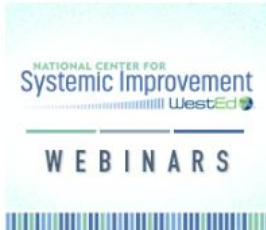
The National Center for Systemic Improvement hosts webinars on a wide variety of topics. The sessions are recorded for playback at your convenience. If you are having trouble with any of the recording links, please contact Tanner Petry (tpetry@wested.org) for assistance.

Upcoming

Results Driven Accountability and Intensive Intervention: Using MTSS to Improve Outcomes for Students with Disabilities

The NCSI and National Center on Intensive Intervention (NCII) will present what Results Driven Accountability means for school-based staff and all stakeholders who serve students with disabilities. We will describe the contextual factors for successful implementation of intensive intervention including evaluation of key components, the importance of fidelity implementation, staff and stakeholder training, and addressing barriers to implementation. State education agency staff, district leaders, special educators, classroom teachers, interventionists, school psychologists, instructional coaches, and technical assistance providers are encouraged to attend.

- Presenters: Dr. Chris Lemons, Dr. Chris Riley-Tillman, and Dr. Laura Kuchle
- Date: April 22, 2015
- Time: 3:00 PM EST (12PM PST) 1 hour 15 minutes
- [Registration](#)



Connect to NCSI

- Ask the NCSI is intended to support states to (1) obtain information about evidence-based practices;
- (2) develop, implement and evaluate State Systemic Improvement Plans (SSIPs);
- (3) learn about practices being implemented in other states; and
- (4) find out what current research says about “what works” to improve results for children with disabilities.
- www.ncsi.wested.org/contact/

You may contact NCSI at NCSI@wested.org or 866.664.8471.

We look forward to hearing from you!

Please note: Fields with an asterisk() are required.*

Enter your name here *

What is your agency name? *

What is your job title with the above agency? *

What state/territory do you represent/work for? *

Which type of program do you represent/administer? *

Email address *

Phone number (include area code) *

Please submit your question here: *

For More Information

IDC Visit the IDC website

<http://ideadata.org/>



Follow us on Twitter

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Disclaimer

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