

Selecting Evidence-Based Practices to Improve Student Outcomes

Transcript – Part 7

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[Title Card] Selecting Evidenced-Based Practices Part Seven (7)

[Logo] GA DOE (Georgia Department of Education)

[Logo] Graduate First and [Logo] SPDG (Georgia Special Education Professional Development Grant)

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Don't' Dropout...GraduateFirst [animation]

Welcome to the final session on Selecting Evidenced Based Practices to Improve Student Outcomes. This is part seven (7) of a seven (7) part series. Parts one (1) through four (4) dealt with learning target number one (1), which is: I can describe a process for determining the type of evidence-based practices or interventions necessary to improve outcomes for targeted students. And parts five (5), six (6) and seven (7) all deal with: I can access and utilize at least two electronic resources to aid in the selection of appropriate evidence-based practices or interventions.

As you can tell from parts five (5) and six (6) and additionally from part (7) as well, this professional learning isn't telling you what evidence-based practice to select. It's guiding you in how to find evidence-based practices. It's a process for selection not a list of what you should use with what group of targeted students. So, one of my favorites in all of the resources, again comes from What Works Clearing House. We looked at one What Works Clearing House tool in part six (6) and we're going to look at a second tool in part seven (7). And what we are going to look at are the What Works Clearing House practice guides. So if you go to the What Works Clearing House website, you click on practice guides and you will get a list of seventeen (17). That's how many practice guides that there are. The bad

thing about practice guides, is that you won't find a practice guide for everything that you want to practice an intervention on. But if there is a practice guide on something that you have a targeted group or a specific need for, these are excellent resources.

So this list will tell you, it's kind of like a little index with descriptor, this is the practice guide, this is the target group. So it might be young children, it might be grades, four (4) through eight (8), or four (4) through six (6), it might be grades, nine (9) through twelve (12), it might be early learners, so it will tell you what the group is and then it will briefly describe what the practice does; so, what the practice guide includes. So when I click on one, let's say I'm looking here the practice guide for assisting students struggling with mathematics, this is a response to intervention for elementary or middle school students. So I've identified I'm an elementary school or a middle school. I have a targeted group of students that are struggling with mathematics. I'm going to take a look at this practice guide because it fits my demographic needs: age or grade level and specific targeted need in mathematics for struggling students. So when I get this practice guide, online, it's all available online, I can download and print the entire practice guide but before I do to that, I'm going to dig a little deeper just to make sure that this is something that is going to be useful for me. So here, in this particular one, because it's a RTI intervention, it tells us that this is specifically for Tiers 2 and 3 and what I have here then is a list of practices in this guide. So this practice guide doesn't include just one (1) practice or one (1) intervention in this case, there are five (5) practices or five (5) interventions that have been researched that have an evidence-base. And now, I can look in the far right column and I can see whether that evidence-based is minimal, strong or moderate. In this case I have two (2) practices that have a moderate evidence base, so I would consider those. I have two (2) practices that have a strong evidence-base, so I would consider those. I have one (1) that has a minimal evidence –base, so I would not consider that, because it doesn't give me enough confidence in having improved student outcomes. So, each of these practices, then is described in depth in the practice guide. So I'm not going to use all five (5) or all (4) that are possibilities, but I'm going to read through these four (4) and I am going to find the one that might best work for the identified targeted sub-group for whom I'm looking for an intervention.

So let's look at another practice guide. This is a practice guide for improving mathematics problem solving in grades four (4) through eight (8). So again

here, I have a target now, these are students who need to improve their problem solving. I know that's what this is. This is for grades four (4) through eight (8). But once again, I'm going to go in and I'm looking at all the recommended practices. These are all practices that someone has recommended saying these are good, and they have collected the evidence and they've determined the strength of the evidence base. And again, I have some that are minimal, some that are strong and some that are moderate. I'm going to only look at those that are moderate or strong. I'm probably going to start logically, with those that have a strong evidence base because that gives me the greatest likelihood of improving student outcomes. But it may be, again, that those don't fit my school. They don't fit the resources that I have, they don't fit the personnel that I have to implement them. So I am going to look at the moderate ones. But I'm going to go in and dig deep in the practice guide and find out what this does, the research that supports it and the actual steps or processes of implementing this particular practice.

I'm just going to look at one more quickly. This is improving adolescent literacy effective classroom and intervention practices. So you can see this is talking about whole class interventions but it is also talking about targeted interventions; or whole class practices and targeted interventions, excuse me. So when I go here, again, I can find five (5) strategies, practices or interventions, that have a research base. And I again can see the research base here. And in this case I have three (3) with a strong evidence base and two (2) with a moderate evidence base. And I just want to take a quick look at one of these, because number two (2): provide direct and explicit comprehension strategy instruction – now this perks my interest, because number one (1) if I have students who have comprehension problems and they're adolescence, this might be a place I want to go to look and it has a strong evidence base. What this practice or intervention shows us though, is how to provide direct and explicit comprehension strategy instruction. It does not pick the strategies for me. So with our resources for this seven (7) series there is a literacy strategy handout that lists and describes for you different literacy strategies that we might implement using the process described in this practice guide. It's the same thing, with something like providing explicit vocabulary instruction. That has a very strong evidence base, but there are a number of different ways, a number of different tasks and activities that we can use in providing explicit vocabulary instruction. So this practice guide will tell us what those core components have to be and how we can implement that and then we can pick from a number of vocabulary tasks or activities in order to do that.

This is listing of all the electronic resources from all seven (7) sessions. The bottom one, Screening Tools, is that RTI website that has tools, so when we're trying to identify who our students are, this gives us universal screening tools. The Evidence-Based Intervention Network is where we can find interventions. And then Find What Works and Practice Guides are both the What Works Clearing House sites where we can again go and find practices and interventions to implement with our targeted group of students. So here is our learning target: I can access and utilize at least two electronic resources to aid in the selection of appropriate evidence-based practices or interventions. Here you have both of our learning targets for all seven (7) sessions. I hope that you've learned something from these sessions and that you feel much more comfortable about identifying the root causes of issues our students are having in our targeted group and then finding appropriate practices or interventions to address those root causes.

Feel free to address any questions or concerns that you have to me.

I'm Cynde Snider from the Division of Special Education at the GA Department of Education, and it's been my pleasure to present these seven sessions on: Selecting Evidence-Based Practices to Improve Outcomes for our Targeted Students.

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