

Rhode Island State Personnel Development Grant

GOAL 5

To increase the number of highly qualified new teachers who begin their careers adequately prepared to provide effective instruction to students with disabilities.

This goal is connected to the activities of the RIDE Office of Educator Quality. There is evidence that providing supports to new teachers assists them to become more qualified, more knowledgeable and more effective. Strong (2006) documented that beginning teachers who receive comprehensive induction support for two years are more likely to have classes that demonstrate academic gains. Breaux and Wong (2003) documented that induction supports increase the quality of instruction and academic learning. The Rhode Island Teacher Education Renewal (RITER) Project is piloting three strategies – (1) mentoring, (2) school based induction programs, and (3) intensive intervention for teachers employed in schools in need of support. The activities of the SPDG are based on these activities.

However, the SPDG is about increasing the effectiveness of personnel to teach students with disabilities. Therefore, we wanted to target project activities to the needs identified by the SPP indicators; specifically, increasing time in general education, improving performance in the general curriculum, and decreasing the incidence of inappropriate behavior.

There are three core components connected to this goal – (a) selecting quality student teaching sites, (b) adding to existing induction a course that highlights how to implement evidence-based practices that improve outcomes for students with disabilities, and (c) providing technical assistance to new teachers employed in schools that are involved with Progressive Supports and Interventions. These three components provide a continuum of experiences.

Quality Student Teaching Sites

Less than 50% of RI College teacher candidates complete their student teaching in quality inclusive settings in which general educators and special educators collaborate to align curriculum content with the individual needs of students. SPDG Adjunct Faculty will assist the RI College Office of Clinical Experiences to identify quality student teaching sites. Faculty will solicit recommendations from college faculty, special education administrators, teachers, and others. Using a rating rubric, faculty will visit recommended classes to determine if they demonstrate effective and inclusive programs for students with disabilities. RI College, as a SPDG partner, has committed to use these sites.

Course Highlighting Effective Practices

A course will be developed during fall 2007 and piloted in spring 2008. The course will target the strategies described throughout this narrative:

- A set of strategies for aligning curriculum content with individual needs;
- Collaborative decision making;
- Collaboration between general education and special education;
- SWPBIS.
-

Beginning in fall 2008, the course will be offered as a monthly series – as with the Leadership Series, this will also serve as networking opportunity for new teachers. A minimum of three sections of the course will be offered each year.

Component 5.3 – Technical Assistance

Targeted technical assistance will be provided to new teachers who are employed in schools and school districts that are receiving interventions through the RIDE Progressive Supports and Interventions system. Technical assistance will focus on implementing the practices described throughout this section.

Logic Model – Goal 5

<p style="text-align: center;">Activities</p>	<p>(a) selection of quality student teaching sites, (b) adding to existing induction a course that highlights how to implement evidence-based practices that improve outcomes for students with disabilities, (c) providing technical assistance to new teachers employed in schools that are involved with PS&I</p>	<p>Activity Log Participant Interviews</p>
<p style="text-align: center;">Outputs</p>	<p>(a) 50 quality student teaching sites will be identified. (b) As a component of the induction process, a minimum of 75 new teachers will participate in a three credit year long course focused on implementation of evidence based practices that increase inclusion and increase the positive outcomes achieved by students with disabilities. (c) New teachers who are employed in schools and school districts that are involved in the RIDE Progressive Supports and Intervention (PSI) system will receive technical assistance.</p>	<p>(a) RI College data base (b) Sherlock Center registration information (c) Sherlock Center tracking</p>
<p style="text-align: center;">Outcomes</p>	<p>(a) Teachers who participate in both quality student teaching sites and the induction course will use instructional practices that result in (1) an increase in the amount of time students with disabilities participate in the general curriculum and (2) an increase in the number of students who achieve the standard on state assessments. (b) students will be increasingly educated in the general classroom; (c) performance on state assessments will improve; (d) behavioral incidents and suspensions will decrease</p>	<p>(a) Classroom observation of random 10% sample of participants (b) RIDE Census – APR (c) Infoworks – RIDE – APR (d) RIDE data base - APR</p>