Instruction work group

Goals

A. Development of more effective individualized data-based programs

a. **WHAT--Better quality initial programs** (empirically validated or researched-principled instructional platforms). Creating ‘templates’ for these platforms.
   1. In areas where we do not currently have these
   2. Gives opportunity to generate forms to study
   3. Also helps in considering accommodations and modifications

b. **WHAT--Better quality revisions**—supplement to the platform. How do we modify the platform template in reasonable ways using data?
   1. Additional information about the platform that comes from the developers that could help the teachers implement the platform better or more successfully.
   2. Modifications to the platform that are provided. What changes can I make?
      a) The way we modify the template might vary according to the program.
      b) Go to the developers of the programs to ask them for the ideas for revisions. Perhaps as part of the Intensive Center for Intervention?

c. **HOW--Creating differentiation routines in the classroom that lend themselves to individualized instruction.**
   1. Classroom management
   2. Not what but how
   3. Computer assisted instruction

d. **Role of supplementary data collection in programming (in addition to CBM data)—**diagnostic information. Skill based AND cognitive information

**RQs (variables—classroom differentiation, experimental teaching, template, variations to template).** (Need to make sure we differentiate between researcher questions and teacher questions.)

1. What are the effects of variations in instructional presentation of the template on teachers’ behavior?
   a. With and without the template
   b. With and without ideas for variations
   c. Template created by company vs. teacher or researcher developed
   d. Experimental teaching with and without the classroom differentiation routines
e. Differentiated routines with and without experimental teaching
f. For whom does the most powerful version of experimental teaching work for and for whom does it not?
g. How do we augment experimental teaching for those for whom it does not work?
   1. Is it that the correct strategies are not being applied?
   2. What about skills-based with or without the combination of cognitive strategy instruction?
   3. Think outside the box.
h. Do teachers improve after watching/not watching case studies of data team processing?
i. What are the effects of collection of diagnostic information vs. CBM plus diagnostic data collection?

Definitions:

**Experimental teaching**—Brofenbrenner—“the best way to learn something is to change it”

**Individualization**—small number of students. Inductively developing effective programs for students. Develop a platform and then use knowledge/skill/experience to refine over time.

**Need case studies of successful teachers implementing experimental teaching...To see teams sitting and using data (for example, on the RIPS website).**

**B. Sustainability of DBPM**

a. Research to practice gap
b. We know this works, but why isn’t it being used widely and effectively
c. Connects to variables and essential conditions.
   1. Explore through case studies, although can be too case specific.
   2. Development of a syllabus or unit that could be widely distributed and linked to a CEC standard
      1. Professional certification program called Experimental Teaching
RQs

- What are the setting variables or essential conditions needed to sustain DBPM?
  - Context?
- Moderators and mediators of effectiveness of instructional interventions
  - What is the effect of context on sustainability/implementation of DBPM?
- What are the processes used in data based Decision-making?
  - Study the processes involved in team decision making (use of data)
    - PLC structures/questions
  - Study the processes involved in teacher use of data based decision making
- What are the key components driving change in multicomponent intervention?