



Raising the Bar on Teacher Preparation: Validating the Pre-service Observation Instrument for Special Education

Daisy Pua
David Peyton

UF UNIVERSITY of
FLORIDA
School of Special Education,
School Psychology and
Early Childhood Studies

Purpose



Identify issues of assessing effective special education instruction

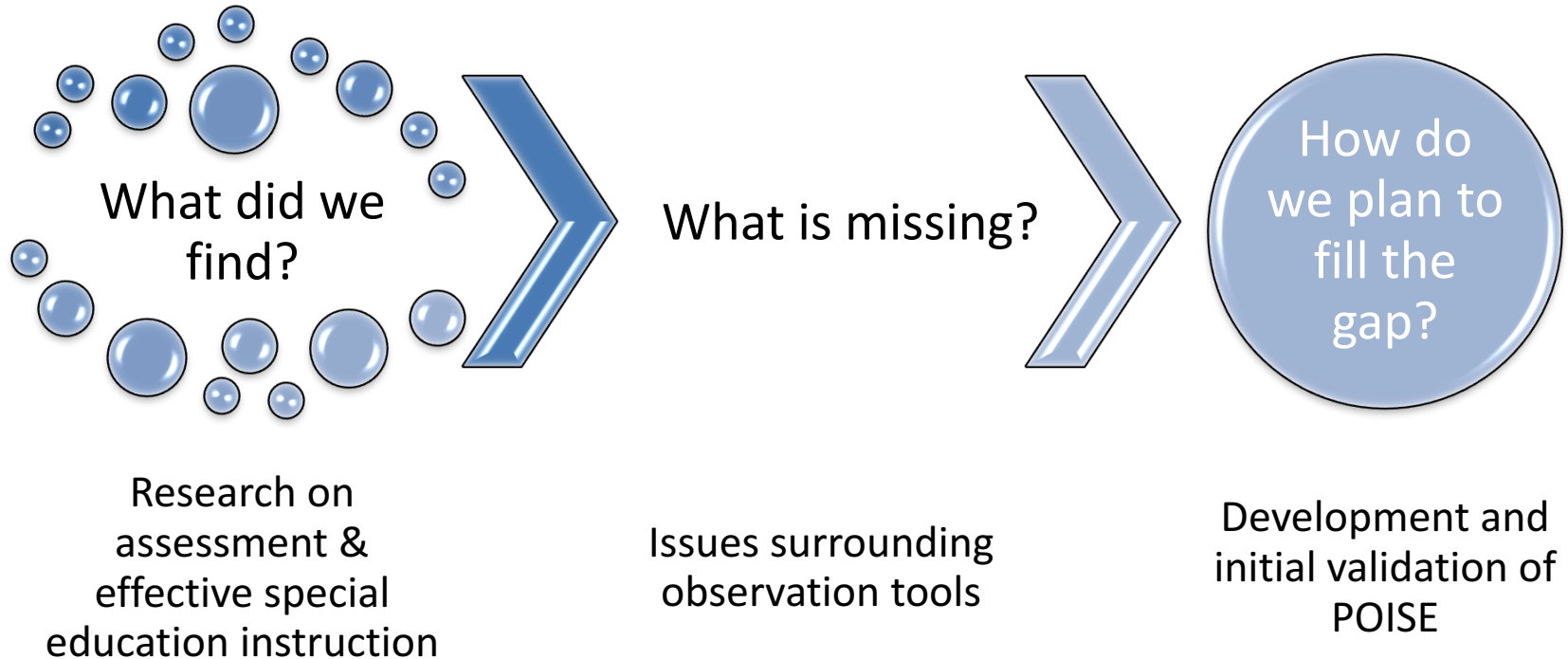


Introduce the Pre-service Observation Instrument for Special Education (POISE)



Discuss the next steps and implications for teacher education

Overview



What did we find?



- Rooted in intervention science
- Emphasizes interactive engagement between student and teacher
- Examples:
 - uses clear language
 - adapts instruction to student learning
 - engages student learning
 - provides opportunities to respond

See Jones & Brownell, 2014

What is missing?

An observation instrument that...

Systematically
measures
special
education
instruction

Provides high
degree of
usability

Encourages
active
feedback loop

Do you have
concerns with
your
assessment
tools? What
are they?

Example of a protocol

| Analytical Recording Form | |
|---|-------------------|
| Intern: | |
| Mentor teacher: | |
| School: | |
| Observation #1 #2 #3 | Observation Date: |
| UF Supervisor: | |
| Practices to continue or maintain | |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| Practices to increase | |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| Practices to reduce, stop, or avoid | |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| Activities to try; issues to explore | |
| 1. | |
| 2. | |
| 3. | |
| 4. | |

Example Video



How do we plan to fill the gap



Create an observation tool that reflects effective special education instructional practice

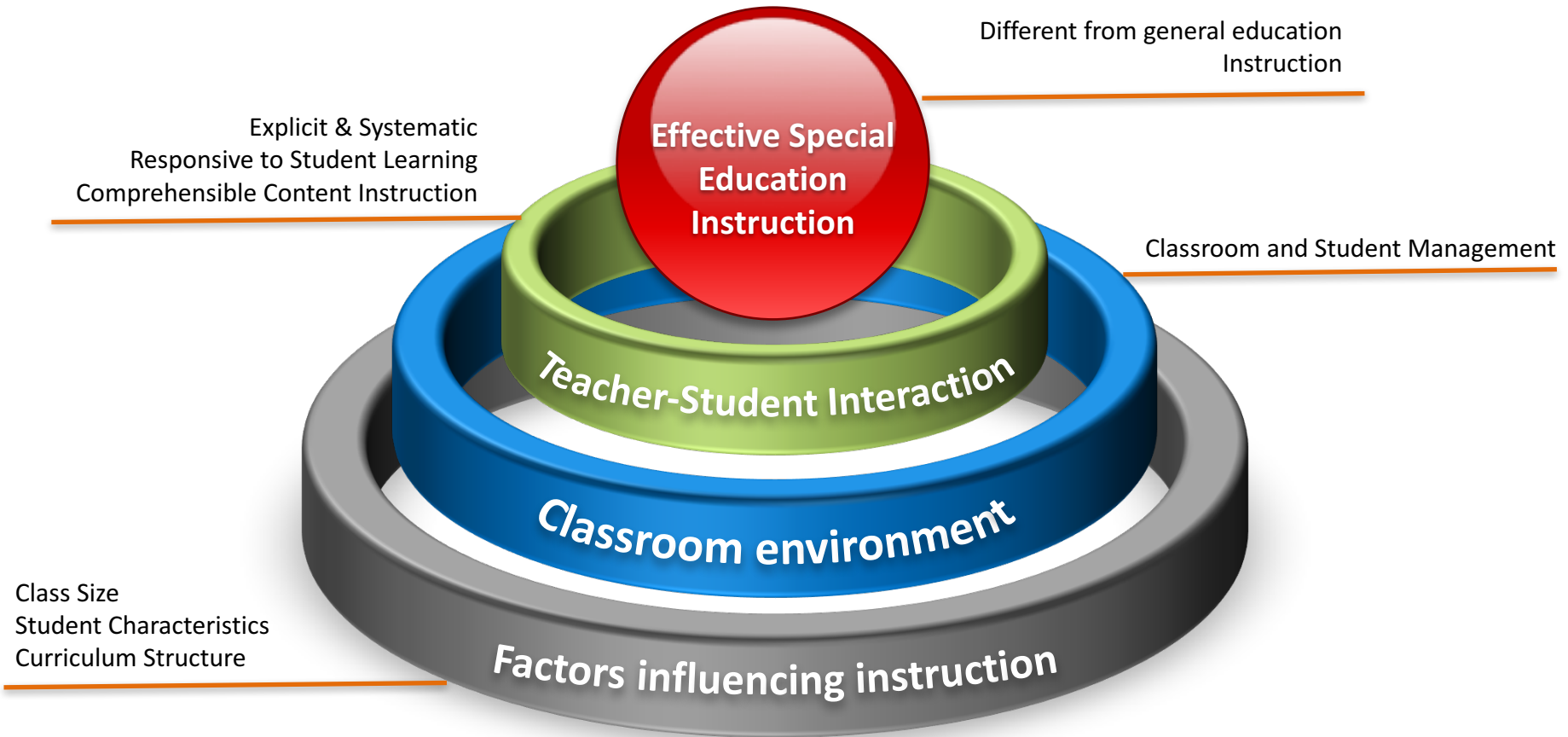


Create an observation tool that cuts the mustard...
converging research and classroom application



Create an observation tool that is consistent across
teachers, grade level, and disability

Conceptual Framework



Pre-service Observation Instrument for Special Education (POISE)

1

Item development:
literature review
and consensus
building

2

Pilot test: reliability
measures, content
validity

3

Field test: training,
inter-rater
reliability

Validation Process

Item Development: before and after item Revisions

| Student Responsiveness | | | |
|--|--------|---------|-----------------|
| Behaviors | Absent | Evident | Clearly Evident |
| Consistently applies multiple learning strategies to student's needs | | | |
| Promotes high rate of success for student responses | | | |
| Prompts and gives timely appropriate feedback | | | |
| Accommodates pacing and complexity of content of the lesson based on student response | | | |
| Classroom Management | | | |
| Behaviors | Absent | Evident | Clearly Evident |
| Organizes classroom, materials, and activities to maximize time | | | |
| Has rules explicitly stated and listed | | | |
| Reviews expectations for behavior prior to or during different activities, tasks | | | |
| Uses unobtrusive management strategies to prevent behavior problems (e.g. proximity control) | | | |
| Acknowledges appropriate behavior | | | |
| Corrects behaviors in least intrusive way | | | |
| Demonstrates and verbalizes behavior strategy step by step | | | |
| Explicit and Systematic Instruction | | | |
| Behaviors | Absent | Evident | Clearly Evident |
| Has students attention and engagement | | | |
| Makes criteria for success clear to all students | | | |
| Demonstrates lesson clearly | | | |
| Delivers lesson at brisk pace | | | |
| Asks explicit and specific questions | | | |
| Re-teaches students for prior knowledge | | | |
| Uses differentiated instruction: matches materials, tasks to student's ability and skills | | | |
| Scaffolds lesson with guided and independent practice | | | |
| Utilizes technology to accommodate student's individual needs | | | |
| Students engage in extension activities before, during and after lesson | | | |

Earlier draft



Final version of POISE consists

5 Instructional Domains

- Classroom Management
- Student Individual Management
- Explicit & Systematic Instruction
- Responsiveness to Student Learning
- Content Instruction

| |
|---|
| <ul style="list-style-type: none">• Uses instructional time productively |
| <ul style="list-style-type: none">• Attends quickly to multiple demands on attention |
| <ul style="list-style-type: none">• Establishes and Sustains clear expectations for behavior and participation in class activities throughout the lesson |
| <ul style="list-style-type: none">• Maintains respectful interactions |
| <ul style="list-style-type: none">• Uses unobtrusive management strategies |
| <ul style="list-style-type: none">• Delivers the instruction at a brisk pace (i.e., teacher moves instruction along, engaging students) |
| <ul style="list-style-type: none">• Prompts student to use appropriate behavior prior to or during different activities |
| <ul style="list-style-type: none">• Works effectively with other adults during instruction |

Final version of POISE consists

5 Instructional Domains

- Classroom Management
- Student Individual Management
- Explicit & Systematic Instruction
- Responsiveness to Student Learning
- Content Instruction

- | |
|--|
| <ul style="list-style-type: none">• Uses research-based approaches to teach positive behavior |
| <ul style="list-style-type: none">• Promotes self-regulated behavior |
| <ul style="list-style-type: none">• Encourages self-reflection on behavior |

Current version of POISE consists

5 Instructional Domains

- Classroom Management
- Student Individual Management
- Explicit & Systematic Instruction
- Responsiveness to Student Learning
- Content Instruction

- | |
|--|
| <ul style="list-style-type: none">• Orients students through opening activities tied to the lesson (e.g., provides advance organizer, rationale, review of previous learning) |
| <ul style="list-style-type: none">• Criteria for effective performance are clear (e.g. teacher tells students what to do or students clearly understand what to do as evidenced by their performance) |
| <ul style="list-style-type: none">• Models/describes/explains concepts, strategies, and skills clearly |
| <ul style="list-style-type: none">• Provides clear examples and/or non-examples of a concept when appropriate. |
| <ul style="list-style-type: none">• Provides students repeated practice opportunities |
| <ul style="list-style-type: none">• Aligns practice opportunities with a clear learning objective |
| <ul style="list-style-type: none">• Provides a conclusion for the lesson (e.g. activity or review) |

Current version of POISE consists

5 Instructional Domains

- Classroom Management
- Student Individual Management
- Explicit & Systematic Instruction
- Responsiveness to Student Learning
- Content Instruction

- | |
|--|
| <ul style="list-style-type: none">• Monitors students to assess their understanding |
| <ul style="list-style-type: none">• Enables high rate of success for student responses |
| <ul style="list-style-type: none">• Gives timely appropriate feedback in form of error correction or response affirmation |
| <ul style="list-style-type: none">• Restructures tasks/questions based on student responses |

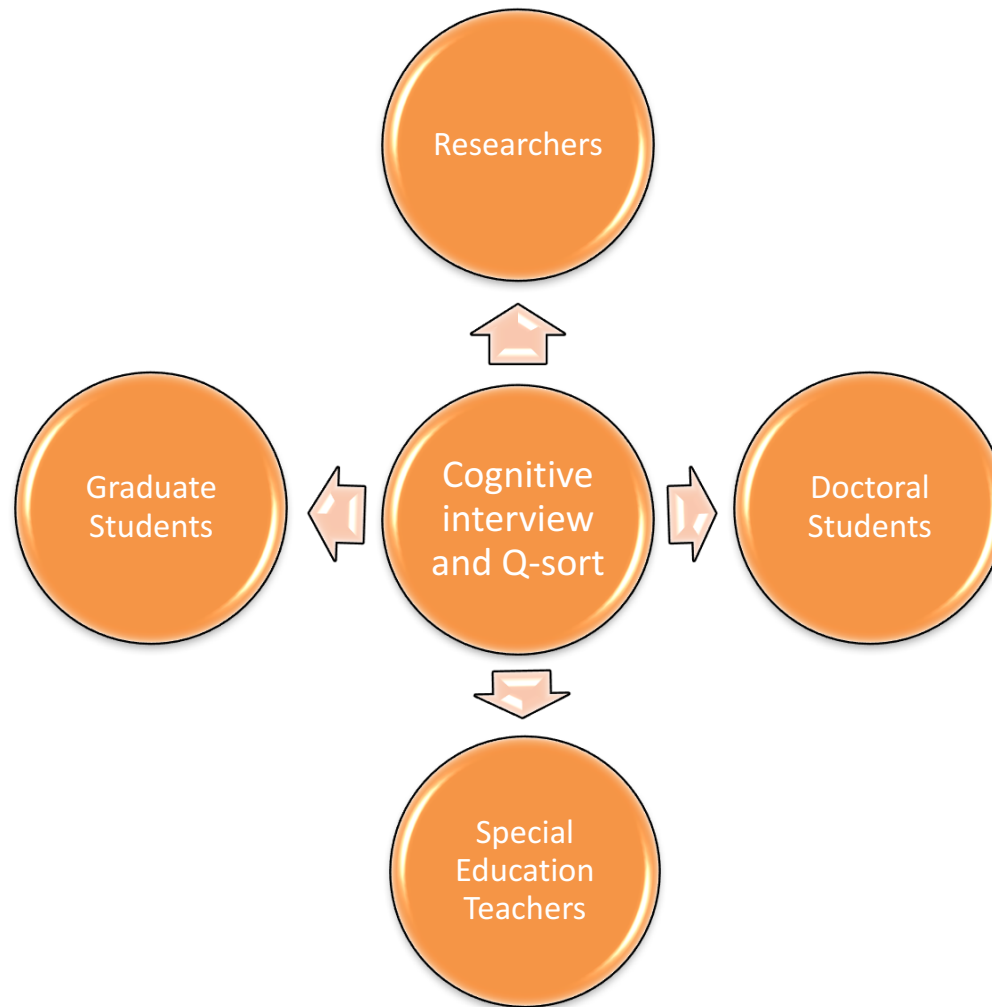
Current version of POISE consists

5 Instructional Domains

- Classroom Management
- Student Individual Management
- Explicit & Systematic Instruction
- Responsiveness to Student Learning
- Content Instruction

- | |
|--|
| <ul style="list-style-type: none">• Presents content in clear fashion |
| <ul style="list-style-type: none">• Presents content with enthusiasm |
| <ul style="list-style-type: none">• Presents content as accurate and free of obvious errors |
| <ul style="list-style-type: none">• Aligns pedagogical practices with needs of the learner(s) |

Pilot Test: Content Validity



POISE: before and after item Revisions

Preservice Observation Instrument for Special Education (POISE)

Directions: For each scale, you will provide evidence in the notes section of how individual behaviors represented in each scale were met. Also, you will rate a candidate's performance on each individual behavior on a scale of 1 - 3. A 1 represents either a behavior that was not observed and should have been (all bold faced behaviors must be observed) or was poorly executed. All behaviors rated as a 2 have been executed with some errors. Information gained from the interval recording instrument should be used to rate explicit and systematic instruction and responsiveness to individual student learning (❖ = behavior located in interval protocol).

| Classroom Management | 1 | 2 | 3 |
|--|---|---|---|
| Uses instructional time productively | | | |
| Attends quickly to multiple demands on attention | | | |
| Establishes and Sustains clear expectations for behavior and participation in class activities throughout the lesson | | | |
| Maintains respectful interactions | | | |
| Uses unobtrusive management strategies | | | |
| Delivers the instruction at a brisk pace (i.e., teacher moves instruction along, engaging students) | | | |
| Prompts student to use appropriate behavior prior to or during different activities | | | |
| Works effectively with other adults during instruction | | | |

| Individual Student Management | 1 | 2 | 3 |
|---|---|---|---|
| Uses research-based approaches to teach positive behavior | | | |
| Promotes self-regulated behavior | | | |
| Encourages self-reflection on behavior | | | |

| Explicit and Systematic Instruction | 1 | 2 | 3 |
|---|---|---|---|
| Orients students through opening activities tied to the lesson (e.g., provides advance organizer, rationale, review of previous learning) | | | |
| Criteria for effective performance are clear (e.g. teacher tells students what to do or students clearly understand what to do as evidenced by their performance) | | | |
| ❖ Models/describes/explains concepts, strategies, and skills clearly | | | |
| ❖ Provides clear examples and/or non-examples of a concept when appropriate. | | | |
| ❖ Provides students repeated practice opportunities | | | |
| Aligns practice opportunities with a clear learning objective | | | |
| Provides a conclusion for the lesson (e.g. activity or review) | | | |

| Responsiveness to Individual Student Learning | 1 | 2 | 3 |
|---|---|---|---|
| ❖ Monitors students to assess their understanding | | | |
| ❖ Enables high rate of success for student responses | | | |
| ❖ Gives timely appropriate feedback in form of error correction or response affirmation | | | |
| ❖ Restructures tasks/questions based on student responses | | | |

Current version:
POISE Overall
Instrument

POISE: before and after item Revisions

| Explicit and Systematic Instruction | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Target Behaviors | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | T |
| ❖ Models/describes/explains concepts, strategies, and skills clearly | ❖ <i>Provides clear directions for completing a task or activity</i> | | | | | | | | | | | |
| | ❖ <i>Models or explains how to use a skill or strategy</i> | | | | | | | | | | | |
| | ❖ <i>Prompts students to focus attention on relevant information</i> | | | | | | | | | | | |
| | ❖ <i>Cues students to use rules and strategic approaches to complete a task</i> | | | | | | | | | | | |
| Provides examples and/ or non-examples related to the lesson | | | | | | | | | | | | |
| Provides students repeated practice opportunities | ❖ <i>Provides guided practice</i> | | | | | | | | | | | |
| | ❖ <i>Provides independent practice</i> | | | | | | | | | | | |

POISE Interval Instrument

| Responsiveness to Individual Student Learning | | | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|---|---|---|
| Target Behavior | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | T |
| ❖ Monitors students to assess their understanding | ❖ <i>Probes students to assess their understanding</i> | | | | | | | | | | | |
| | ❖ <i>Asks students to justify or explain answers or thinking</i> | | | | | | | | | | | |
| Enables high rate of success for student responses | <i>Provides opportunities to respond</i> | | | | | | | | | | | |
| ❖ Gives timely appropriate feedback (e.g. error correct and or affirmation) | ❖ <i>Provides assistance when a student or students are struggling</i> | | | | | | | | | | | |
| ❖ Restructures questions or task based on student responses | | | | | | | | | | | | |

Questions ?



Daisy Pua
puadt@ufl.edu

David Peyton
peyto788@ufl.edu