

Evidence-Based Practices – Part 3

1. Why is it important to monitor fidelity of implementation?

Continuing to monitor the fidelity of implementation ensures that the researchers guidelines are continuing to be followed increasing the likelihood of student improvement.

2. Explain why it important to review both fidelity of implementation data and progress monitoring data to determine the effectiveness of an EBP for a student.

The relationship between fidelity of implementation and progress monitoring data should coincide. For example, if fidelity of implementation is high and the student shows no progress, then the program may not work for that student and a different program should be considered. On the other hand, if fidelity of implementation is low and student shows no progress then the program should not be blamed because it is not being implemented properly.

3. View the progress monitoring data graphs below.
 - a. Discuss the performance of the student in Graph A.

The student in Graph A is alternating above and below the goal line. Looking at the last 4 data points, as recommended, this student looks like he/she will be at or near the goal line and meet the benchmark being measured.

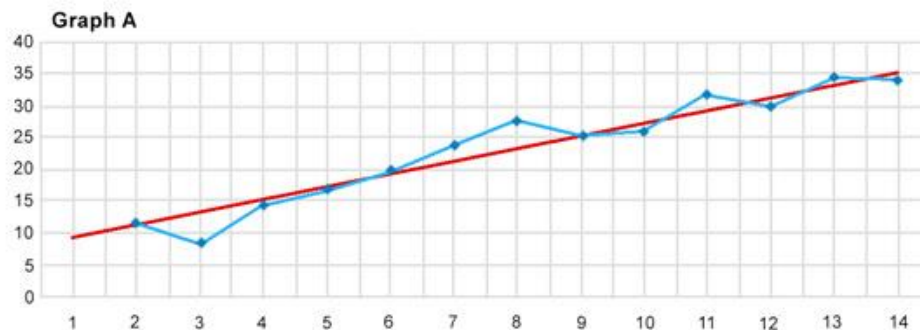
- b. Discuss the performance of the student in Graph B.

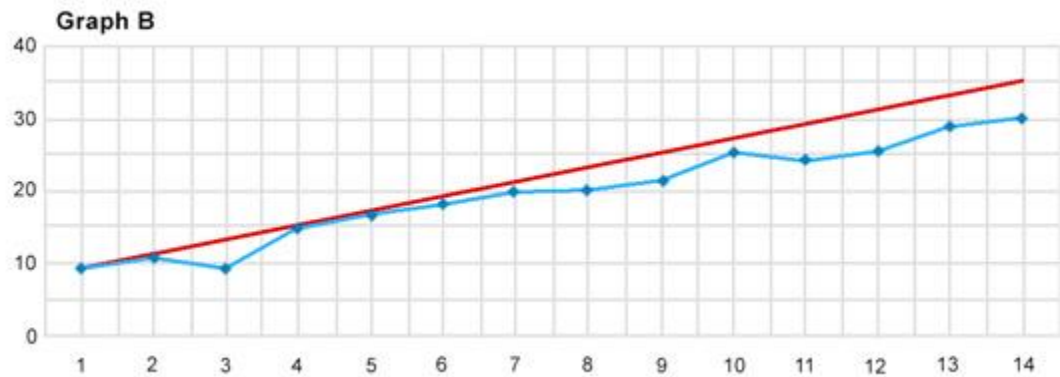
The student in Graph B has most of his/her points below the goal line. It does not look like he/she will meet his/her goal.

- c. Describe the instructional decision that can be based on the data.

The student in Graph A should continue on the program.

The student in Graph B should try a new program as he/she does not seem to be making progress on the current track.





4. Discuss two ways to collect observational data on fidelity of implementation. Explain why one method is better than the other.

One way to collect observational data is to ask a colleague to observe you and the other way to collect observational data is to record yourself. Generally, an objective observer is the most accurate way to collect observational data.

5. The movie below shows a teacher implementing the POW writing strategy.
- Print the POW Observation Checklist.
 - While watching the movie, use the checklist to record your observational data.
 - Calculate the teacher's fidelity of implementation.

Due to lack of time, I am skipping #5. Thank you.

Evidence-Based Practices – Part 4

1. Name and describe the components of high-quality mathematics instruction.

A Standards-Based Curriculum – the content and skills believed to be important for students to learn.

Evidence-Based Instructional Strategies – strategies proven through research to be effective for teaching students mathematical skills and concepts.

2. Describe the Common Core State Standards for Mathematics. Be sure to include their purpose as well as their strengths.

Common Core State Standards for Mathematics (CCSSM) are composed of mathematical practices and grade-level standards. CCSSM is: aligned with college and work expectations, are clear, understandable and consistent, include rigorous content and application of knowledge through high-order skills, build upon strengths and lessons of current state standards, are informed by other top performing countries to prepare students for participation in a global economy and society, and are evidence-based.

Gamble, Kelsey
TE 855 – Gundlach
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3. View the video clip below and identify the evidence-based teaching strategy being implemented. Additionally, identify any effective classroom practices being used. Describe how each helps to build conceptual understanding of the topic being taught.

Cooperative Learning – Students are working together to look at a blue print and make the necessary calculations. Encouraging mathematical language and discussion causing them to defend their views.

4. Of the effective classroom practices discussed in this Module, select two.
 - a. Describe their importance for teaching mathematics.
 - b. Discuss how you plan to put these practices into effect in your own classroom.

Due to lack of time, I am skipping #4. Thank you.