4-2-2014

Adopting Evidence-Based Practices in Elementary School Math: The Collaborative for Improvement of Problem Solving (CIPS)

Scott Methe
University of Massachusetts Boston, scott.methe@umb.edu

Meghan R. Silva
University of Massachusetts Boston

Kristin Iodice
University of Massachusetts Boston

Carrie Fortunato
Burlington Public Schools

Sheila Desai
University of Massachusetts Boston

Adopting Evidence-Based Practices in Elementary School Math:
The Collaborative for Improvement of Problem Solving (CIPS)

Scott Methe, Meghan Silva, Kristin Iodice, Carrie Fortunato and Sheila Desai

Summary/Abstract

Two key activities in building and sustaining a change-based model are (a) enhancing buy-in for the change and (b) evaluating capacity to evaluate the change before, during, and after adoption. Unfortunately, the construct of *buy-in* is frequently used but poorly defined. Furthermore, adopting precise methods to evaluate implementation of evidence-based practices is challenging for schools. Partnerships with universities have been shown to help schools better understand the complexity of sustained change (Shernoff et al., 2011). This poster discusses methods used by the UMass-Boston and Burlington Public Schools Collaborative for the Improvement of Problem Solving (CIPS) to enhance the use of evidence-based practices (EBPs).

Goals and Objectives

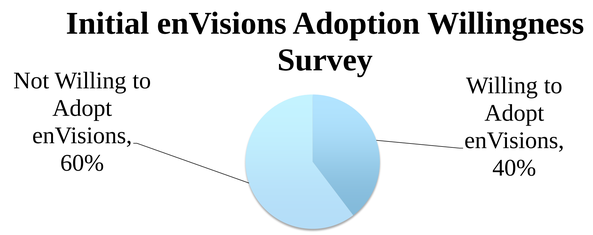
The goal of this presentation is to discuss how the following three objectives were met and to discuss how they inform future goals for the CIPS:

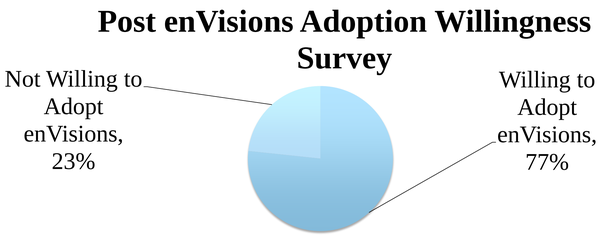
① Evaluate whether knowledge about an evidence-based core math curriculum program (Pearson enVision Common Core) predicted teachers' willingness to recommend its adoption.

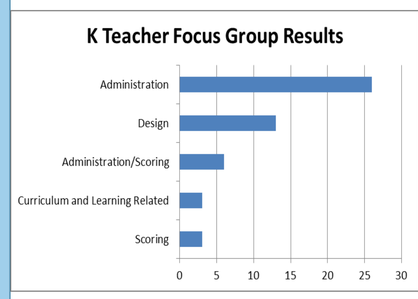
② Apply data from (1) to target efforts to enhance teachers' knowledge about enVisions and to evaluate these efforts.

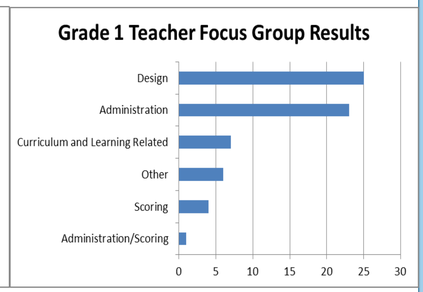
③ Gather information from teachers about their understanding and acceptance of formative curriculum-based measures to monitor student response to instruction using the enVisions program.

Results/Impacts









Approaches and Methods

Objectives 1 and 2

A simplified 2-question survey of knowledge and willingness to adopt enVisions. The survey is based on the Stages of Change Model (Prochaska & Norcross, 2001)

Objective 3

Focus group methodology to improve the usability and feasibility of curriculum-based measures of early math.

Conclusion/Next Steps

Data was gathered to assist the district math coach in identifying how much teachers already knew about the enVisions program and to have a sense of how to spread more knowledge in the short time prior to the recommendation meeting. An examination of the data indicates that **knowledge appears to empower action.** Those that know very little about an EBP should be supported in different ways when compared to those who know more about an EBP.

Next Steps

1. Refine and expand the survey to help identify specific strategies for teachers at different levels of skill and knowledge.
2. Conduct additional focus groups and continue refinement of the process.

References and Resources

http://bpsumbcips.weebly.com

Prochaska, J. O., & Norcross, J. C. (2001). Stages of change. *Psychotherapy: Theory, Research, Practice, Training*, *38*, 443.

Shernoff, E. S., Maríñez-Lora, A. M., Frazier, S. L., Jakobsons, L. J., Atkins, M. S., & Bonner, D. (2011). Teachers supporting teachers in urban schools: What iterative research designs can teach us. *School Psychology Review*, *40*, 465.

Partnership Information

College of Education and Human Development
Department of Counseling and School Psychology
Scott Methe, Meghan R. Silva,
Kristin Iodice, and Sheila Desai

Burlington Public Schools
Carrie Fortunato, Math Curriculum Coach