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

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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).

Results/Impacts

<table>
<thead>
<tr>
<th>Initial enVisions Adoption Willingness</th>
<th>Post enVisions Adoption Willingness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willing to Adopt enVisions, 40%</td>
<td>Willing to Adopt enVisions, 17%</td>
</tr>
<tr>
<td>Not Willing to Adopt enVisions, 60%</td>
<td>Not Willing to Adopt enVisions, 23%</td>
</tr>
</tbody>
</table>

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.

Conclusion/Next Steps

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.

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:

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.

Approaches and Methods

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References and Resources