

ASPIRE INSTITUTES OF HIGHER EDUCATION CHECKLIST (V1.1)

ADMINISTRATIVE INSTRUCTIONS

Purpose

As part of the Illinois ASPIRE project, the Institute of Higher Education (IHE) Checklist is designed to assess the amount of professional development content incorporated into IHE general and special education pre-service curricula.

Points of interest are: (1) education preparation and (2) graduate programs that have pre-service curricula that address knowledge and skills required to implement school-based problem solving, including (3) designing and implementing early intervening services.

Steps for Administration

- The ASPIRE staff meets with the contact person for an IHE in the department of interest.
- The IHE representative collects 2-3 syllabi for the courses that contain pre-service curricula that most directly address knowledge and skills required to implement school-based problem solving, including designing and implementing early intervening services.
- The ASPIRE staff reviews the syllabi and rates them on the attached checklist.
- The ASPIRE staff contacts the National Council for Accreditation of Teacher Education (NCATE) director to conduct a follow-up interview.
- If the NCATE director can answer the ASPIRE staff questions, the interview can stop there. If additional information is needed, then the instructor of record can be contacted.
- If the initial contact can not answer the questions, request another instructor (“snowball sampling”).
- Provide the interviewee with a copy of the tool in advance.

Timeline for administration

Information on exact dates is available at the IL-ASPIRE Program Coordinators Page which is linked from the CSEIT ASPIRE webpage at <http://www.luc.edu/cseit/aspire.shtml>.

Administration Instructions

The regional ASPIRE staff completes the checklist for each syllabus provided by the IHE representative. For each of the items in the IHE checklist, the ASPIRE staff indicates the level of implementation demonstrated in the course syllabus.

After completing the syllabus review, the ASPIRE staff contacts the NCATE director to conduct a follow-up interview. Interview questions are provided on the last page of the checklist form. The ASPIRE staff records responses to the interview questions in the space provided.

Deadlines are available at the IL-ASPIRE Program Coordinators Page, which is linked from the CSEIT ASPIRE webpage at <http://www.luc.edu/cseit/aspire.shtml>.

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***To be completed by the ASPIRE Regional Evaluation Coordinator ***

School or department:

- Administration (graduate)
- General Education (undergraduate)
- Special Education (undergraduate)
- School Psychology (graduate)
- Other _____

Contact Person:

- Undergraduate Coordinator
- Graduate Coordinator
- College/School Dean
- Other _____

Level of Implementation

0 = No evidence that the component is included in the class

1 = Component is mentioned in the class

2 = Component is mentioned in the class AND required readings, assignments, and/or projects for application

Please indicate the extent to which each syllabus provides evidence of implementation of the following components as part of the curriculum:

Training Content:

1. Three Tier Problem Solving and Response to Intervention		Syllabus 1 (0, 1, or 2)	Syllabus 2 (0, 1, or 2)	Syllabus 3 (0, 1, or 2)
1.1	Overview of problem solving in a 3 Tier Prevention Model is provided.			
1.2	Response to Intervention is discussed as a means of meeting NCLB and IDEA requirements.			
1.3	Critical components of the problem-solving model are defined (e.g., identify objective, measurable problem; problem analysis and planning for implementation; utilizing scientifically based instruction/intervention; utilizing scientifically based progress monitoring).			
2. Universal Screening and Problem Identification		Syllabus 1 (0, 1, or 2)	Syllabus 2 (0, 1, or 2)	Syllabus 3 (0, 1, or 2)
2.1	Definition of "Universal Screening," "Problem Identification," and "Benchmarking"			
2.2	Definition and measurement of "Educational Need" (Performance Discrepancies) and "Educational Benefit" (Rate of Improvement)			
2.3	Definition and use of norms and standards for problem identification			

		Syllabus 1 (0, 1, or 2)	Syllabus 2 (0, 1, or 2)	Syllabus 3 (0, 1, or 2)
3. Scientifically Based Reading Instruction in a Three Tier Model				
3.1	Description of the National Reading Panel five big ideas in reading			
3.2	Problem Analysis of curriculum, environment, instruction, and student			
3.3	Intervention selection based on match with instructional needs			
4. Scientifically Based Progress Monitoring Tools				
		Syllabus 1 (0, 1, or 2)	Syllabus 2 (0, 1, or 2)	Syllabus 3 (0, 1, or 2)
4.1	Overview of critical features of scientifically based progress monitoring tools (reliable, valid, sensitive to change, multiple equivalent probes)			
4.2	Administration and scoring of curriculum-based measures (CBM)			
4.3	Frequency of progress monitoring at each tier			
4.4	Overview of progress monitoring decision-rules (e.g., meeting benchmarks/standards, realistic/ambitious goals, making instructional changes, increasing/decreasing intensity of instruction)			
5. Effective Problem-Solving Teams				
		Syllabus 1 (0, 1, or 2)	Syllabus 2 (0, 1, or 2)	Syllabus 3 (0, 1, or 2)
5.1	How to incorporate problem solving into teams (leadership, grade level collaboration, cross-disciplinary intensive teams)			
5.2	Roles, function, membership for effective teaming			
5.3	Critical components of effective teams (purpose, agenda, effective use of time, member roles, minutes)			
5.4	Leadership strategies to support system change			

Reviewer's Notes:

Follow-up Interview

Instructions: After reviewing the 2-3 syllabi provided, contact the IHE representative, ask the following questions, and record the responses. You may also ask additional questions to provide further clarification based on the syllabus review.

1. How does your program prepare pre-service students to participate in three-tier problem-solving models and Response to Intervention?

2. How does your program prepare pre-service students to participate in universal screening and problem identification as part of this model?

3. How does your program prepare pre-service students to implement scientifically-based reading instruction as part of this model?

4. How does your program prepare pre-service students to implement scientifically based progress monitoring in a three-tier model?

5. How does your program prepare pre-service students to participate in effective problem-solving teams?

6. *(optional question)* _____

7. *(optional question)* _____