DR. EVELYN JOHNSON, DECEMBER 10, 2020

# Project RESET

Using the RESET Observation Protocols for SPDG Implementation and Evaluation

# Today's Presentation

Introduction to the RESET Observation System

Focus on Comprehensive Decoding Lesson Protocol

How RESET is supporting Idaho with its SSIP and SPDG work

Questions/Discussion

Why RESET?

# Evidence–Centered Design

**Domain Analysis**
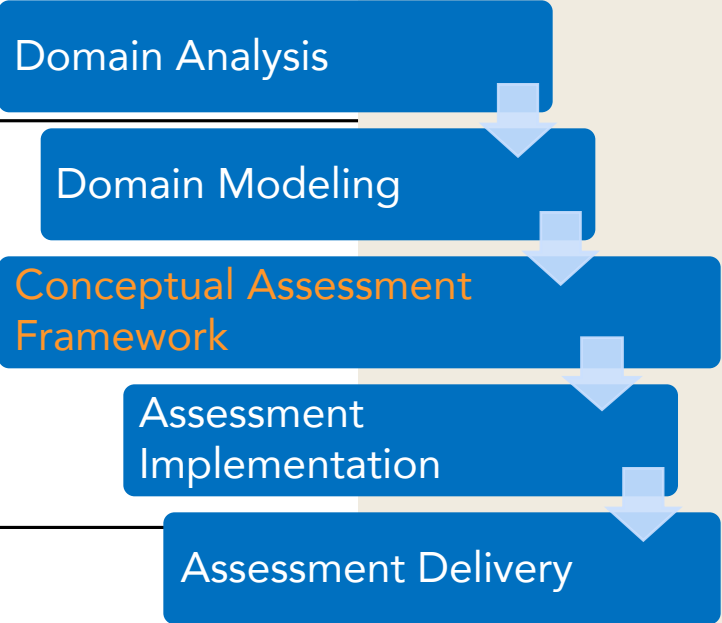
Domain Modeling

Conceptual Assessment Framework

Assessment Implementation

Assessment Delivery

Effective special education teachers assess a student's learning needs and implement best practices to support academic growth.

Domain Analysis

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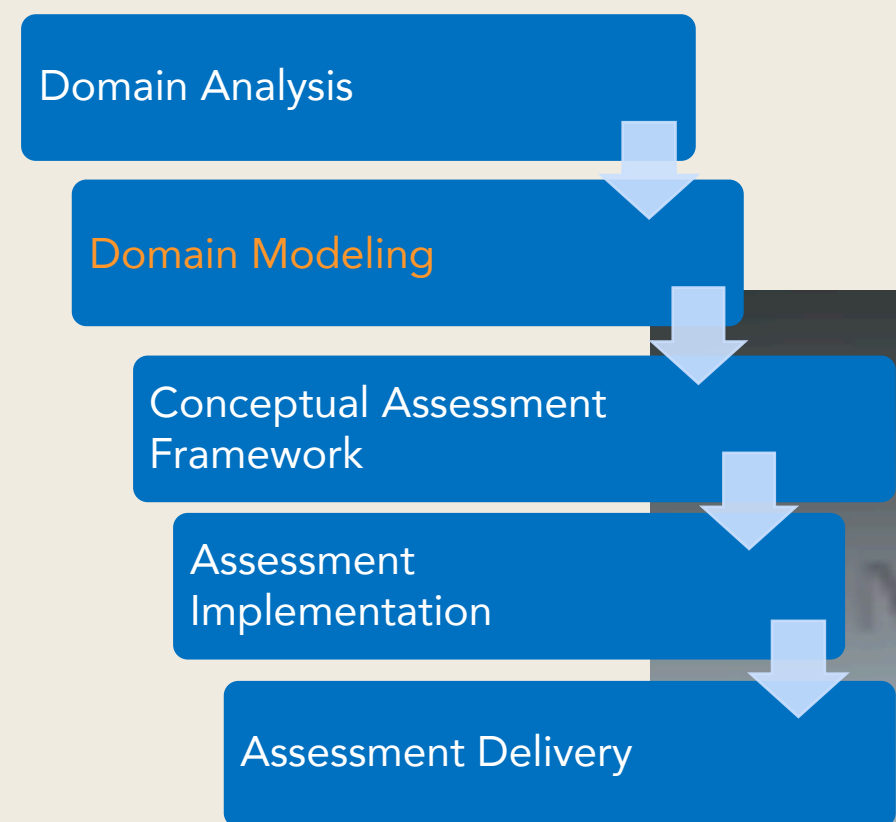
| Subscale | Content | Rubrics |
|---|---|---|
| Instructional Methods | | Explicit Instruction<br><br>Cognitive Strategy Instruction<br><br>Peer Mediated Learning |
| Content Organization and Delivery | Reading | Letter Sound Correspondence<br>Multi-Syllabic Words and Advanced Decoding<br>Vocabulary<br>Reading for Meaning<br>Comprehension Strategy Instruction<br><br>Comprehensive Reading Lesson |
| | Math | Problem Solving<br><br>Conceptual Understanding<br><br>Procedural Understanding<br><br>Practice |
| | Writing | Spelling<br><br>Sentence Construction<br><br>Self Regulated Strategy Development<br><br>Conventions |
| Individualization | | Progress Monitoring/DBI<br><br>Assistive Technology/UDL |

Domain Analysis

Domain Modeling

Conceptual Assessment Framework
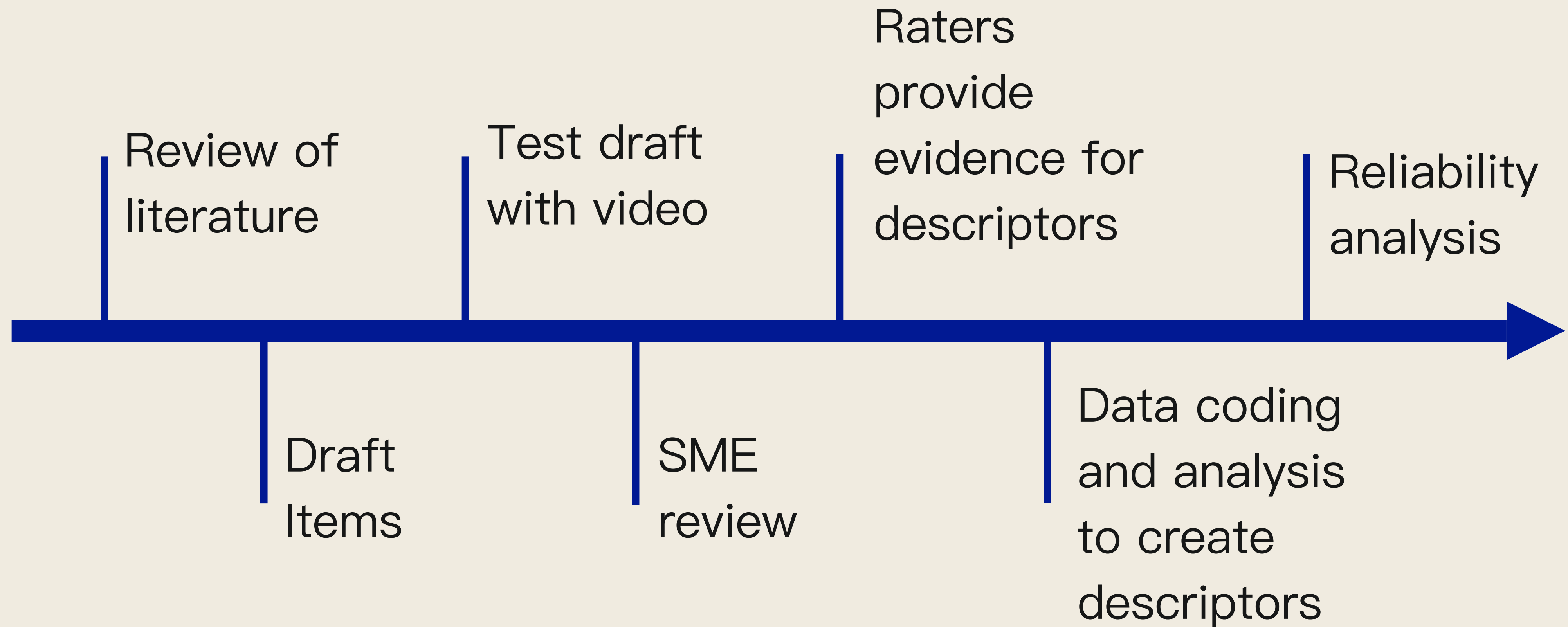
Assessment Implementation

Assessment Delivery

# Conceptual Assessment Framework

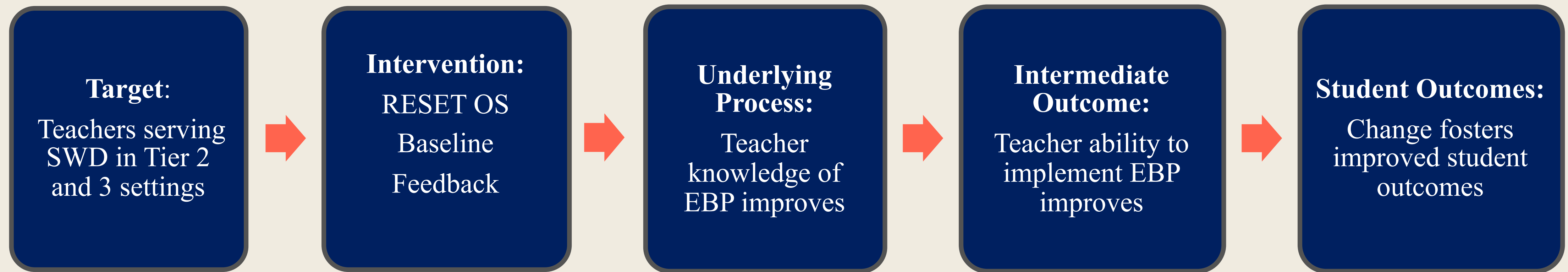RESET 'Blueprint' of the Observation Protocols

# What is a Comprehensive Decoding Lesson?

- Systematic instruction in letter/sound correspondence and word reading strategies

- Emphasizes phonological and orthographic connections through:

  - Synthetic decoding and/or

  - Analytic decoding

- Practice and application include encoding and reading decodable text aligned to skills

- Include vocabulary (word meaning)

- Include comprehension strategies
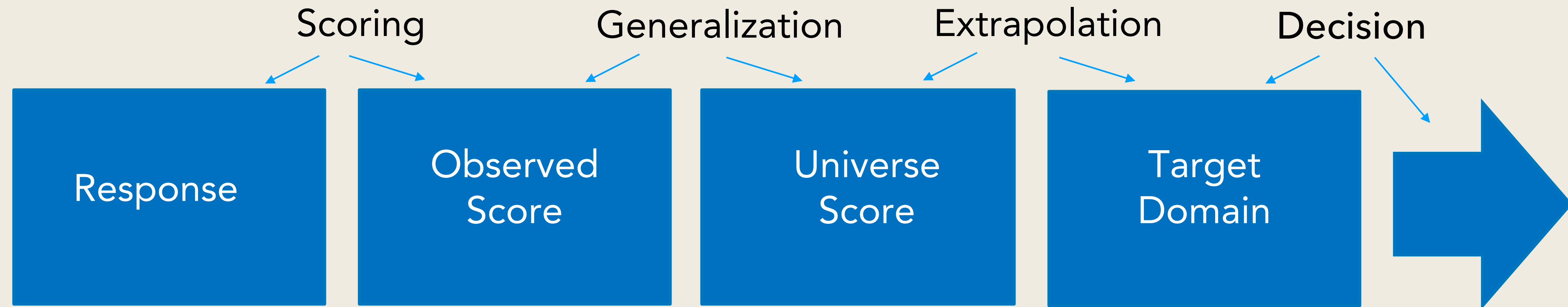
# Observation Protocol Development Process

Review of literature

Draft Items

Test draft with video

SME review

Raters provide evidence for descriptors

Data coding and analysis to create descriptors

Reliability analysis

| RESET | | Comprehensive Decoding Rubric | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| Components | Item | 3 Implemented | 2+ | 2 Partially Implemented | 2- | 1 Not Implemented | Score | Notes |
| Systematic Instruction | 1 | Skills are **taught systematically** within the lesson in a logical, clearly defined, graduated sequence. | | Skills are **taught somewhat systematically** within the lesson in a logical, clearly defined, graduated sequence. | | Skills are **not taught systematically** within the lesson in a logical, clearly defined, graduated sequence; **instruction is incidental.** | | |
| | 2 | The teacher provides a **focused** review of word reading skills. | | The teacher provides a review, but the review is **limited or lacking in focus.** | | The teacher **does not** provide a review. | | |
| | 3 | The teacher uses **effective** step-by-step procedures or routines with **appropriate** pacing. | | The teacher uses step-by-step procedures or routines that are **somewhat** effective **AND/OR not always** paced appropriately. | | The teacher **does not** use effective step-by-step procedures or routines throughout instruction, **OR** pacing **negatively impacts** learning. | | |
| Phoneme-Grapheme Correspondence | 4 | The teacher makes **explicit** connections between sounds | | The teacher makes connections between sounds and letters or letter groups | | The teacher **does not** make explicit connections between sounds and letters or letter | | |

**Target:**
Teachers serving SWD in Tier 2 and 3 settings

**Intervention:**
RESET OS
Baseline
Feedback

**Underlying Process:**
Teacher knowledge of EBP improves

**Intermediate Outcome:**
Teacher ability to implement EBP improves

**Student Outcomes:**
Change fosters improved student outcomes

RESET Theory of Change

Interpretive Argument: State what claims are being made

Scoring • Generalization • Extrapolation • Decision

Response → Observed Score → Universe Score → Target Domain →

Validity Argument: Evaluate the support for those claims

Kane's validity argument approach drove the RESET research agenda
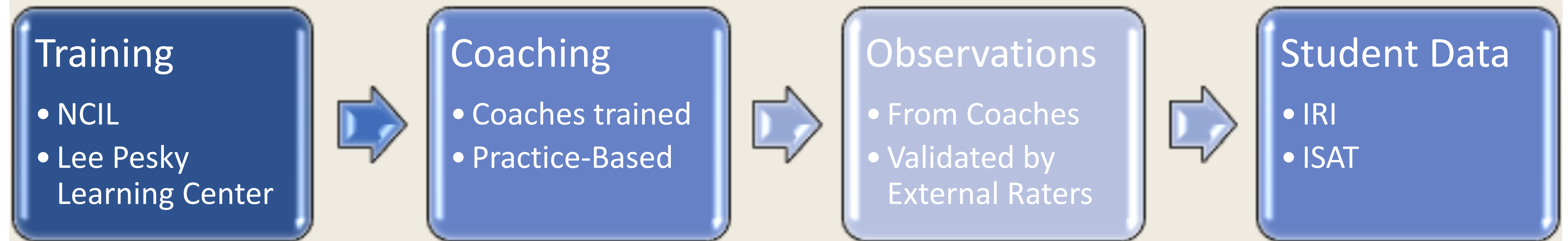
"Knowledge isn't power.
Implementation is power."

Garrison Wynn
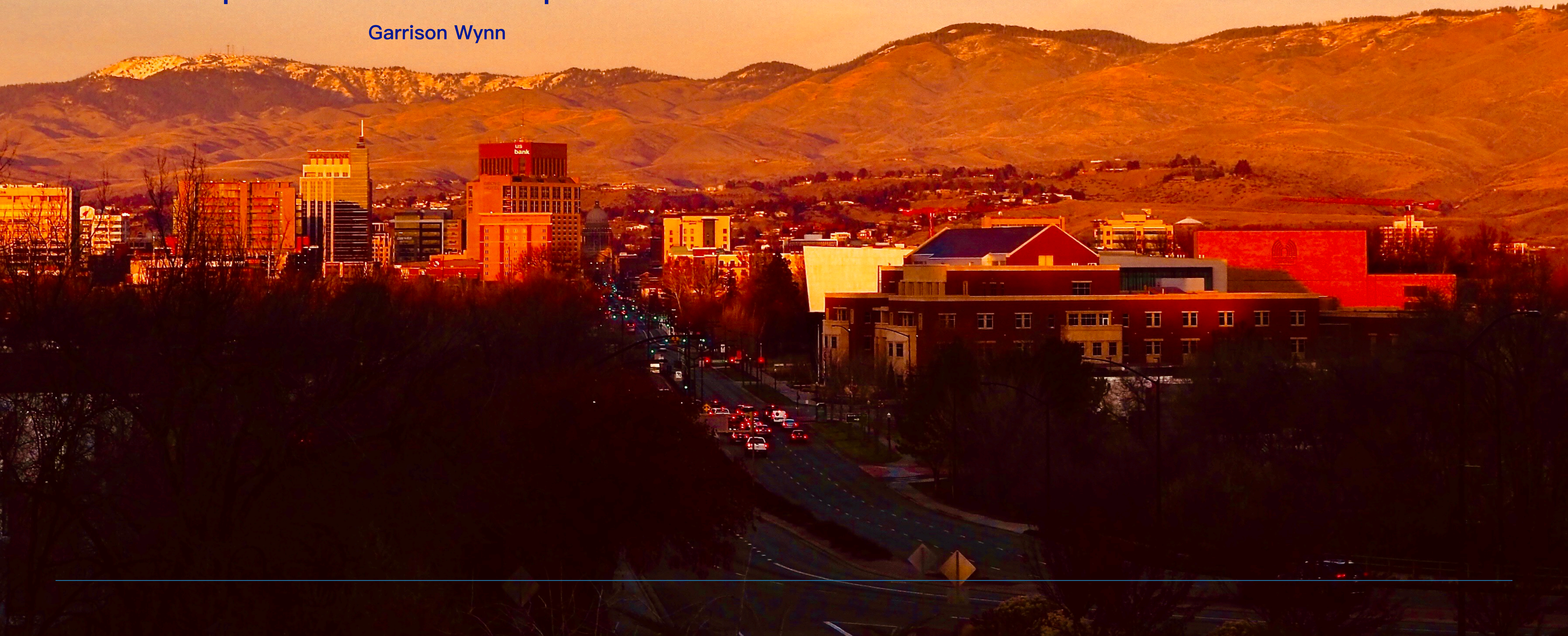
# Partners

Four Main Elements to Implementation

**Training**
- NCIL
- Lee Pesky Learning Center

**Coaching**
- Coaches trained
- Practice-Based

**Observations**
- From Coaches
- Validated by External Raters

**Student Data**
- IRI
- ISAT

# Questions?

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https://education.boisestate.edu/reset