ACTIVITY DESCRIPTION

Module: 3  Activity: Select 2 teacher tools and apply them with real students. Collect data and write implementation and progress report. Type: [ ] Class Activity [X] Application Bridge - 1 [ ] Evaluation Activity

Match to CEC Standards: #4 Instructional Strategies

Describe the activity:
After describing and modeling in class how to implement one teacher tool with a student, learners are assigned the tools in small groups and asked to apply them to a real student. Have them practice the identification of an operationally defined behavior and practice the application of the tool during a class session. Demonstrate for students how to use behavior data and create line graphs using Excel. In this way they can use the collected data to describe the progress of the student they implement the tool with in an authentic setting. Finally, detail for the learners the parameters of implementation for each teacher tool as they are described on the CD in the Tool Resources section. The follow-up of this class session is the application of what was created during instruction and group work into real classrooms with real students.

Cases that activity fits: The teacher tools are located on Program III. There are 17 teacher tools. Descriptions are found in the Program III Content Outline.

Tips for implementation:
When training learners in class sessions, ensure students have technology that interfaces with the teacher tools on the CD. Also it is best if these computers have access to a printer. The instructor should model the application using a projector. In grouping learners, attempt to form heterogeneous groups that include some novice and some experienced educators. In the small group class work you may assign learner roles, lead teacher, problem student, etc.

Suggestions for evaluation:
Create a checklist of what you want to see accomplished in this implementation and provide this to the learners in advance for each teacher tool. For example: (a) Description of how the learners taught students about the tools that would be used, (b) Application of the tool with a student a minimum of 8 times, (c) Ease of implementation details as well as suggested changes to make in future applications, and (d) Graphic representation of change in student operationally defined behavior linked to teacher tool usage with narrative interpretations.

Links to instructional sequence:
This activity is more appropriate for the learner who has already had special education introduction and assessment coursework. It more appropriately fits with methods class content.