

## **INFUSING EVIDENCE-BASED PRACTICES IN TEACHER EDUCATION COURSEWORK**

**LaRon Scott**  
Virginia Commonwealth  
University  
United States of America

**Roberta Gentry**  
University of Mary  
Washington  
United States of America

**Sandra Fritton**  
University of Mary  
Washington  
United States of America

**Colleen Thoma**  
Virginia Commonwealth  
University  
United States of America

### **ABSTRACT**

This article discusses an approach for revision of a Master's program for teacher candidates seeking endorsement in special education. This project, a cooperative-agreement through the U.S. Department of Education's Office of Special Education Programs (OSEP) focused on infusing the special education teacher preparation program with high quality evidence-based practices. This article outlines the procedures undertaken by one university to revamp a teacher preparation program with emphasis on infusion of evidence-based practices in coursework. Qualitative and quantitative measures were used including a review of existing syllabi; revision of syllabi, and The Stages of Concern Questionnaire was used to measure candidates' responses to program changes and implementations. Results suggest that while more opportunities for improvements to the program structure and program evaluation data collection are necessary, candidates are showing some evidence of improving skills related to evidence-based practices. The candidates continued to require an increased understanding of evidence-based practices, which suggests further program updates and evaluation are needed. Although preliminary, methods of program revision provide generalizable methods for other programs of program revision and provide insight on the evaluation of program updates and interventions.

**Keywords:** Evidence based practices, teacher preparation, pre-service teacher preparation.