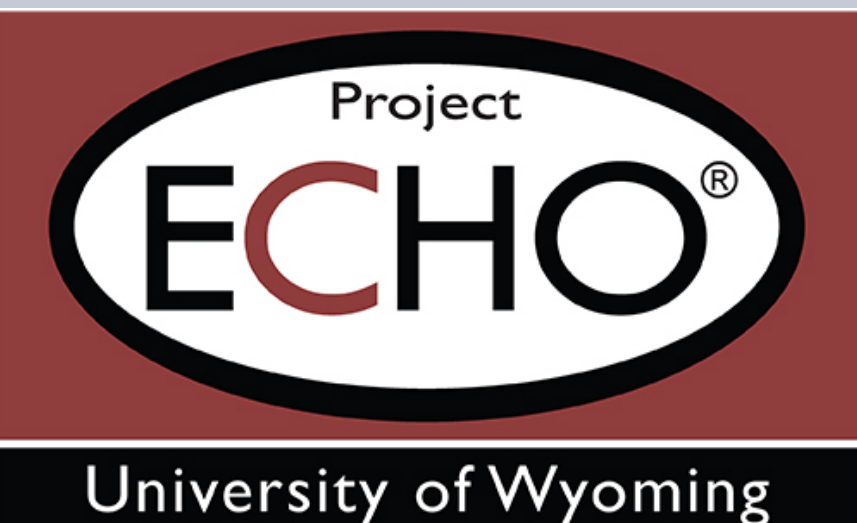# Changing the Approach to Professional Learning for Educators: Adapting Project ECHO from Healthcare to Education

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UW ECHO in Education delivers virtual professional development to support community conversations around best practice in education, health, and disability services. The goal of these networks is to increase the implementation of best practice to improve student, classroom, school, and district outcomes.

PURPOSE

Those with disabilities receive many services in educational settings. However, many educators do not have sufficient training to support students with disabilities. Indeed, the lack of professional training for disabilities is common in many service industries. The ECHO model offers a unique approach to enhancing the professional abilities of providers delivering services to those with disabilities. the Wyoming Institute for Disabilities has successfully adapted EHOC for use in education. This increases educator capacity and improves outcomes for all

THE ECHO MODEL

Project ECHO™ (Extension for Community Healthcare Outcomes) is a distance-based professional development model that was created for healthcare providers in rural locations (Arora, 2004). Using videoconferencing technology, it provides a platform for ongoing collaborative professional learning development.

ADAPTED CORE COMPONENTS

Use of technology, such as remote video conferencing, to leverage scarce resources

Didactic training on best-practice PLD topics lead by experts and network participants

Cases presented by Spoke participants to allow for case-based learning and ongoing co-management facilitated by the interdisciplinary Hub experts

Continual program evaluation to determine the effectiveness of the PLD

MODEL FIDELITY MEASURES

Technology:
100% of sessions occurred via videoconference technology

Professional Learning:
100% of sessions included at least one topic of professional learning

Case Presentations:
43% (49) of sessions had a case presentation in 2016-2017
35% (34) of sessions had a case presentation in 2017-2018

Outcome Measurements:
weekly knowledge,
satisfaction and intent to apply practice
pre-test, retrospective post then pre in each network

UW ECHO IN EDUCATION NETWORKS

Assistive Technology (AT)
Autism (ASD)
Behavior Supports (BS)
Secondary Transitions (ST)

UW ECHO: IMPACT

	Total	AT	ASD	BS	ST
2014-2018					
# of Sessions	309	129	68	71	41
# of Participants	4702	1588	1247	1457	410
# of Unique Participants	1,387	531	307	363	186
# of Didactics	318	128	70	78	42
# of Case Presentations	160	75	32	42	11
Hours of PD Delivered	386.25	161.25	85	88.75	51.25

PARTICIPANTS

Interdisciplinary Team Members

Role	(%)	
	2016-2017	2017-2018
Case Manager	4.5	4.3
College Student	6.8	5.7
Coordinator/Project Coordinator	19.8	1.0
Educator	15.0	32.0
Other	18.8	12.0
Paraprofessional	3.2	23.0
Program/Education Director	30.6	4.4
Related Service Provider	10.5	9.1
Specialist	12.7	8.9

Geographic Locations

2016-2017	2017-2018
48/48 WY School Districts	48/48 WY School Districts
24 States	28 States

OUTCOMES – WEEKLY SESSIONS

Educator Impact
91.6-93.9% satisfaction, 70-72% intent to apply knowledge

Knowledge Change
2016-2017: Pre: 3.06 (.91), Post: 3.63 (.03), $t(932)=27.01$ $p<.001$, $d=.889$
2017-2018: Pre: 2.96 (.96), Post:3.57 (.74), $t(624)=23.38$, $p<.001$, $d=.710$

Skill Change
2016-2017: Pre: 2.97 (.92), Post: 3.45 (.81), $t(932)=25.26$, $p<.001$, $d=.553$
2017-2018: Pre 2.88 (.94), Post: 3.36 (.78), $t(624)=19.41$, $p<.001$, $d=.552$

DIDACTICS (PD) AND CASE PRESENTATIONS

	N	Min	Max	Mean	SD
2016-2017					
PD was useful	933	1	5	4.33	0.77
Case was useful	933	1	5	4.22	0.71
PD was relevant	933	1	5	4.36	0.76
Case was relevant	933	1	5	4.24	0.71
2017-2018					
PD was useful	625	1	5	4.29	0.70
Case was useful	625	1	5	3.98	0.80
PD was relevant	625	1	5	4.34	0.71
Case was relevant	625	1	5	4.01	0.82

KNOWLEDGE (PRE-RETRO POST THEN PRE)

Baseline knowledge deficit:
2016-2017: Pre: 3.37 (1.12), Ideal: 4.25 (1.09), t=9.38, $p=.001$, $d=.796$
2017-2018: Pre: 3.59 (1.38), Ideal: 3.74 (1.53), $t=1.56$, $p=.12$, $d=.103$

Retrospective:
2016-2017: rPre: 3.02 (1.16), Post: 3.54 (1.01), $t(114)=8.52$, $p<.001$, $d=.478$
2017-2018: rPre: 2.99 (1.34), Post: 3.47 (1.41), $t(151)=7.60$, $p<.001$, $d=.348$

Pre/post:
2016-2017: Pre: 3.37 (1.12), Post: 3.79 (.86), $t(114)=4.76$, $p<.001$, $d=.418$

NEXT STEPS

Educator Impact
Implementation of practices and recommendations
Impact on classrooms
Student Level
Academic outcomes
Least restrictive environment
Graduation rates and secondary transition outcomes

UW ECHO SUPERHUB

Sites interested in implementing ECHO must participate in emersion training.

As a Superhub, WIND can train and mentor new sites. We are the only Superhub that specializes in education and disability supports.

Contact UW ECHO at
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