Opportunities to Learn for Teachers and Leaders O(TL)^2

Mary T. Brownell, Director

www.ceedar.org
Key Points

✧ Demands Career and College Ready (CCR) Standards place on students with disabilities

✧ Knowledge and skill teachers need to respond to those demands
Key Points

✧ Why effective Opportunities to Learn for Teachers and Leaders O(TL)$^2$ are essential
✧ How can preparation providers and States respond?
An example in literacy
CCR Standards

✧ Read closely for key ideas and details
✧ Craft and structure of text
✧ Range of reading and level of text complexity
Matt

- High school social studies teacher
- Goal to help students analyze text and write comparative essays
- Uses guiding questions to facilitate student learning
- Some students, including those with SWDs, struggle to summarize text and integrate information
June

- Matt’s special education colleague
- Co-plans lessons with Matt to teach summarization strategies to a small group
- Extends Matt’s instruction by explicitly teaching summarization and comparative writing using technology
Highly Skilled Teachers

✧ Extensive knowledge and skill
✧ Collaborative skill
How will we secure such extraordinary teachers?
Effective Opportunities to Learn
Opportunity to learn is: the degree to which teacher educators (both in IHEs and Schools) devote instructional time to helping teachers learn and effectively apply the necessary content and pedagogical approaches needed to help students with disabilities successfully achieve Common Core Standards.
Main Ingredients

Effective Opportunity to Learn

Quality of instruction

Time

Content

–Elliott, 2012; Kurz, 2011
Content Coverage

✧ Subject matter knowledge
✧ Specific pedagogical practices for enacting content
✧ Knowledge of how students learn

–Ball, Thames, & Phelps, 2008; Brownell et al., 2007
Special education teachers must also have knowledge of intensive interventions.
Instructional Quality

- Pedagogical practices and field experiences must be organized to support novice learning
- **AND** should be founded in research
Instructional Quality

✧ Novices need more direct guidance
✧ More complex the skill, more practice is needed
Instructional Quality

Learning opportunities should help novices develop integrated knowledge, metacognition – And fluency with critical routines

– Ericsson, Prietula, & Cokely, 2007; Kirschner, Sweller, & Clark, 2006; Showers & Joyce, 2002
Instructional Quality

✧ "Deliberate Practice" with "High Fidelity Feedback" focused on critical features of performance
Time for learning how to teach

- A well-defined topic, such as learning how to help students solve problems involving fractions, requires approximately 50 hours of professional learning time

—Yoon, Duncan, Lee, Scarloss, & Shapley, 2007
Key knowledge/skills + Effective instruction + Time = Successful teaching
Developing Sustained, Focused Teacher Education

Preservice education programs are heterogeneous and unfocused,
– and this is especially true in special education teacher preparation

– Goe & Coggshall, 2007
Developing Sustained, Focused Teacher Education

- And programs are often constrained by licensing requirements, a cap on credit hours, and program approval requirements
Teacher Education

✧ Is primarily practiced in inauthentic settings
Teacher Education cont.

✧ Or, novices practice in authentic settings where the opportunities to practice and receive feedback may not be effective or sufficient
What is the alternative

–Focus our efforts–
Unpack the standards

-
Select standards and backward map (Matt and June)
High Leverage Content

_identify critical content areas and content specific practices:

– Word learning
  • Segmenting words with letters
  • Text talk
  • Prefix families

– Fluency

– Comprehension

-http://www.teachingworks.org/work-of-teaching/high-leverage-content
Innovation Configurations

Addressing the key content areas and most powerful practices within them

- e.g., teaching students to approach comprehension strategically
  - Summarization strategy
  - Self-questioning strategy
High Leverage Pedagogies

- Identify practices that cut across content areas and grade levels
  - Explicit instruction
  - Assessment literacy
  - Planning instruction based on assessments
  - Structuring small group work

http://www.teachingworks.org/work-of-teaching/high-leverage-practices
Once we have a framework,

- we can begin to think systematically about how to use strategies that support the development of integrated knowledge, its fluid enactment, and metacognition
Repeated practice: An Example

- that integrates knowledge and skill
  - Microteaching + case studies
  - Tutoring individual or small groups using a structured approach
  - Field experience that incorporates more structured lesson planning and coaching processes
  - lesson study and peer coaching
  - bug in the ear coaching
Bundling knowledge and skills

✧ Teach multiple concepts and skills simultaneously, e.g.,
  – combine analyzing student data with selecting and practicing a strategy
  – use cooperative learning activities to explicitly teach collaborative skills
How can SEAs help?

✧ Examine certification and program approval standards to determine if they promote more focused teacher education

✧ Ensure that critical knowledge and skills are well defined in beginning teacher assessments
Resources

✧ Innovation Configurations
http://ceedar.education.ufl.edu/tools/innovation-configurations/

✧ Course Enhancement Modules
http://ceedar.education.ufl.edu/cems/

✧ Understood for Learning and Attention Issues
http://www.understood.org/en
Thoughts and Questions
References

References


✧ Kurz, A. (2011). Access to what should be taught and will be tested: Students’ opportunity to learn the intended curriculum. In S. N. Elliott, R. J. Kettler, P. A. Beddow, & A. Kurz (Eds.), The handbook of accessible achievement tests for all students: Bridging the gaps between research, practice, and policy. New York: Springer.
