



For immediate release
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Revolutionize Instruction for Students with Disabilities

Arlington, Virginia, June 23, 2017 – The Council for Exceptional Children (CEC) and the Center for Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) announce the creation and release of a set of high-leverage practices (HLPs) for special educators and teacher candidates. HLPs are educational practices that all special educators must master before they begin teaching. The selected practices—in the areas of collaboration, assessment, social/emotional/behavioral, and instruction—are used frequently in classrooms and have been shown to improve student outcomes. "This is really going to reform how teacher candidates are prepared," says CEC President Mikki Garcia.

Teacher preparation programs recently have struggled to keep up with increased demands for instructional content, an evolving understanding of the complexity of why learners struggle, and new research surrounding evidence-based practices. CEEDAR Director Mary Brownell explains that, in light of these changes, teacher preparation programs needed guidance regarding which practices are most effective. "Programs have only so much time to educate new teachers," she says. "As a profession, we needed to establish a baseline for what every teacher must know and be able to do."

There is general agreement in the field of special education that teacher preparation should focus more explicitly on instructional practice, Brownell says. "Colleges and state departments of education know they need to reform how they prepare and license teachers. We need to be sure we have capable teachers in every classroom who have had consistent and adequate training and practice." She also noted the relevance of the HLPs for general education teachers as well as special educators. "We hope the HLPs can help to reform practice in general education in ways that will better prepare general education teachers for their work in inclusive classrooms or as co-teachers."

The HLP writing team that identified and distilled the list of practices included special education practitioners, scholars, preparation faculty, and advocates who were appointed for their knowledge and expertise around both the reform of teacher preparation and the evidence base behind the practices in question. "These are the best thinkers in our membership," says Garcia.

CEC and CEEDAR plan to disseminate the HLPs widely, sharing them with CEC members, institutes of higher education, state departments of education, certification and licensure bodies, state governors, members of Congress, and associations and organizations.

The CEC publication "High-Leverage Practices in Special Education" was released in April 2017 and is available for sale through the CEC [Catalog](#). Continue to follow updates and developments on highleveragepractices.org.

Learn more about the Council for Exceptional Children at www.cec.sped.org.





High-Leverage Practices in Special Education

Revolutionize Instruction for Students with Disabilities



Disclaimer

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Welcome and Introductions

- ✧ Welcome to Press
- ✧ Welcome to State Partners
- ✧ Partnership



High-Leverage Practices in Special Education

Presenters

- ✧ Mikki Garcia, President, Council for Exceptional Children
- ✧ Mary Brownell, Director, CEEDAR Center, University of Florida
- ✧ James McLeskey, Professor Department of Special Education, University of Florida
- ✧ Paula Lancaster, Professor and Director of Teacher Education, Grand Valley State University, Michigan
- ✧ Sarah Drinkwater, Assistant Superintendent, Oregon Department of Education
- ✧ Laurie Daily, Chair, Education Department, Augustana University, South Dakota
- ✧ Deborah Ziegler, Director of Policy and Advocacy, Council for Exceptional Children



Partners Who Developed the HLPs



- ✧ **The Council for Exceptional Children (CEC)** is a professional association of educators dedicated to advancing the success of children with exceptionalities. We accomplish our mission through advocacy, standards, and professional development. www.cec.sped.org

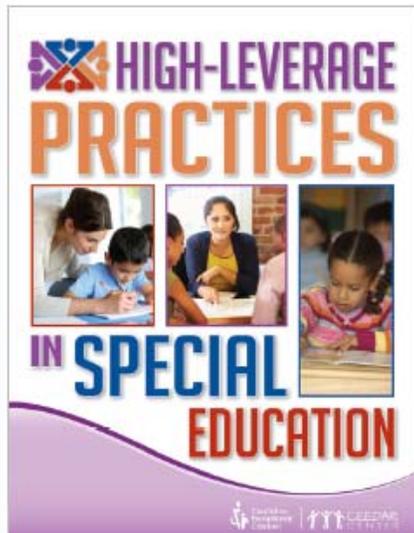


- ✧ **The Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR)** helps states and institutes of higher education reform their teacher and leader preparation programs, revise licensure standards to align with reforms, refine personnel evaluation systems, and realign policy structures and professional learning systems. www.ceedar.education.ufl.edu/



High-Leverage Practices in Special Education

They're here – 22 High-Leverage Practices (HLPs) for special educators!



- What every special educator needs to know on Day 1!
- Used frequently and improve student outcomes
- 22 HLPs
 - Collaboration
 - Assessment
 - Social/emotional/behavioral
 - Instruction
- Why? Teacher training, professional development and current practice
- Who? CEC/CEEDAR/TED

“The Identification of this set of practices is revolutionary,” says CEC President Mikki Garcia. “Having this kind of guidance for teacher education programs is really going to reform how teacher candidates are prepared.”



High-Leverage Practices in Special Education



High Leverage Practices in Special Education (HLPs)

What are HLPs?

"A set of practices that are fundamental to support...student learning, and that can be taught, learned and implemented by those entering the profession."

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2012). Proposing a core set of instructional practices and tools for teachers of science. *Science Education*, 96(5), 878-903.

What were Criteria for HLP Development?

- ❖ Focus directly on instructional practice.
- ❖ Occur with high frequency in teaching.
- ❖ Research based and known to foster student engagement and learning.
- ❖ Broadly applicable and usable in any content area or approach to teaching.
- ❖ Skillful execution is fundamental to effective teaching.

What are the HLPs for Special Education?

Collaboration

1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services.

Assessment

4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Social/Emotional/Behavioral

7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.

Instruction

11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward specific learning goal.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.
20. Provide intensive instruction.
21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior.

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Overview

1. What are the HLPs and why are they important?
2. Why did CEEDAR and CEC undertake this effort?
3. HLP work currently underway in MI, OR, & SD.
4. Considerations for other states using HLPs.
5. Where will CEEDAR and CEC go next with this work?



Developing the HLPs



On the critical aspects of performance



What are HLPs and Why are They Important?

- ✧ Ensure that all teachers use the most effective practices for improving student achievement
- ✧ Provide focus (or curriculum) for teacher preparation, induction, and professional development



What Type of Practices?

- ✧ Effective in improving student outcomes
- ✧ Used frequently by teachers
- ✧ Broadly applicable across content areas (e.g., reading, math)
- ✧ Fundamental to effective teaching



What Type of Practices?

- ✧ Limited in number (about 20)
- ✧ Grain size
- ✧ Novices can learn to use the practice
- ✧ Can be taught during preparation program



Goal

- ✧ Produce a teacher with a foundation of critical skills when entering the classroom
- ✧ Special education teacher as a data based problem solver



Why did CEEDAR and CEC Undertake this Effort?

- ✧ All professions identify basic or core practices
- ✧ All professionals learn to use those practices as part of training and apprenticeships
- ✧ Teaching across disciplines is engaged in identifying these practices



HLP Work Currently Underway

- ✧ Michigan
- ✧ Oregon
- ✧ South Dakota

Two Questions

- ✧ How is the HLP work in Michigan important to efforts to better prepare teachers to work with students with disabilities in inclusive environments?
- ✧ If other states want to develop HLPs, what should they consider?



High Leverage Practices in Michigan

- ✧ All beginning teachers should be skillful on day one – it is an equity issue.
- ✧ Focus on HLPs supports precise communication about the work and expectations of teachers.
- ✧ We work differently with each other and LEAs.
- ✧ We developed a shared language.



Michigan's Ideas: What Other States Might Consider

- ✧ Allow time to deliberate to reach consensus and adopt the HLPs
 - ✧ Establish criteria for selecting HLPs
 - ✧ Review HLPs periodically
 - ✧ Reach a level of agreement
- ✧ A practice-based approach to teacher preparation is critical
 - ✧ Work requires changing current approaches to teacher preparation
 - ✧ Consider pedagogies and standards of practices

(McDonald, Kazemi, & Kavanagh, 2013)

Two Questions

- ✧ How is the HLP work in Oregon important to efforts to better prepare teachers to work with students with disabilities in inclusive environments?
- ✧ If other states want to develop HLPs, what should they consider?



High Leverage Practices in Oregon

How is the High Leverage Practices (HLP) work in Oregon important to efforts to better prepare teachers for inclusive schools?

- ✧ This work has created a common language for all players: the IHEs that train teachers, the SEA that supports districts, and the partner programs who serve various student, staff, and family needs.
- ✧ This work prepares teachers and administrators for inclusive schools, which then creates a common/successful experience for all students.
- ✧ These practices are universal and facilitate common language, regardless of content, context, or environment.



Oregon's Ideas: What Other States Might Consider

- ✧ What are the governance structures of your partners, including the teacher preparation and licensing office (e.g. IHEs, school districts, professional organizations, nonprofit organizations)?
- ✧ Consider the existing formal and informal relationships between and among them. Are your institutions public, private, independent, for profit?
- ✧ What are the programs that a state already has in place, and are they using the HLPs in their work? Conduct a survey of what you have currently in your state so that you can better leverage and coordinate those efforts.

Two Questions

- ✧ How is the HLP work in South Dakota important to efforts to better prepare teachers to work with students with disabilities in inclusive environments?
- ✧ If other states want to develop HLPs, what should they consider?



High Leverage Practices in South Dakota

- ✧ Selected features of effective instruction (HLPs).
- ✧ Integrated into coursework.
- ✧ Created online modules for preservice and in-service educators, focused on implementing the HLPs to address SWD.
- ✧ Features of Effective Instruction
 - ✧ Explicit and systematic instruction
 - ✧ Modeling
 - ✧ Frequent opportunities to response and practice
 - ✧ Providing feedback



South Dakota's Ideas: What Other States Might Consider

- ✧ Involve a variety of stakeholders
- ✧ Incentivize the work
- ✧ Take advantage of existing infrastructures and processes



Where will CEEDAR and CEC go next with this work?

Dissemination of HLPs

- ✧ Marketing of HLPs
 - 2016-2017
- ✧ CEC Professional Standards Framing Paper Workgroup Consider HLPs
 - October 2016
- ✧ Presentation at TED Conference
 - November 2016
- ✧ Convention Program Advisory Committee (PAC) and Chairs Consider HLPs
 - Fall 2016



Dissemination of HLPs

- ✧ CEC Webinar
 - Fall 2017
- ✧ Publication
 - April 2017
- ✧ Microsite on CEC's Website
 - June 2017
- ✧ TEACHING Exceptional Children Article
 - Summer 2017





Dissemination of HLPs

- ✧ Dissemination to External Partners and Organizations
 - Summer 2017
- ✧ CEC Podcasts of HLPs
 - Fall 2017
- ✧ Videos of HLPs
 - Fall 2017-2018
- ✧ HLPs for Inclusive Classroom Book – Co-published CEC/Routledge
 - Spring 2018





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- ✧ McLeskey, J. & Brownell, M. (2015). *High leverage practices and teacher preparation in special education* (Document No. PR-1). Retrieved from <http://cedar.education.ufl.edu/wp-content/uploads/2016/05/High-Leverage-Practices-and-Teacher-Preparation-in-Special-Education.pdf>



High-Leverage Practices in Special Education

Questions?





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