**Call for Proposals – Integrating High Leverage Practices Into Teacher and Leader Preparation**

**Introduction**

High-leverage practices (HLPS) are teaching practices research has demonstrated to be the most salient for positively impacting the achievement of all students across educational settings, including students with disabilities and other diverse learners (McLeskey, et al., 2018). [TeachingWorks](http://www.teachingworks.org/work-of-teaching/high-leverage-practices) and [The Council for Exceptional Children (CEC)](https://highleveragepractices.org/) have identified more than a dozen practices educators need to acquire to support the academic, behavioral, and social-emotional growth of students in PK-12 settings. For example, both TeachingWorks and The CEC HLPs emphasize that instruction should include clear student learning goals as well as the use of data to support student learning.

In addition, the use of HLPs complements the implementation of evidence-based practices (EBPs) within a Multi-tiered Systems of Support (MTSS) framework ([McCray, et al., 2017](https://ceedar.education.ufl.edu/wp-content/uploads/2017/12/HLPs-and-EBPs-A-Promising-Pair.pdf)). Practices such as providing students with explicit phonics instruction, teaching students how to use visual representations through modeling, and explicit instruction for mathematics instruction are ways in which HLPs and EBPs work in tandem.

**Purpose**

To ensure teachers and leaders in Minnesota are well-prepared to enter the teaching workforce, educator preparation programs should include instructional experiences that embed HLPs and EBPs. Thus, we propose to offer faculty funds to support them with a scope of work intended to promote the embedding and implementation of HLPs and EBPs within educator and leader preparation programs.

**To Apply**

Faculty must complete the request for proposal form (attachment). **Email completed proposal form to CEEDAR staff: Melinda Leko** [**leko@wisc.edu**](mailto:leko@wisc.edu) **and Amy Colpo** [**acolpo@air.org**](mailto:acolpo@air.org)

**Requirements**

* Document progress toward project outcomes monthly & share with EPP lead
* Provide data, artifacts, revised documents (e.g. syllabi), or other evidence indicating work scope outcomes have been met
* Participate in EPP support meetings
* Participate in a CEEDAR MN Convening to share outcomes (anticipated Fall 2021/early Spring 2022)

**Timelines**

* **Application Due Date: March 19, 2021**

**Compensation**

Participants will be awarded $1,000 compensation.

**Proposal Form**

Email completed form to [leko@wisc.edu](mailto:leko@wisc.edu) and [acolpo@air.org](mailto:acolpo@air.org) by 3/19/21

**Name:** ­­­­­­­­­­­­­­\_\_\_\_\_\_Dr. Valerie Ritland \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** March 18th, 2021

**University:** ­­­­­­­­­­­­­­­­­­Minnesota State University Moorhead

**Overview of Project and Work Scope:**

*(In 2-3 paragraphs describe the project including its (a) purpose, (b) major acitivites, (c) potential partners, and (d) outcomes.)*

I will be specifically targeting the resources available throught this grant to enrich the content and experiences in my STL 465 class; Responsivie Teaching II. This class focuses on building partnerships with students and families as well as effective and efficient collaboration with parents and colleagues. Within this class we discuss strategies to support all students, but especially those that are marginalized due to academic, social, or emotional deficits that may be attribued to a variety of issues including poverty, trauma, bullying, etc.

Marci Glessner with MSUM is a potential partner for me in the goals that I am designing with this grant, because she is the instructor for Responsivie Teaching I, and there is some crossover and connectedness in the content/design of our courses. I am hopeful that given your bank of resources, that I can do a better job of preparing my students to work with the diversity of children and families that they will see. Just as important, I am looking to prepare them to collaborate respoectfully with colleagues with different perspectives, cultures, values, and backgrounds.

**Timeline of Project Activities and Evidence of Completion**

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| --- | --- | --- |
| **Project Activity** | **Target Completion Date** | **Evidence to Demonstrate Completion** |
| Research the materials relating to engaging students who are outliers in some capacity | **August 15th, 2021** | Identify materials that support my class content, include them in my syllabus or weekly scheule |
| Research the materials available relating to workign with children and families in trauma and poverty | **August 15th, 2021** | Identify materials that support my class content. Include them in syllabus/weekly schedule. |
| Research the materiasl available to find content on working with the culturally diverse population | **August 15, 2021** | Identify materials that support my class content.Include them in my syllabus or weekly schedule |
| Update my syllabus, integrating my new resources. | **Augsut 26th, 2021** | Syllabus |
| Incorporate videos, and articles on diverstity into my class content | **December, 15th, 2021** | Student feedback on the resources I have used. |

**List CEEDAR Resources that will be used to support the project**

I have not fully explored all of the resources available at this time but I have found video optoons, articles, websites, etc. that I feel are going to be excellent tools for enriching my course content on diveristy and differenction.

Here are some resources from CEEDAR that might be helpful to your project:

<https://ceedar.education.ufl.edu/wp-content/uploads/2014/08/culturally-responsive.pdf>

https://ceedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf

<https://ceedar.education.ufl.edu/cems/culturally-relevant-education/>

https://ceedar.education.ufl.edu/cems/inclusive-education/