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**Implementing HLPs in an undergraduate course**  
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# PURPOSE OF PROJECT

## **Goal**

To support teacher candidates to be better prepared to enter the teaching workforce through the embedding and implementation of HLPs within the course. Our second goal was to model co-teaching and collaboration.

## **Course**

STL 365 Responsive Teaching I: Learning Environments and Differentiation. This course is part of Block A, during which all EIE teacher candidates begin their official teacher education program.



# PROJECT ACTIVITIES

- Reviewing syllabi, standards, and teaching units
- Selected HLP
- Revised the course agenda and teaching units
- Created a HLP unit
- Co-taught 2 weeks
- Students implement HLP #19 Use Assistive and Instructional Technologies, and HLP 17 Use Flexible Grouping in their elementary practicum





# PROJECT PRODUCTS, TOOLS, AND/OR SERVICES

- Shared numerous assistive technologies (e.g. low-tech and high-tech)
- Teacher candidates developed a lesson plan including a minimum of one assistive technology. Teacher candidate identified a student in their practicum setting with academic or behavioral needs, identified a barrier, and described how the AT would provide access to grade level curriculum. During their practicum, students taught their lesson utilizing the assistive technology.
- To assess their application of HLP #19 in classrooms, university supervisor observed the lesson at their elementary practicum classrooms. Students were given verbal and written feedback.



# PROJECT PRODUCTS, TOOLS, AND/OR SERVICES

- Teacher candidates viewed the HLP #17 video prior to class. During class session, teacher candidates identified benefits of flexible grouping, and how to choose heterogeneous groups to provide an appropriate setting for the goals of the lesson
- Teacher candidates developed a lesson plan identifying a specific learning goals and objectives.
- During their practicum, students taught their lesson utilizing flexible grouping.
- To assess their application of HLP #17 in classrooms, university supervisors observed the lesson at their elementary practicum classrooms. Students were given verbal and written feedback.



# NEXT STEPS

- Continue to implement HLPs in the course STL 365  
Responsive Teaching
- Collect feedback from teacher candidates
- Continuously improve teaching units
- Share cases
- Teacher candidates' self-assessment





# QUESTIONS?

- Contact information

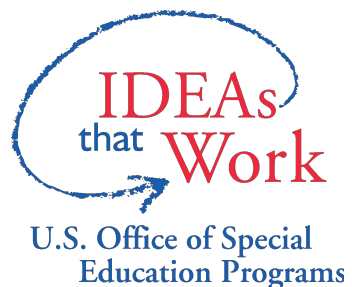
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