A Draft of High Leverage Practices for Special Education Teachers

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Rationale

- Strong positions taken by NCATE (2010) and CAEP (2013) to transform teacher education through clinical practice and produce 'classroom ready' teachers

Rationale—Teacher Education Research

- Teacher Education Research
  - Much teacher preparation does not generalize to practice
  - Most of teacher preparation occurs in settings remote from practice
  - The connection between course work and field experiences is very loose in most cases
  - What most preservice teachers learn related to practice is left to chance
  - Our students learn mostly *about* practices, and not how to *use* practices in classrooms

Rationale—Teacher Educators

- Conceptual
  - Teaching is not a craft that can only be learned through experience or by trial and error
  - Many critical aspects of teaching (classroom practice)--complex and non-natural work that must be taught systematically and thoroughly
  - Research on professional development shows it takes from 20-100 hours for practicing teachers to learn a skill to mastery
  - Skill must be practiced with support (coaching) in a natural, classroom setting

Rationale (continued)

- How should teacher education be improved to better prepare teachers?

- Turn 'upside down' (NCATE, 2010) by embedding teacher education in clinical practice

- Core curriculum should be focused on what teachers need to be able ***to do***.

- HLPs are what teachers need to be able to do.

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What are HLP?

"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, Thompson, Braaten, & Stroupe, 2012, p. 880).

Criteria to Identify HLP

- Applicable and important to the work of teachers
  - Focus directly on instruction (or behavior)
  - Use frequently in classroom
  - Research-based & foster improved student outcomes
  - Broadly applicable across content areas
  - Fundamental to effective teaching

Criteria to Identify HLP (cont.)

- Applicable and important to teacher education
  - Limited in number (about 20)
  - Can be articulated and taught
  - Novices can master for use in a classroom
  - Can be practiced in university and field settings
  - Grain size
    - small enough to be visible in practice
    - large enough to preserve complexity and integrity of teaching

How are HLPs used?

- Components of HLP identified.

- Systematically taught to mastery.

- Taught in college classes, simulated settings, natural (classroom) settings

- Components integrated and used in classroom with coaching to develop fluency in use of HLP.

- Produce teachers with a foundation of critical skills when they enter the classroom.

Process for Development
HLPs for Special Education Teachers

- Supported by TED, CEC, PSPC, and CEEDAR Center/UF
- HLP Writing Team developed draft
- Draft was reviewed by groups of teacher educators, special education teachers, special education administrators
- Revision completed in October 2015
- Review current draft until December 1, 2015
- Final draft completed by April 2016

Brief descriptions of HLPs

- Collaboration

- Assessment

- Social/Behavioral

- Instruction

Collaboration HLPs

- 1. Collaborate with professionals to increase student success within the general education curriculum.

- 2. Organize and facilitate effective meetings with professionals and families.

- 3. Collaborate with families to support student learning and secure needed services.

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Assessment HLPs

- 4. Develop a comprehensive learner profile that is used to monitor student progress and plan instruction.

- 5. Communicate assessment information with stakeholders to collaboratively design educational programs.

- 6. Use assessment continuously to design, evaluation, and adjust instruction that is responsive to students' needs.

Social/Behavioral HLPs

- 7. Establish a consistent, organized, and respectful learning environment.

- 8. Provide appropriate rates of positive and constructive feedback to guide students' learning and behavior.

- 9. Teach social behaviors.

- 10. Conduct functional behavioral assessments to develop student behavior intervention plans.

Instruction HLPs

- 11. Identify and prioritize long- and short-term learning goals.

- 12. Systematically design instruction toward a specific learning goal.

- 13. Adapt curriculum tasks and materials for specific learning goals.

- 14. Use and explicitly teach strategies to support learning and independence.

- 15. Scaffold instruction.

Instruction HLPs--continued

- 16. Use explicit instruction.

- 17. Use flexible grouping.

- 18. Use strategies to promote active student engagement.

- 19. Use assistive and instructional technologies.

- 20. Teach students to maintain and generalize new learning across time and settings.

- 21. Provide intensive instruction.

- 22. Analyze instruction for the purpose of improving it.

Provide feedback

- Due by December 1

- Full list and descriptions of HLPs, as well as preamble and references to support.

- Framework for feedback.

- Available at--

http://ceedar.education.ufl.edu/hlpfeedback/

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