



PREPARING EFFECTIVE INCLUSIVE TEACHERS: HOW A NATIONAL EFFORT AND STATEWIDE PARTNERSHIPS MATTER

PRESENTERS



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OUR MISSION

To support students with disabilities (SWDs) in achieving college- and career-ready standards by building the capacity of state personnel preparation systems to prepare teachers and leaders to implement evidence-based practices (EBPs) within multi-tiered systems of support (MTSS).



QUESTIONS THAT UNDERGIRD OUR PRESENTATION

1. What do educator preparation programs need to do to ensure that teachers can address issues of equity and inclusivity across content areas and programming in general and special education?
2. What strategies and skills must teachers learn to differentiate instruction for students with disabilities?
3. In what ways are educator preparation programs, states, and local districts leading by leveraging partnerships to improve practice-based learning opportunities (PLOs) for teachers working with students with disabilities?



WHILE WE ARE PRESENTING . . .

- Please type in the chat your thoughts, questions, and concerns you wish to address



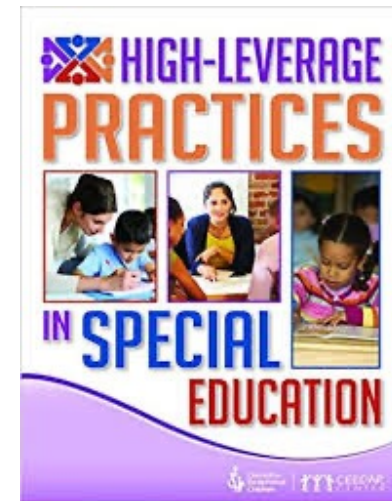
EQUITY AND INCLUSION

- An effective teacher for every student with a disability is essential to providing an inclusive education that results in equitable outcomes.



HIGH LEVERAGE PRACTICES

- Identifying those core instructional practices that are foundational to effective teaching and crafting high quality opportunities to help candidates learn to use those practices in thoughtful ways



THOUGHTFUL IMPLEMENTATION OF HLPS

- The CEEDAR Center has implemented a Topical Action Group designed to improve teacher candidates' practice-based learning opportunities (PLOs)



TOPICAL ACTION GROUPS

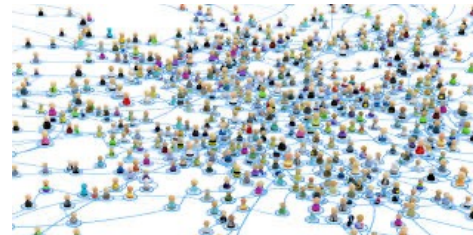
Focused on a specific aim



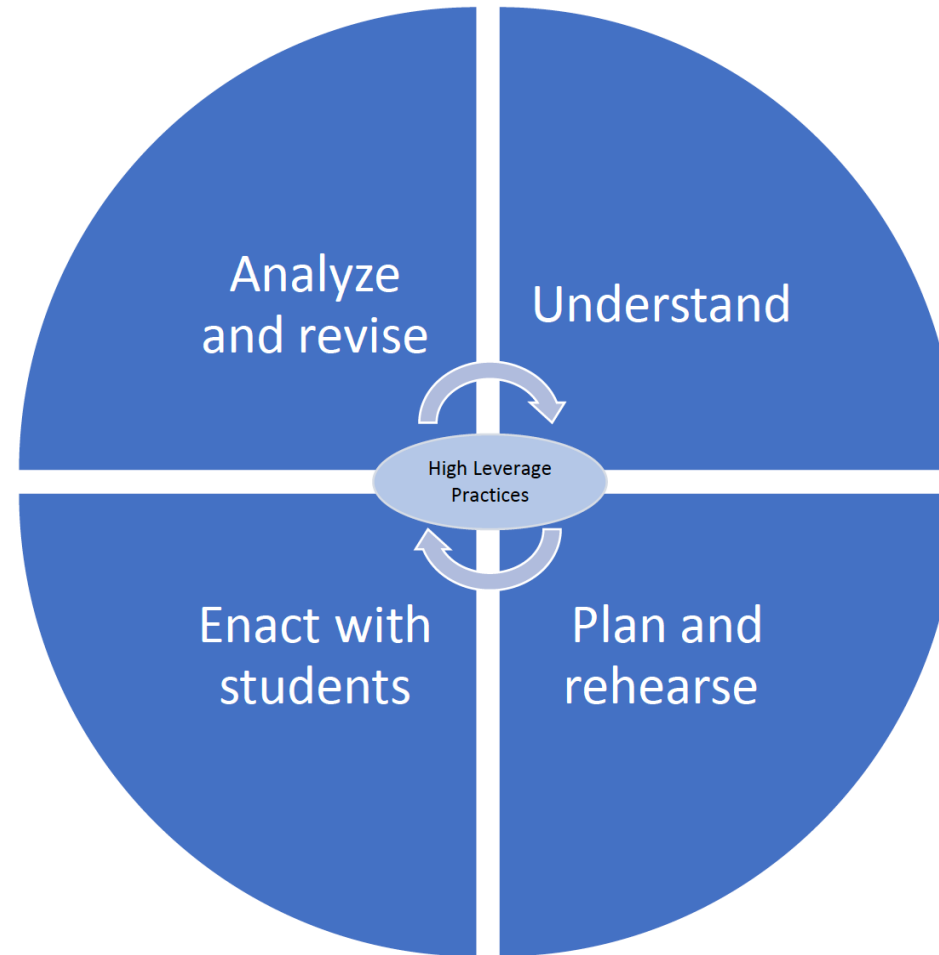
Undergirded by research



Guided by systems thinking



MCDONALD'S CYCLE OF PLO ENACTMENT





Practice-Based Learning Opportunities

Every Student Deserves an Equitable Opportunity to Succeed.

About Practice-Based Learning Opportunities

Teachers can learn to use high-leverage practices (HLPs) when they have effective opportunities to practice using the HLPs in thoughtful ways. To support teacher educators' use of HLPs, the CEEDAR Center, in collaboration with Educator Preparation Program faculty across the country, has collected a set of effective practice opportunities that we refer to as practice-based learning opportunities or PLOs. In this introduction, we describe why PLOs are important and how they can be structured to teach specific HLPs. We also outline the structure for the various PLOs we include.

<https://cedar.education.ufl.edu/plos/>



Practice-Based Learning Opportunities

PLO for HLP 16



Structured Video Analysis PLO: HLP 16 Explicit Instruction



Microteaching PLO

<https://cedar.education.ufl.edu/plos/>





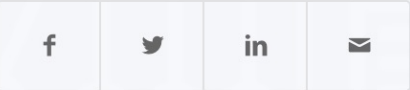
Phase 1: Planning Phase

Phase 2: Implementation Phase

Phase 3: Reflective Commentary Phase

Phase 4: Collaborative Reflection

Share this Guide



Microteaching-Explicit Instruction



Submitting Authors: Dr. Stephen D. Kroeger and Dr. Kate Doyle from the University of Cincinnati

Definition: Microteaching is a practice-based learning opportunity that can be used at any point in a teacher education program. Microteaching is a system of controlled practices that make focusing on specific teaching behaviors and practicing teaching those behaviors under specific, bounded conditions possible (Benedict, Holdheide, Brownell, & Foley, 2016; Brownell, Benedict, Leko, Peyton, & Pua, 2019). In microteaching activities, teacher candidates take turns playing the role of teacher and P-12 students. During microteaching, candidates have opportunities to discuss and reflect on how they implemented a specific teaching behavior and the impact it had on their peers’ learning. They also have opportunities to receive feedback on their performance from teacher educators. Microteaching has been shown to be an effective PLO for training and assessing teacher candidates (and practicing teachers) on specific teaching practices, particularly when teacher candidates have time to plan, analyze, and revise the instructional behaviors they are learning (Tyminski, Zambak, Drake, & Land, 2014), and when microteaching is followed by practice in an authentic setting.

Description of this activity:

This microteaching Practice-Based Learning Opportunity (PLO)) develops candidates’ knowledge of explicit instruction and provides guided opportunities to practice using explicit instruction in a simulated environment. Candidates use explicit instruction to teach one to two peers at an instructional reading level appropriate for the students they are simulating. The microteaching process consists of four phases: 1) Planning, 2) Implementation, 3) Reflection and Commentary, and 4) Collaborative Reflection.

This microteaching PLO primarily addresses the second and fourth components of McDonald and colleagues’ (2013) enactment cycle as candidates prepare for and rehearse the activity with peers and engage in reflection/assessment using the video of the lesson. In this description, we discuss how to use the practice with candidates to support them in learning about explicit instruction, but professional development (PD) providers can also use microteaching to support in-service teachers who are initially learning to use explicit instruction.

Context: This PLO occurs early in the preparation program, after candidates have sufficient knowledge related to explicit instruction and lesson planning from previous coursework. The PLO is part of a course on reading instruction, and candidates use the knowledge they have gained about explicit instruction and combine it with what they are learning about planning and implementing instructional reading strategies (e.g., decoding, vocabulary, reciprocal teaching) to plan and implement the microteaching lesson.

SCROLL DOWN THE PAGE

Watch Video

Phase 1: Planning Phase

- + What is this phase about?
- + How does the instructor implement this phase?
- + Materials/resources needed to implement
- + Questions other faculty/PD providers might have when implementing this phase

Phase 2: Implementation Phase

- + What is this phase about?
- + How does the instructor implement this phase?
- + Materials/resources needed to implement
- + Questions other faculty/PD providers might have when implementing this phase

Phase 3: Reflective Commentary Phase

- + What is this phase about?
- + How does the instructor implement this phase?
- + Materials/resources needed to implement
- + Questions other faculty/PD providers might have when implementing this phase





CEEDAR
CENTER



GEORGIA'S CEEDAR PARTNERSHIPS

- State department leaders
- Professional standards board
- 11 Educator preparation programs
- Districts within the P-20 collaboratives affiliated with the educator preparation programs



HLPS IN GEORGIA

2018

- Initial HLP & MTSS Statewide Summit
- Seven-part HLP Webinar Series (2018 -2019 academic year)

2019

- Georgia HLP Induction Professional Learning Series
- Purposeful practice of HLPs using Mixed-Reality Simulation (MRS) for preservice teachers and leaders at Kennesaw State University & University of West Georgia

2020

- HLP Hub
- Pilot MRS “Train the Trainers” Regional Support and Statewide New Special Education Director Training
- Retention of Special Education Teachers and Early Intervention Providers OSEP Grant



RESOURCES

High-Leverage Practices

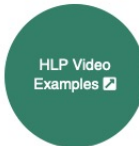
High Leverage Practices (HLPs) in Georgia

Specific teacher practices likely to result in improved outcomes for ALL students

Start Here



Learn More



Application



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Resources

- Executive Summary
- Georgia Reform Efforts - CEEDAR Center
- Georgia Intensive Technical Assistance Profile
- High-Leverage Practice and edTPA Rubric Crosswalk



INITIAL STEPS TO UNIT LEVEL CHANGE



Achieved buy in from Key Unit
Level Stakeholders



Engaged GSU Faculty and LEA
partners simultaneously



Established relevance of the
efforts to individual programs



IMPLEMENTATION OF HLPS

- Intentional Planning
- Strategic Implementation
- Leveraging Partnerships
- Seamless Connection of Work
- Stronger Together

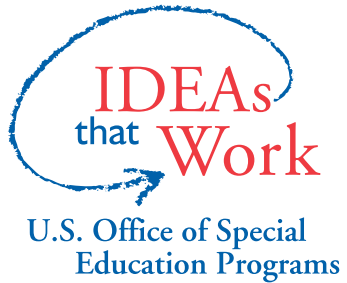
intentional

in · ten · tion · al

Adjective: Done on purpose; deliberate.



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