BUILDING AN EFFECTIVE EDUCATOR STRAND: ASSESSING HLPS IN ACTION AND USING FEEDBACK TO IMPROVE IMPLEMENTATION
PRESENTERS

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University of Florida  
Director and Distinguished Professor

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American Institutes for Research

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Associate Professor, Director of Stormed Lab  
University of Virginia
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).
CEEDAR MAJOR GOAL

• Reformed policies that promote appropriate knowledge and skill development in educator preparation programs
• Reformed programs that provide candidates with effective opportunities to learn and practice best practices
• Improved use of data to inform continuous improvement of preparation programs
TODAY

• Provide information about the role of assessment in teacher education
• Use of observations in teacher education
• Use of surveys/self-assessments
GOALS OF ASSESSMENT IN TEACHER EDUCATION

• Determine competence to teach
• Assess effectiveness of a teacher education program
• Provide informal feedback to improve program
• Provide informal feedback to improve candidate’s instruction
## Obtaining Expertise in a Profession

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong></td>
<td>Identify essential practices</td>
</tr>
<tr>
<td><strong>Step 2</strong></td>
<td>Gain expertise: Systematically train teacher and leader candidates using practice-based learning opportunities</td>
</tr>
<tr>
<td><strong>Step 3</strong></td>
<td>Assess performance</td>
</tr>
</tbody>
</table>
LEVEL OF RIGOR

Lower Rigor
Formative Assessment

Higher Rigor
Consequential Decisions
MEASURES OF TEACHER/CANDIDATE PERFORMANCE

• Value-added, growth models
• Classroom Observation
• Analysis of Classroom Artifacts
• Portfolios
• Self-Report/Assessment
OBSERVATION OF PRACTICE

• Provides a proximal measure of teacher candidate change
GRAIN SIZE MATTERS

• Provide feedback on fine-grained behaviors
• Identify teachers (and candidates) who might be in greatest need of support
KEY RESEARCH FINDING: SOME DIMENSIONS ARE HARDER TO SCORE

Harder to Score Reliably: High Inference, focused on student-teacher interactions = more uncertainty

- Instructional Techniques
- Emotional Supports

Easier to Score Reliably: Low Inference = less uncertainty

- Classroom Organization
- Classroom Environment

(Bell et. al., 2019)
A CORRECTIVE LENS: THE QUALITY OF THE OBSERVATION INSTRUMENT

- Number and complexity of components and indicators
- Clarity and consistency of language
- Meaningful, realistic distinctions across levels of performance
- Likelihood of seeing the described practice in the classroom
A CORRECTIVE LENS: THE QUALITY OF THE OBSERVATION INSTRUMENT

Frequency and Number of Observations or Observers

- More frequent, shorter observations
- Observations by more than one observer
EXAMPLES OF OBSERVATION TOOLS

• RESET (Recognizing Effective Special Education Teachers)
  • Explicit instruction rubric
  • Reading content specific rubrics
  • Math content specific rubrics

• POISE (Preservice Observation in Special Education)
  • Interval component
  • Likert Component
OBSERVATION FEEDBACK: POTENTIAL FOR POWERFUL IMPACT ON STUDENT LEARNING

• **My Teaching Partner** study: program provided focused, observation-based instructional feedback twice per month and produced student achievement gains of 9 percentile points (randomized controlled study) (Allen et al., 2011).

• **Cincinnati Study**: longitudinal study found that student performance improved the year a mid-career teacher was evaluated and even more in subsequent years (controlled for experience, type of students) (Taylor & Tyler, 2012).
Assessment of Teacher Implementation of HLPs
Michael Kennedy; U.Va
@MJK_PHD
Pick your own cliché…

But HLPs really have been growing like a weed!
Of course with growth comes a few minor aches and pains…
Basic understanding of the HLPs
Critical work related to implementation

Basic understanding of the HLPs
Essential questions about evaluation, fidelity, & quality

Critical work related to implementation

Basic understanding of the HLPs
To what extent do we rely on the “eye test” when watching and evaluating teachers?
When I observe teacher candidates or teachers in the field, there are certain, obvious elements of teaching that I always look for.
Some of the things I look for are:

* Enthusiasm/Smiling
* Evidence of Preparation
* Confidence
* Eye Contact
* Appropriate OTRs & Feedback
* Limited Down/Wasted Time
I don’t see this as being necessarily “bad;” however, when I get into routines of looking for certain and specific elements, what am I missing or ignoring?
And, given my list:

* Enthusiasm/Smiling
* Evidence of Preparation
* Confidence
* Eye Contact
* Lots of OTRs & Feedback
* Limited Down/Wasted Time

How do you measure these things beyond a checklist?
<table>
<thead>
<tr>
<th>Lesson Components &amp; High Leverage Practices (HLP’s)</th>
<th>3 Exemplary-Innovative</th>
<th>2 Proficient-Mastery</th>
<th>1 Needs Improvement</th>
<th>0 Unacceptable</th>
<th>N/A Not Applicable to this lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- HLP 15: Scaffold instruction.</td>
<td>This lesson promotes the use of high leverage practices (i.e., present and model strategies, scaffold steps, and highlight essential content knowledge). The lesson includes all of the required components of an explicit instruction lesson plan and uses them together to form a complete and appropriate learning experience.</td>
<td>This lesson includes opportunities for the teacher to use one or two high leverage practices, but not to the extent needed or possible. The lesson includes all of the required components of an explicit instruction lesson plan but the “flow” of the lesson is somewhat disjointed or potentially distracting for students.</td>
<td>This lesson is not reflective of high leverage practices. Two or more important components of a complete explicit instruction lesson plan are missing.</td>
<td>No clear structure or procedure to this lesson; difficult to follow. No evidence/use of relevant high leverage practices.</td>
<td></td>
</tr>
<tr>
<td>- HLP 16: Use explicit instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- HLP 21: Provide intensive instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2. Strategy Instruction                          |                        |                     |                     |                |                             |
| - HLP 12: Systematically design instruction toward a specific learning goal. | This lesson articulates clear learning goals for the students and includes a variety of appropriate learning and teaching strategies. Strategies have been carefully selected and executed in order to maximize student learning progress. | The learning goals in this lesson are too general, too many/few, or otherwise unclear. This lesson uses appropriate learning and teaching strategies, but may benefit from additional strategies included in certain areas of the lesson. | The learning goals in this lesson are not clear and/or appropriate. The learning strategy or strategies used in this lesson plan may not be the best fit for the topic, content, and/or students. Having clear learning goals would help the teacher select more appropriate strategies. | No learning goals or strategies included or described. |                             |
Rubrics have an important role, but I often experience rigidity in assigning scores, and when I am focusing on giving a score, I am not focusing on providing specific feedback on implementation of HLPs and other practices.
Also, HLPs often occur concurrently, and there is overlap between some practices. This makes it further difficult to assign a rubric-based score and provide meaningful feedback.

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OF COURSE I VALUE YOUR OPINION ... IT IS SO LUDICROUS THAT IT MAKES ME REALIZE JUST HOW AWESOME MY OPINION IS.
When implementing practices as broad and complex as HLPs, there is further challenge for the observer to capture the nuance of instruction and provide meaningful feedback.
Did the teacher use explicit instruction?
Did the teacher use explicit instruction?

Provide feedback?

☐ YES
☐ NO
Did the teacher use explicit instruction?

Provide feedback?

Systematically design instruction towards learning goals?
Simply answering yes or no for any HLP the teacher attempted is an OK starting place, but is very limited in terms of determining if the practice was implemented with fidelity/quality needed to support student needs.
An important first step in evaluating implementation of any HLP is identifying the component parts.
In other words, each HLP was written to be intentionally broad, so as to apply to the range of grade levels, content areas, most disability categories, and other criteria...
That said, the HLPs were identified and written using the best available research. Therefore, under each broad HLP should lay smaller components of the practice that can be identified during a lesson or other relevant setting.
Welcome to COACHED

Capturing Observations and Collaboratively Sharing Educational Data

Created By
Michael Kennedy - mjk3p@virginia.edu
Rachel Kunemund - rk8vm@virginia.edu
Log in

Use a local account to log in.

Email

COACHED@test.com

Password

COACHEDtest

☐ Remember me?

Log in

Forgot your password?

Register as a new user

Resend email confirmation
Flexible Use
Flexible Use
Goal: Provide educators at any level with a reliable, valid, and flexible option for documenting teaching without bias, use resulting data to inform areas of strength and improvement, & deliver on-demand PD.
Goal: Provide educators at any level with a reliable, valid, and flexible option for documenting teaching without bias, use resulting data to inform areas of strength and improvement, & deliver on-demand PD All in one place!
Focus on specific practices being used
Users can observe colleagues, teachers in training, or themselves!
Feedback for amatthews@fordson.k12. Please choose a session.

<table>
<thead>
<tr>
<th>Date</th>
<th>Observer Name</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/19/2021 12:00:00 AM</td>
<td>Rachel Kunemund</td>
<td>English</td>
</tr>
<tr>
<td>7/1/2021 12:00:00 AM</td>
<td>Rachel Kunemund</td>
<td>Science</td>
</tr>
<tr>
<td>4/22/2021 12:00:00 AM</td>
<td>Test Account</td>
<td>Math</td>
</tr>
<tr>
<td>3/29/2021 12:00:00 AM</td>
<td>Test Account</td>
<td>English</td>
</tr>
<tr>
<td>2/11/2021 12:00:00 AM</td>
<td>Test Account</td>
<td>English</td>
</tr>
</tbody>
</table>
Classroom Teaching Scan

Michael J. Kennedy
Wendy J. Rodgers, and John E. Romig

Curry School of Education
University of Virginia
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Click to continue
Enter information about the teacher & lesson on intake form
Upload and store videos
The CT Scan interface side by side with video player
CT Scan captures low-inference data in real time
Content of Lesson

Category

Practice

Implementation

Markers

Vocabulary Instruction

Student—friendly definition

- Reviews background knowledge,
- uses images,
- cues instruction,
- clear language,
- monitors understanding
Every teacher action is recorded when in the lesson it occurred, and the amount of time it was used for.
Content of Lesson

- **Category**: Vocabulary Instruction
- **Practice**: Student-Friendly Definition
- **Implementation Markers**: Cues Instruction

Track terms, concepts, or broad topic being taught and sync to the category and practice being used.
Behavior Buttons

- Types of Opportunities to Respond (OTR)
- Feedback statements
- Prompts/ Precorrections & error corrections
- # of student questions
- Custom counters
HOW THE LESSON IS BEING CONDUCTED

- Visual aids
- Group size
- Co-Teaching approach
- What the students are doing
- Qualitative notes
COACHING FEEDBACK FORM
## Vocabulary Instruction

### Definition - Student-friendly

**Timestamp:** 0:05 - **Time Used:** 4 minutes 51 seconds

- ✔ Cues Instruction
- ✔ Clear Language
- ✔ Uses Images
- □ Monitors Understanding
- □ Reviews Background Knowledge

### Topics:
- Fable

### Feedback Statements:

<table>
<thead>
<tr>
<th>Breakdown:</th>
<th>Opportunities to Respond:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 total feedback statements at a rate of ~&lt;1 per minute</td>
<td>4 total OTRs at a rate of ~1 per minute</td>
</tr>
<tr>
<td>1 generic feedback statements</td>
<td>3 rote OTRs</td>
</tr>
<tr>
<td>1 academic-specific feedback statements</td>
<td>0 choral/group OTRs</td>
</tr>
<tr>
<td>0 behavior-specific feedback statements</td>
<td>1 deep OTRs</td>
</tr>
</tbody>
</table>

### Visual Aides Used during practice:
- Picture/CPU

### Student Action(s) during practice:
- Listening

### Comments

Way to go! You were on point with your cues today, it helped the students stay engaged and be prepared for what was coming next!

Definitions don't always make a lot of sense for students, so your use of clear language was a welcome strategy that helped students during the lesson.

I appreciated how you consistently used images in your lesson, this helps students make connections to the words in the definition.

Remember, students might look like they are understanding the definition but it is important that you check for understanding yourself by asking questions or providing them with other opportunities to respond.

It is important to provide a quick review of
## Vocabulary Instruction

### Definition - Student-friendly

**Timestamp:** 0:05 - **Time Used:** 4 minutes 51 seconds

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- **Clear Language**
- **Uses Images**
- **Monitors Understanding**
- **Reviews Background Knowledge**

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<tr>
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<tbody>
<tr>
<td>2 total feedback statements at a rate of (-1) per minute</td>
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</tr>
<tr>
<td>0 non-academic OTRs</td>
<td></td>
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</tbody>
</table>

### Visual Aides Used during practice:

<table>
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<tbody>
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Remember, students might look like they are understanding the definition but it is important that you check for understanding yourself by asking questions or providing them with other opportunities to respond.

It is important to provide a quick review of...
Comments are pre-written and appear automatically, but are also editable.

Way to go! You were on point with your cues today, it helped the students stay engaged and be prepared for what was coming next!

Definitions don't always make a lot of sense for students, so your use of clear language was a welcome strategy that helped students during the lesson.

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Remember, students might look like they are understanding the definition but it is important that you check for understanding yourself by asking questions or providing them with other opportunities to respond.

It is important to provide a quick review of...
### Counts of Behavior Button practices

- **Visual Aids**
- **Student Actions**
- **Important** this is the number during Student-Friendly definitions only

---

**Count of Behavior Button Practices**

<table>
<thead>
<tr>
<th>Feedback Statements</th>
<th>Opportunities to Respond</th>
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<tbody>
<tr>
<td>Breakdown:</td>
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<td>at a rate of ~1 per minute</td>
<td>at a rate of ~1 per minute</td>
</tr>
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<tr>
<td>0 non-academic OTRs</td>
<td></td>
</tr>
</tbody>
</table>

**Visual Aides Used during practice:**

- Picture/CPU

**Student Action(s) during practice:**

- Listening
• At this point in the lesson the teacher has switched to using Examples of the vocab term
• Same set up as before
Example(s) of term meaning

Topics:

Feedback Statements:

<table>
<thead>
<tr>
<th>Breakdown:</th>
<th>Opportunities to Respond:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 total feedback statements at a rate of ~1 per minute</td>
<td>5 total OTRs at a rate of ~1 per minute</td>
</tr>
<tr>
<td>1 generic feedback statements</td>
<td>2 rote OTRs</td>
</tr>
<tr>
<td>0 academic-specific feedback statements</td>
<td>1 choral/group OTRs</td>
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<td>1 deep OTRs</td>
</tr>
<tr>
<td>1 non-academic OTRs</td>
<td></td>
</tr>
</tbody>
</table>

Visual Aides Used during practice: Student Action(s) during practice:

Object/Manipulative: Answering Qs

Comments

Your use of cues was fantastic, it helped prepare the students for what was coming up next in the lesson, this is really important especially for students who may struggle with new vocabulary instruction.

You did a great job monitoring understanding by providing your students with plenty of opportunities to demonstrate their learning through questions during the example. This is so important for ensuring that your students are grasping the new content.

One way to increase students' ability to grasp the content is to incorporate explicit language into your explanation, this makes the content clear and easy to understand.

I loved how you not only introduced an example of the term but also included images to go along with it.

Associated CAP-TV Training Video

Effective Vocabulary Instruction: Using Examples and Non-Examples from Michael Kennedy: Examples & Non-Examples
Summary of Coaching Feedback

- Overview of observation
- Goal for next time
- Total counts for behavior buttons
- Methods of sharing feedback

Session Overview

**Overview:**
Thank you for allowing me into your classroom to observe your lesson today. I enjoyed seeing your lesson on fables and popular fables found in the literature. Across the board you did a wonderful job providing an explicit cue before moving into a new practice or activity. This is important.

**Goal for Next Observation:**
1. Review key background information when introducing a student friendly definition-check out the modeling example in the student friendly definition video around minute 15:00
2. When providing opportunities to respond make sure you follow up with praise and feedback, the more specific the better. For example:

<table>
<thead>
<tr>
<th>Total Feedback Statements: Breakdown</th>
<th>Total Opportunities to Respond: Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 total feedback statements</td>
<td>21 total OTRs</td>
</tr>
<tr>
<td>at a rate of ~&lt;1 per minute</td>
<td>at a rate of ~&lt;1 per minute</td>
</tr>
<tr>
<td>6 generic feedback statements</td>
<td>10 rote OTRs</td>
</tr>
<tr>
<td>2 academic-specific feedback statements</td>
<td>5 choral/group OTRs</td>
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<tr>
<td>1 behavior-specific feedback statements</td>
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</tr>
<tr>
<td></td>
<td>3 non-academic OTRs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total redirects and corrections: Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 total prompts or precorrect statements</td>
</tr>
<tr>
<td>Breakdown:</td>
</tr>
<tr>
<td>2 total behavior redirects</td>
</tr>
<tr>
<td>3 total error corrections</td>
</tr>
</tbody>
</table>
## Sending Feedback

### Total Feedback Statements:

<table>
<thead>
<tr>
<th>Breakdown:</th>
<th>Total Opportunities to Respond:</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 total feedback statements</td>
<td>Breakdown:</td>
</tr>
<tr>
<td>at a rate of (\leq 1) per minute</td>
<td>39 total OTRs</td>
</tr>
<tr>
<td>11 generic feedback statements</td>
<td>38 rote OTRs</td>
</tr>
<tr>
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### Buttons:

- Save Changes
- Download PDF
- Send Feedback Link To Teacher

- Download PDF
- Send email directly to teacher
- Teacher access their account
Self-Reflection Matrix
(TY Dr. Sarah Nagro)
<table>
<thead>
<tr>
<th>Focus Items</th>
<th>Describe what happened by detailing the specific teaching choice you made</th>
<th>Analyze by explaining the reasons why you made the teaching choice</th>
<th>Judge the success of specific decisions by noticing the effects on a portion of or the lesson overall</th>
<th>Apply insights to create a plan for extending effective or changing ineffective practices in future lessons</th>
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<tbody>
<tr>
<td>Student-Friendly definition</td>
<td>Teacher introduced student-friendly definition in manner that allowed students to be prepared to learn the content and and anticipate the definition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Friendly definition</td>
<td>Teacher presented student-friendly definition with language and images that were clear and encouraged student understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Friendly definition</td>
<td>Teacher monitored student understanding of student-friendly definition by providing opportunities to respond and feedback as needed</td>
<td></td>
<td></td>
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Reflection Matrix
- Use teacher responses to inform feedback
- Teacher may indicate they need additional support in an area or not recognize where they need support
A Multimedia Option for Delivering Feedback and Professional Development to Teachers

Rachel L. Kunemund, Michael J. Kennedy, Lindsay M. Carlisle, Victoria J. VanUitert, and Sean D. McDonald
Welcome to COACHED

Capturing Observations and Collaboratively Sharing Educational Data

Created By
Michael Kennedy - mjk3p@virginia.edu
Rachel Kunemund - rk8vm@virginia.edu
How, when, why do we use COACHED?
Declarative knowledge

Conditional knowledge

Situated knowledge
How to use COACHED training
SESSION 1:
CATEGORIES, PRACTICES AND IMPLEMENTATION MARKERS

After this session you will be able to:

• Identify and code different instructional categories using the CT Scan
• Identify and code the associated instructional practices for each category during an observation
• Recognize and code the implementation markers or “look fors” for each practice as they occur
Use of CT Scan within COACHED:
Students go to CT Scan, pull up practices they plan to use during lessons, and “study” to ensure key implementation markers are in their plans.
Then they film themselves implementing lesson (alone, with peer, small group, or in simulator)
Candidates use COACHED to self-observe & receive preliminary feedback

Instructor/Coach uses COACHED to watch video/lesson and provides feedback
We utilize coaches to observe our candidates (usually on video, but can be live) using COACHED and provide feedback
We refer candidates back to the HLP videos and other resources as needed.
Reflection Matrix

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<tr>
<td><strong>Student-Friendly definition</strong></td>
<td>Teacher introduced student-friendly definition in manner that allowed students to be prepared to learn the content and anticipate the definition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student-Friendly definition</strong></td>
<td>Teacher presented student-friendly definition with language and images that were clear and encouraged student understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student-Friendly definition</strong></td>
<td>Teacher monitored student understanding of student-friendly definition by providing opportunities to respond and feedback as needed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Use teacher responses to inform feedback
- Teacher may indicate they need additional support in an area or not recognize where they need support
Teachers receive their feedback in COACHED, but also have conferences.
Self-Report/Assessment
SELF-REPORT VS. ACTUAL PRACTICE

- Teacher reflection improves teacher knowledge, skills, and depositions

Bright, 1996; Brookfield 2004; Cranton, 1996; Dewey, 1933, 1938; Ladson-Billings, 1994; Merrifield, 1993; Reagan, Case, & Brubacher, 2000; Schön, 1996; Willis, 1999
HLP SELF-ASSESSMENT TOOL

• **Self-assess and reflect** on use of HLPs.

• **Data on HLP implementation** can be used to guide professional learning and supports.

• **broad measure on the ability to implement** the HLPs, which can serve as a basis of discussion with faculty and administrators.

**HLP SELF-ASSESSMENT TOOL**

**Instructions:** Rate the extent to which you feel successful in understanding and using the key skills from the HLPs in each domain.

- **5** = Mastered. I already apply this skill to my work and have noted improvements in student learning.
- **4** = I can apply this skill to my work with some confidence.
- **3** = Making progress. I am just beginning to understand how to apply this skill to my work.
- **2** = I believe this concept and/or skill is important but do not yet understand how to apply it in my classroom.
- **1** = I am unfamiliar with this principle or element.
- **N/A** = Not applicable.
## HLP 15: Provide Scaffolded Supports

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I create tasks with a focus on essential knowledge and skills.</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>I provide scaffolded supports (e.g., graphic organizers, sentence stems) across a wide range of areas (e.g., academics, behavior, social skills).</td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I use assessments to gauge student thinking, language, writing, or performance to determine the type and level of supports needed.</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I use my knowledge of standards/benchmarks, curriculum, and prerequisites to structure tasks from easiest to most difficult.</td>
<td>✔</td>
<td>✔</td>
<td></td>
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</tr>
</tbody>
</table>
# High Leverage Practices Short Screener

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>21. I provide students with opportunities to respond (e.g., asking questions) throughout my lessons.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. I consider my students’ assistive technology needs related to their goals, access to the general education curriculum, and extracurricular activities.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>23. I use progress monitoring to track student improvements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. I use cooperative learning structures (e.g., jigsaw) to meet academic, behavioral, and/or interpersonal instructional objectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. I provide positive and specific feedback on student learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Scoring
- Collaboration: 1, 4, 9, 14, 17  
  ____ out of 25
- Assessment: 3, 8, 11, 12, 19  
  ____ out of 25
- Socio-emotional/Behavioral: 5, 6, 13, 18, 20  
  ____ out of 25
- Instructional: 2, 7, 10, 15, 16, 21, 22, 23, 24, 25  
  ____ out of 50
• Intentional overlap between practices
• Can be difficult to observe in isolation
• Implementing one HLP can lead to successful implementation of another

Example:

Using explicit instruction (HLP 16) → Promotes student engagement (HLP 22) → Which helps students generalize knowledge/strategies across settings (HLP 21)

Source: Kennedy, 2019
Cohesive and Connected Message for Beginners

- Beginning teachers:
  - often have challenges situating their knowledge in their new contexts
  - Need a singular focus and opportunities to practice
## Pre and Post HLP Self-Assessment

<table>
<thead>
<tr>
<th>GLRS/District</th>
<th># Participants</th>
<th>Experience</th>
<th>Type of Teacher</th>
<th>TAPP</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
<td>Other</td>
</tr>
<tr>
<td>Northeast</td>
<td>52</td>
<td>23</td>
<td>11</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Oconee GLRS</td>
<td>51</td>
<td>35</td>
<td>8</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>
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