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

PRESENTERS

Mary Brownell
CEEDAR Center,
University of Florida
Director and Distinguished
Professor

Lynn Holdheide
CEEDAR Center, Co-Director
American Institutes for Research

Michael Kennedy
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 CENTER

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
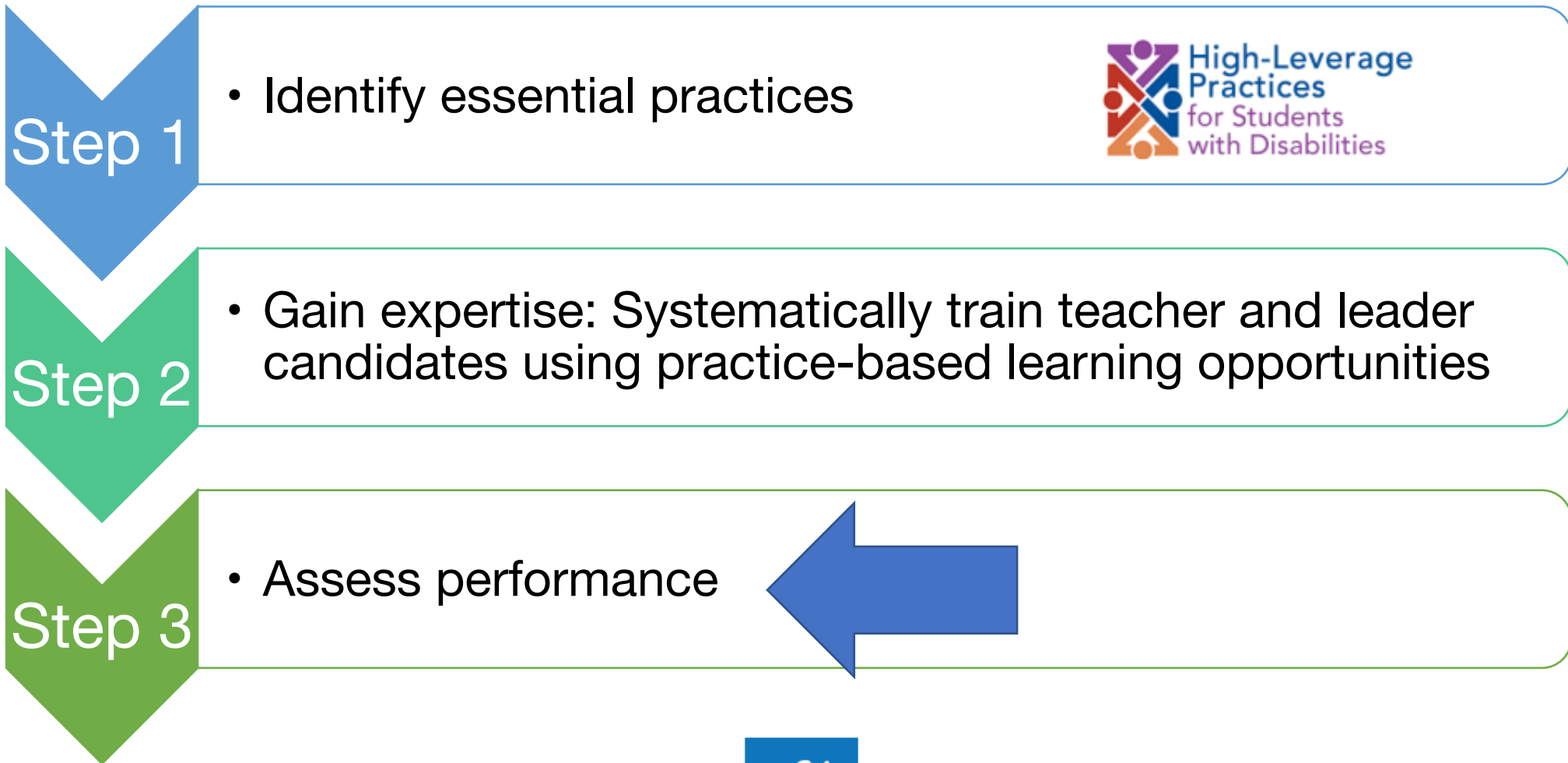
- Use of surveys/self-assessments

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

Step 1
- Identify essential practices

High-Leverage Practices for Students with Disabilities

Step 2
- Gain expertise: Systematically train teacher and leader candidates using practice-based learning opportunities

Step 3
- Assess performance

LEVEL OF RIGOR

Lower Rigor

Higher Rigor

Formative Assessment

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).
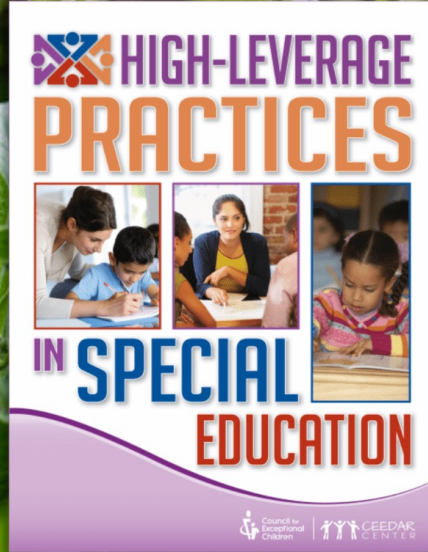
Assessment of Teacher Implementation of HLPs
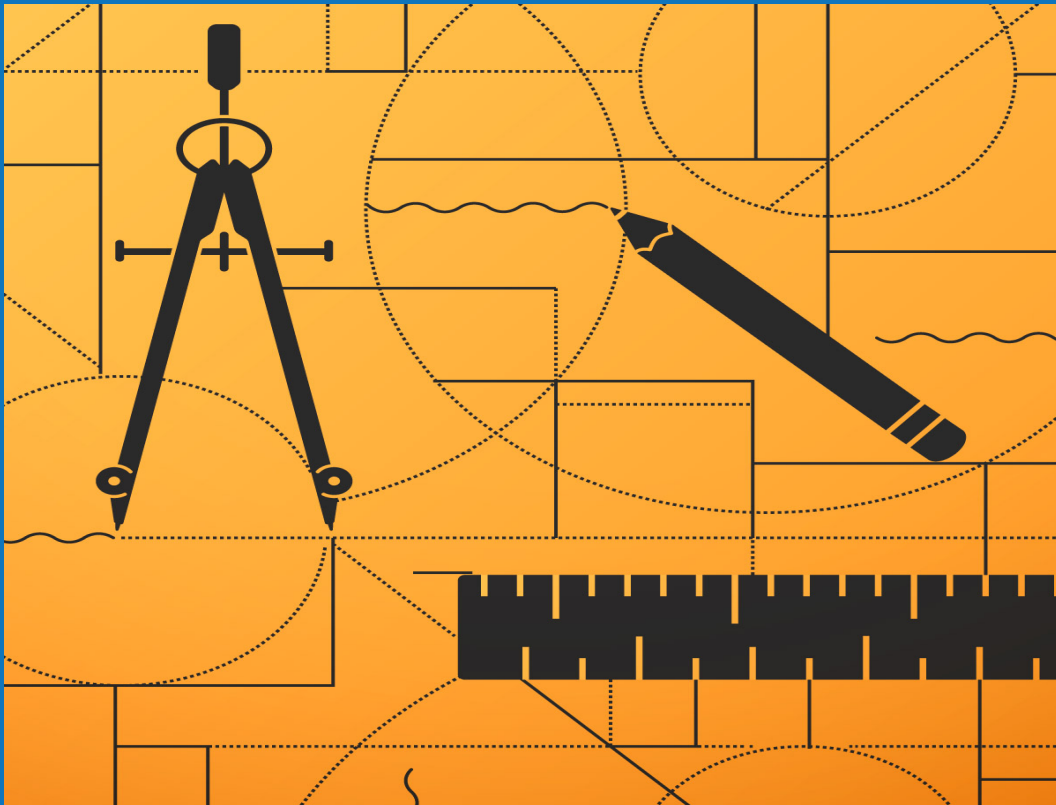
Michael Kennedy; U.Va
@MJK_PHD

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
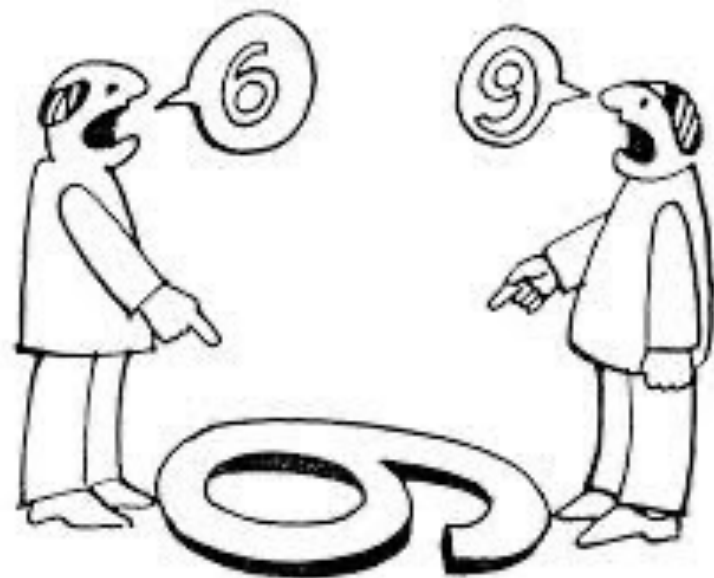
How do you measure these things beyond a checklist?

Lesson Components & High Leverage Practices (HLP's)	3 Exemplary-Innovative	2 Proficient-Mastery	1 Needs Improvement	0 Unacceptable	N/A Not Applicable to this lesson
. Explicit Instruction • HLP 15: Scaffold instruction. • HLP 16: Use explicit instruction. • HLP 21: Provide intensive instruction.	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.	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.	This lesson is not reflective of high leverage practices. Two or more important components of a complete explicit instruction lesson plan are missing.	No clear structure or procedure to this lesson; difficult to follow. No evidence/use of relevant high leverage practices.	
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.

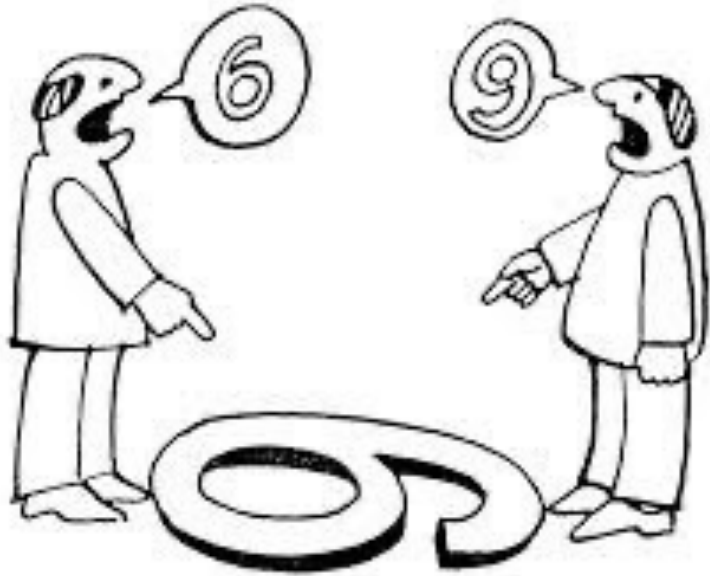| Lesson Components & High Leverage Practices (HLP's)	3 Exemplary-Innovative	2 Proficient-Mastery	1 Needs Improvement	0 Unacceptable	N/A Not Applicable to this lesson
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Also, HLPs often occur concurrently, and there is overlap between some practices. This makes it further difficult to assign a rubric-based score and provide meaningful feedback.

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OPINION

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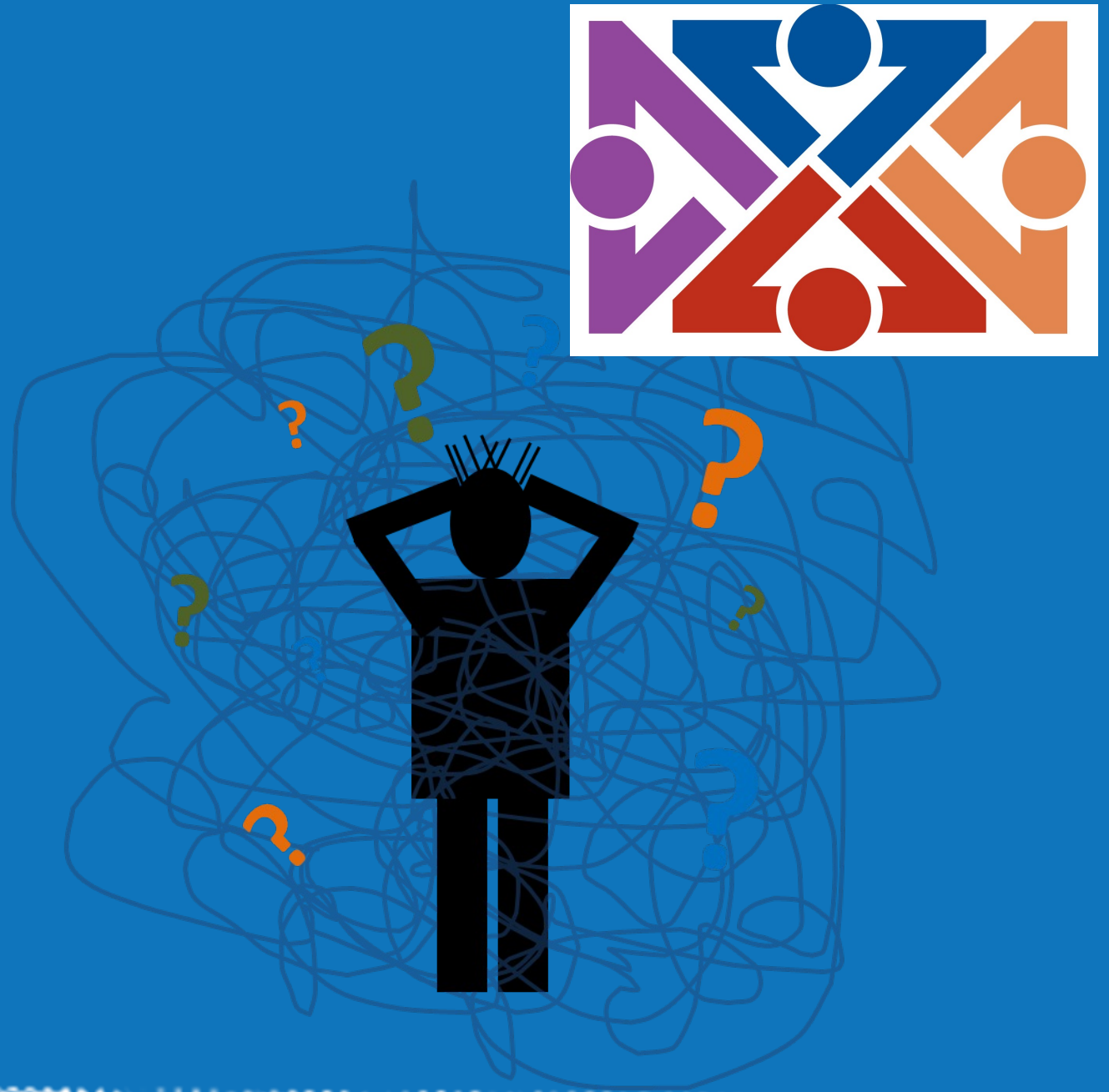
@bryanMMathers

PERSPECTIVE

Thanks to Fredb-1   07-20-2007

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?

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…

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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.

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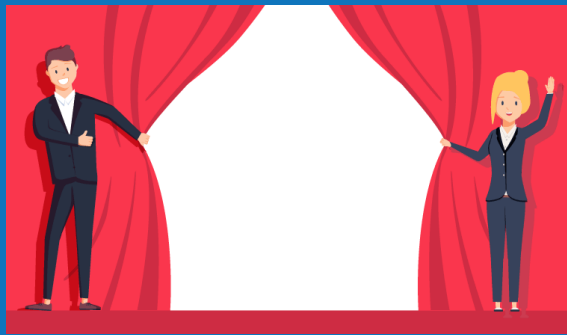
UVA

SCHOOL *of* EDUCATION
and HUMAN DEVELOPMENT

Welcome to COACHED

Capturing Observations and Collaboratively sHaring Educational Data

Created By

Michael Kennedy - mjk3p@virginia.edu

Rachel Kunemund - rk8vm@virginia.edu

ies INSTITUTE OF EDUCATION SCIENCES

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

https://coachedweb.azurewebsites.net

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!

🔎View | 📄Start Scan | 📹Upload Video	coach@test.com	👁 Coach/Observer	Test School
🔎View | 📄Start Scan | 📹Upload Video	teacher@test.com	🍎 Teacher/Pre-service Teacher	Test School
🔎View | 📄Start Scan | 📹Upload Video	admin@test.com	School LeaderShip/Researcher/Teacher Educator	Test School

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View | Start Scan | Upload Video   coach@test.com

View | Start Scan | Upload Video   teacher@test.com

View | Start Scan | Upload Video   admin@test.com

Feedback for amatthews@fordson.k12. Please choose a session.

	Date	Observer Name	Subject
View	7/19/2021 12:00:00 AM	Rachel Kunemund	English
View	7/1/2021 12:00:00 AM	Rachel Kunemund	Science
View	4/22/2021 12:00:00 AM	Test Account	Math
View	3/29/2021 12:00:00 AM	Test Account	English
View	2/11/2021 12:00:00 AM	Test Account	English

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

Vocabulary Instruction

Set | 01:34

Definition - Student-friendly
- None
- Cues Instruction
- **Reviews Background Knowledge**
- **Clear Language**
- Monitors Understanding
- **Uses Images**

Set new practice

Add Vocab Term or Topic: [Type new term here] **Add**

Active term(s) or topic(s) *(click to remove):* **Photosynthesis**

Student actions: [Taking notes ▼] Group Size: [Whole group ▼] Co-teaching [1-teach/1-assist ▼]

☐ Diagram/Graph   ☐ Graphic Organizer   ☐ Movie
☐ Object/Manipulative   ☑ **Picture/CPU**   ☑ **Text**

Send | Students are taking notes

| Deep Q OTR (2) | Rote Q OTR (5) | Chor/Grp OTR (1) | Non-Acad OTR (2) | FB Acad Specific (2) | FB Behav Specific (1) | Generic FB (5) |

| Prompt Precorrect (1) | Behavior Specific Redirect (1) | Error Correction | Student Ask Q (5) | # Student Asking Q (2) | Custom 1 | Custom 2 |

Done   Help ?

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.

Choose a category

Classroom Management
Explicit Instruction (Generic)
Explicit Mathematics Teacher Model
General Content Instruction
Mathematics Instruction
Non-instructional activity
Observer uncertain
Observing/Assessing Students
Reading Instruction
Science Inquiry Instruction
Spelling Instruction
Strategy Instruction
Vocabulary Instruction
Writing Instruction (General)

Choose a practice

Assessment
Behavior Management
Closing
Gain Student Attention
Guided Practice/We Do It
Independent Practice/You Do It
Modeling/I Do It
Non-Instructional Activity/Task
Preview Lesson/Anticipatory Set
Review Prerequisite Skills
Specially Designed Instruction
Transition Time
Uncoded Time

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:

Breakdown:
2 total feedback statements
at a rate of ~<1 per minute

1 generic feedback statements

1 academic-specific feedback statements

0 behavior-specific feedback statements

Opportunities to Respond:

Breakdown:
4 total OTRs
at a rate of ~1 per minute

3 rote OTRs

0 choral/group OTRs

1 deep OTRs

0 non-academic OTRs

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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- ☑ Uses Images
- ☐ Monitors Understanding
- ☐ Reviews Background Knowledge

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Fable

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	0 non-academic OTRs

Visual Aides Used during practice:	Student Action(s) during practice:
Picture/CPU	Listening

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It is important to provide a quick review of

- Category–Vocabulary Instruction
- Practice–Student Friendly Definition
- Time Used

Vocabulary Instruction

Definition - Student-friendly

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

- ☑ Cues Instruction
- ☑ Clear Language
- ☑ Uses Images
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- ☐ Reviews Background Knowledge

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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

Vocabulary Instruction

Definition - Student-friendly

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

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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

Example(s) of term meaning

Timestamp: 4:56 - Time Used: 5 minutes 10 seconds

☑ Cues Instruction

☑ Monitors Understanding

☐ Explicit Explanation

☑ Uses Images

☐ Clear Language

☐ Provides Feedback

Topics:

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 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

Feedback Statements:	Opportunities to Respond:
Breakdown: 1 total feedback statements at a rate of ~<1 per minute	*Breakdown:* 5 total OTRs at a rate of ~1 per minute
1 generic feedback statements	2 rote OTRs
0 academic-specific feedback statements	1 choral/group OTRs
0 behavior-specific feedback statements	1 deep OTRs
	1 non-academic OTRs

Visual Aides Used during practice:	Student Action(s) during practice:
Object/Manipulative	Answering Qs

- At this point in the lesson the teacher has switched to using Examples of the vocab term
- Same set up as before

Associated CAP-TV Training Video

Example(s) of term meaning

Timestamp: 4:56 - Time Used: 5 minutes 10 seconds

- ☑ Cues Instruction
- ☑ Monitors Understanding
- ☐ Explicit Explanation
- ☑ Uses Images
- ☐ Clear Language
- ☐ Provides Feedback

Topics:

Feedback Statements:	Opportunities to Respond:
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Visual Aides Used during practice:	Student Action(s) during practice:
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Training Video

Effective Vocabulary Instruction: Using Examples and Non-Examples

from Michael Kennedy g Examples & Non-Examples

10:52
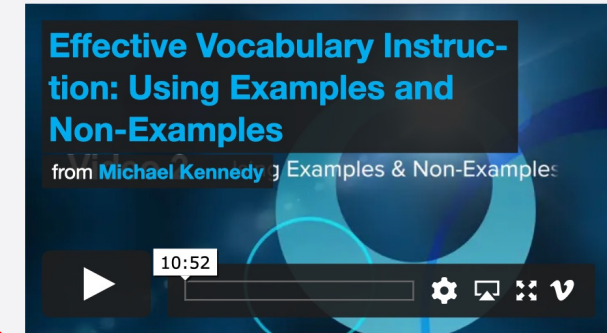
Session Overview

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: I

Total Feedback Statements:	Total Opportunities to Respond:
Breakdown: 9 total feedback statements at a rate of ~<1 per minute	*Breakdown:* 21 total OTRs at a rate of ~<1 per minute
6 generic feedback statements	10 rote OTRs
2 academic-specific feedback statements	5 choral/group OTRs
1 behavior-specific feedback statements	3 deep OTRs
	3 non-academic OTRs

Total redirects and corrections:
Breakdown: 2 total prompts or precorrect statements
Breakdown: 2 total behavior redirects
3 total error corrections

Summary of Coaching Feedback

- Overview of observation

- Goal for next time

- Total counts for behavior buttons

- Methods of sharing feedback

Total Feedback Statements:

Breakdown:
29 total feedback statements
at a rate of ~<1 per minute

11 generic feedback statements

18 academic-specific feedback statements

0 behavior-specific feedback statements

Total Opportunities to Respond:

Breakdown:
39 total OTRs
at a rate of ~<1 per minute

38 rote OTRs

0 choral/group OTRs

1 deep OTRs

0 non-academic OTRs

Save Changes

Download PDF
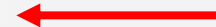
Send Feedback Link To Teacher

Sending Feedback

- Download PDF

- Send email directly to teacher

- Teacher access their account

Self-Reflection Matrix
(TY Dr. Sarah Nagro)

Focus Items	Describe what happened by detailing the specific teaching choice you made	Analyze by explaining the reasons why you made the teaching choice	Judge the success of specific decisions by noticing the effects on a portion of or the lesson overall	Apply insights to create a plan for extending effective or changing ineffective practices in future lessons
Student-Friendly definition Teacher introduced student-friendly definition in manner that allowed students to be prepared to learn the content and and anticipate the definition				
Student-Friendly definition Teacher presented student-friendly definition with language and images that were clear and encouraged student understanding				
Student-Friendly definition Teacher monitored student understanding of student-friendly definition by providing opportunities to respond and feedback as needed				

Save and Continue

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[1] ⓘ, Michael J. Kennedy[1], Lindsay M. Carlisle[1], Victoria J. VanUitert[1], and Sean D. McDonald[1]

https://coachedweb.azurewebsites.net

Welcome to COACHED

Capturing Observations and Collaboratively sHaring Educational Data

Created By

Michael Kennedy - mjk3p@virginia.edu

Rachel Kunemund - rk8vm@virginia.edu

ies INSTITUTE OF EDUCATION SCIENCES

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education
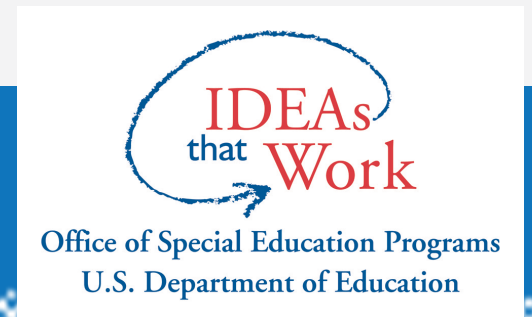
How, when, why do we use COACHED?

WHAT? WHY? HOW?

Declarative knowledge

Conditional knowledge

Situated knowledge

KNOWING WHAT TO DO

KNOWING HOW TO DO IT
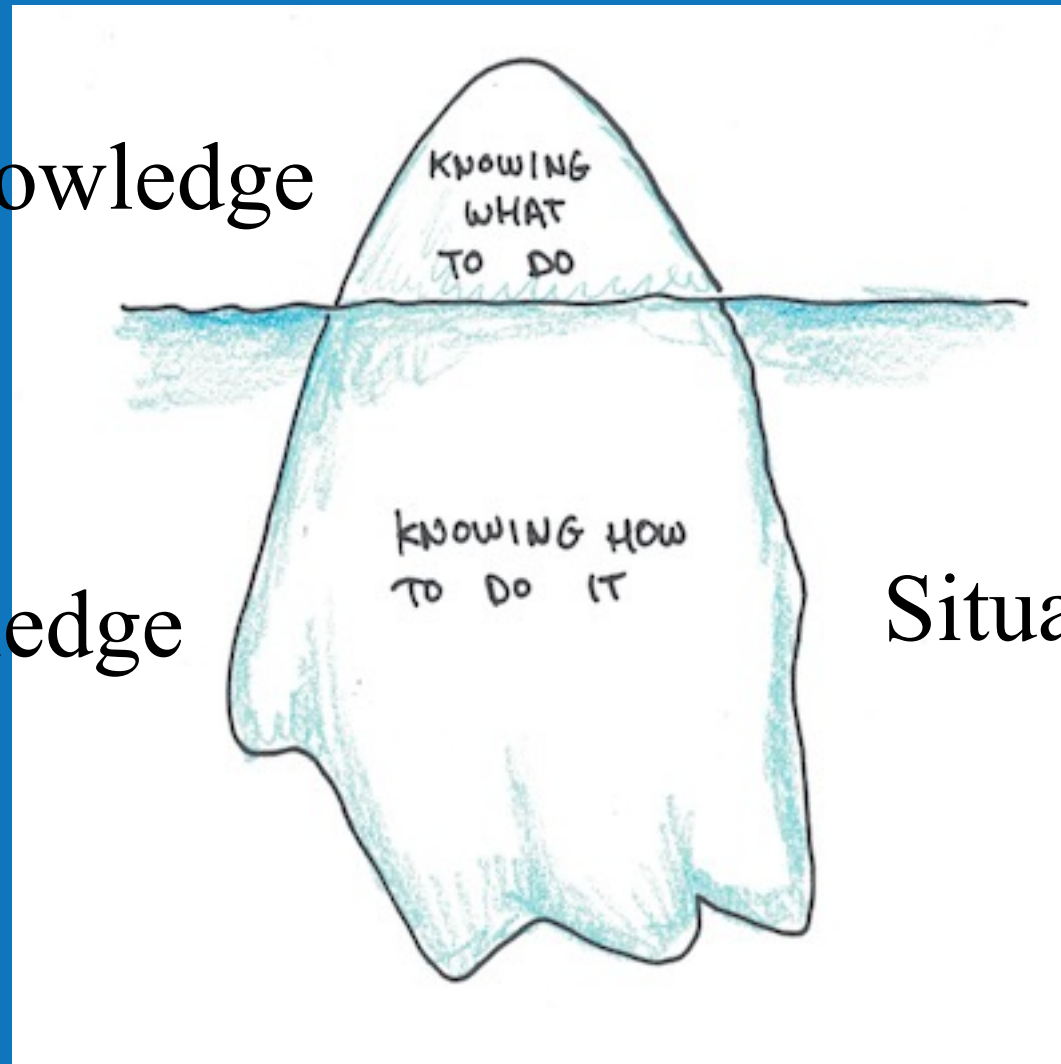
How to use COACHED training

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

Set **Explicit Instruction (Generic)** ❚❚ 00:21

Modeling/I Do It

- None
- **Demonstrates Skill**
- **Provides Several Models**

- **Clear Concise and Consistent Language**
- **Involves Students**
- **Think Aloud**

Set new practice

Add Vocab Term or Topic: [Type new term here] **Add**

Active term(s) or topic(s) *(click to remove):* **Modeling Regrouping**

Then they film themselves implementing lesson (alone, with peer, small group, or in simulator)

Candidates use COACHED to
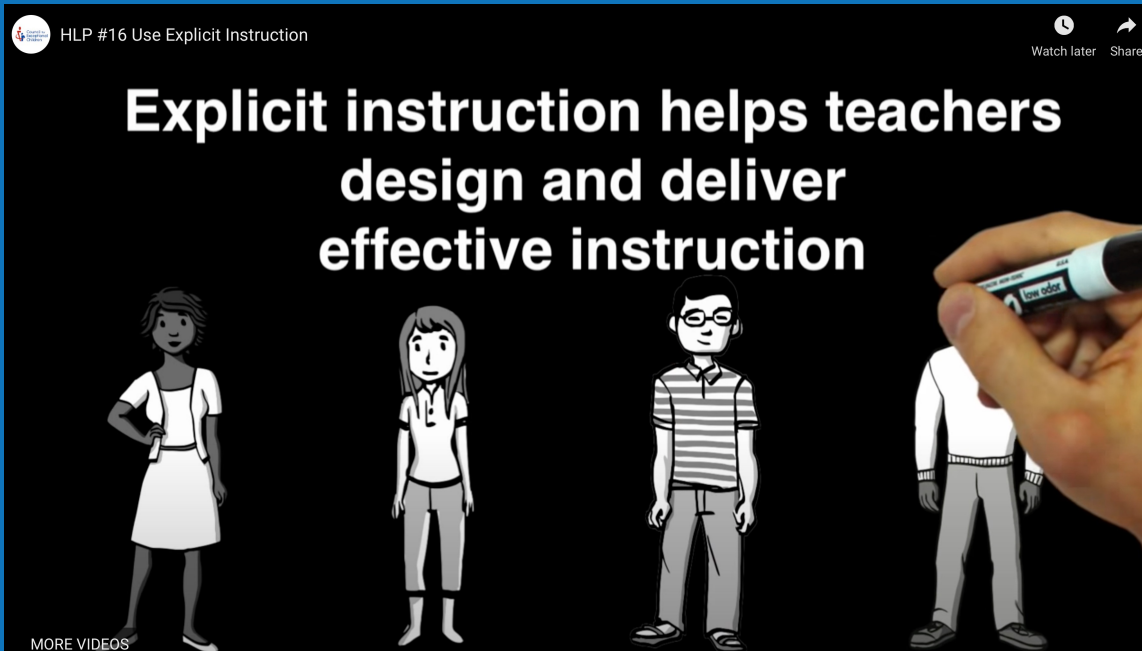self-observe & receive preliminary feedback

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

HLP #16 Use Explicit Instruction

Watch later   Share

Explicit instruction helps teachers design and deliver effective instruction

MORE VIDEOS

HLP 1:
Collaborate with Professionals to Increase Student Success

High-Leverage Practices for Students with Disabilities

It is very easy for professionals working in schools to take collaboration for granted. Obviously, teachers and other staff see and speak to one another on a regular basis, which can give the illusion that collaboration is happening. However, as noted by Friend and Barron (2019), interaction alone does not constitute collaboration. True collaboration requires intention, effort, and skill on the part of professionals, and results in positive outcomes for all parties – especially students with disabilities and others who struggle. HLP 1 is one of the most essential practices to master because it is one of the HLPs used every single day regardless of grade level, content area, or disability status of students. The effective special educator who collaborates well with their colleagues will then be in a strong position to also collaborate with families (HLP 3) and run effective meetings so quality programming can be decided upon and then implemented (HLP 2). In addition, collaboration is essential to implementing essentially all of the social/ behavioral and instruction HLPs as well. In sum, this is HLP 1 for a very good reason.

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site.

The major source for content within this resource is the chapter by Marilyn Friend and Tammy Barron in *High-Leverage Practices in the Inclusive Classroom*; the book *High-Leverage Practices in Special Education: The Final Report of the HLP Writing Team*, and content on
www.highleveragepractices.org.

Focus Items	Describe what happened by detailing the specific teaching choice you made	Analyze by explaining the reasons why you made the teaching choice	Judge the success of specific decisions by noticing the effects on a portion of or the lesson overall	Apply insights to create a plan for extending effective or changing ineffective practices in future lessons
Student-Friendly definition Teacher introduced student-friendly definition in manner that allowed students to be prepared to learn the content and and anticipate the definition				
Student-Friendly definition Teacher presented student-friendly definition with language and images that were clear and encouraged student understanding				
Student-Friendly definition Teacher monitored student understanding of student-friendly definition by providing opportunities to respond and feedback as needed				

Save and Continue

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

Teachers receive their feedback in COACHED, but also have conferences

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:	**Opportunities to Respond:**
Breakdown: 2 total feedback statements at a rate of ~<1 per minute	*Breakdown:* 4 total OTRs at a rate of ~1 per minute
1 generic feedback statements	3 rote OTRs
1 academic-specific feedback statements	0 choral/group OTRs
0 behavior-specific feedback statements	1 deep OTRs
	0 non-academic OTRs

Visual Aides Used during practice:	**Student Action(s) during practice:**
Picture/CPU	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.
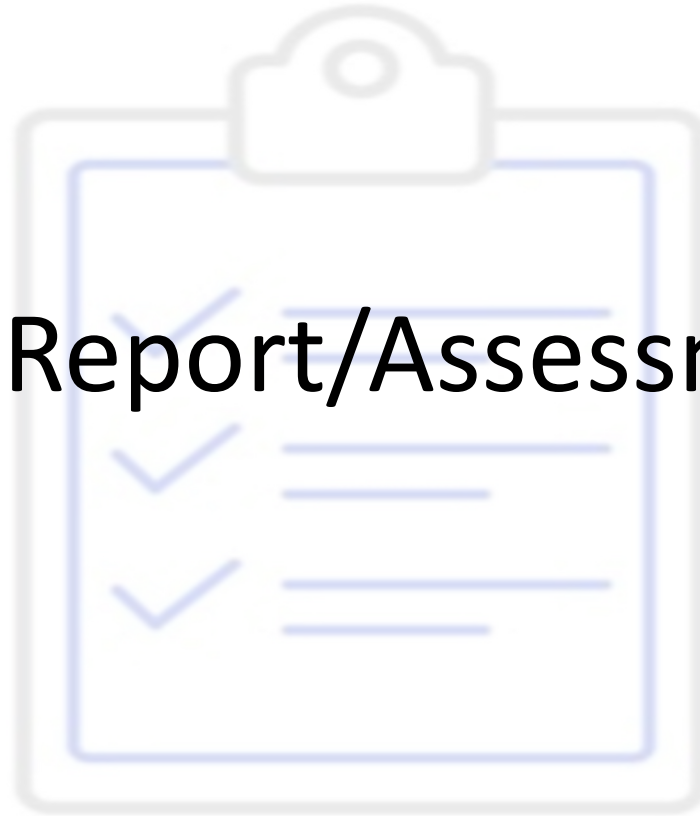
It is important to provide a quick review of

mjk3p@virginia.edu

THANKYOU

Self-Report/Assessment

SELF-REPORT VS. ACTUAL PRACTICE

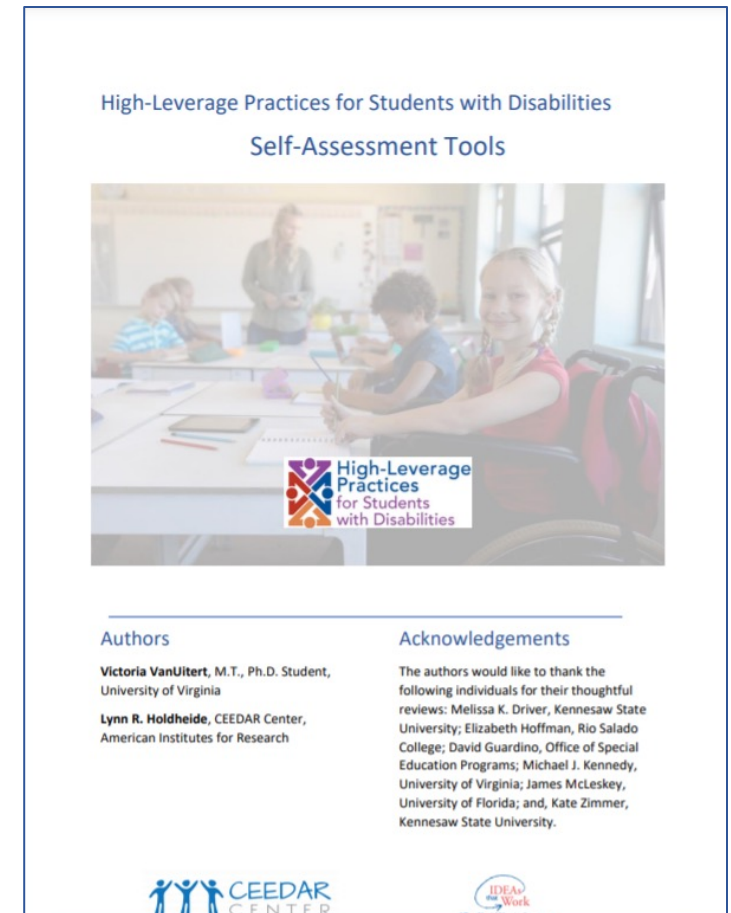- Teacher reflection improves teacher knowledge, skills, and depositions

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.

High-Leverage Practices for Students with Disabilities
Self-Assessment Tools

High-Leverage Practices for Students with Disabilities

Authors

Victoria VanUitert, M.T., Ph.D. Student, University of Virginia

Lynn R. Holdheide, CEEDAR Center, American Institutes for Research

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HLP SELF-ASSESSMENT TOOL

Name: _____ **Date:** _____

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 SELF-ASSESSMENT TOOL 15

	HLP 15: Provide Scaffolded Supports						
	Rate the extent to which you incorporate this HLP.	**N/A**	**1**	**2**	**3**	**4**	**5**
1	I create tasks with a focus on essential knowledge and skills.	☐	☐	☐	☑	☐	☐
2	I provide scaffolded supports (e.g., graphic organizers, sentence stems) across a wide range of areas (e.g., academics, behavior, social skills).	☐	☐	☑	☐	☐	☐
3	I use assessments to gauge student thinking, language, writing, or performance to determine the type and level of supports needed.	☐	☐	☐	☐	☑	☐
4	I use my knowledge of standards/benchmarks, curriculum, and prerequisites to structure tasks from easiest to most difficult.	☐	☑	☐	☐	☐	☐

High Leverage Practices Short Screener

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

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

HLP LAYOUT

- 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) |

HLP Layout

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

Mixed Reality Simulation

Principal and Mentor Support

HLP

Professional Learning

Coaching Support

GaDOE
Georgia Department of Education

Pre and Post HLP Self-Assessment

GLRS/District	# Participants	Experience				Type of Teacher		TAPP		Average Rating
		1st	2nd	3rd	Other	Special Education	General Education	Yes	No	
Northeast	52	23	11	10	8	50	1	3	49	3.17
Oconee GLRS	51	35	8	3	5	22	29	45	6	2.92

DISCLAIMER