

Building an Effective Educator Strand: Using HLPs to Form a Cohesive Approach to Developing Teachers

Dee Berlinghoff
Ginnie McLaughlin
Jackie Rodriguez
Kyena Cornelius
Melinda Leko

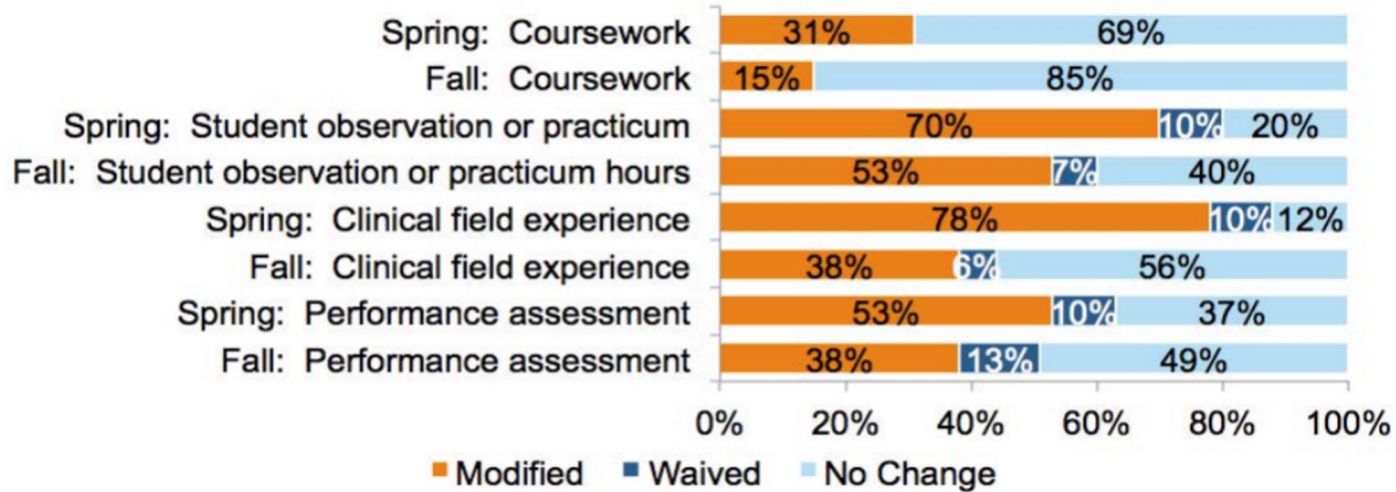
November 3, 2021
Annual Meeting of the Teacher Education Division (TED)

As a nation we have existed with:



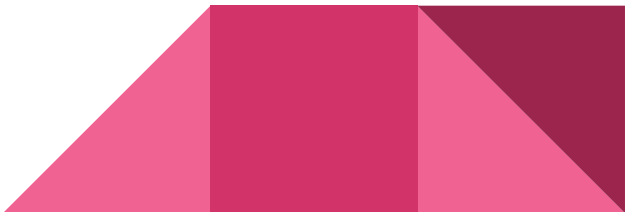
Preparing Profession Ready Educators is even harder now.

State Policy Changes Due to COVID-19



Recovering from the COVID-19 Pandemic ...

The TWIN challenges remain

- A **shortage** of fully prepared and credentialed special educators in public schools.
 - **Lack of diversity** among these special educators.
 - Special Educators are depleted BOTH physically and emotionally, and the labor market is even smaller.
 - Data are showing that schools in high-income communities are beginning to hire special educators on emergency certifications, a practice that has long been common only in high-need schools.
 - More special educators of color are leaving the profession, especially those in the first three years of in-service practice.
- 

The question we must address is:

How do we prepare special educators who plan and succeed in staying in the field of education as a career?

By building a solid foundation with high leverage practices to ensure the teacher is profession-ready.





Montana Effective Practices Alignment Matrix

Introduction

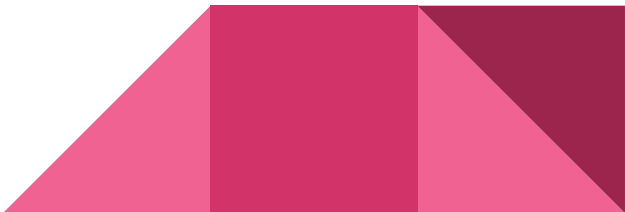
Since its inception, the Montana Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) – a partnership of the Office of Public Instruction, University of Montana, University of Montana Western, Montana State University, Montana State University Billings, and University of Providence – has been focusing on its mission to increase the commitment and capacity of all Montana educators to maximize the learning outcomes of every student. Central to this work has been an emphasis on ensuring that all future and novice educators acquire a core set of highly effective instructional practices through the various educator preparation programs (EPPs) available throughout the state. More recently, the MT CEEDAR team along with other MT EPP professional colleagues has undertaken the alignment of three major national and statewide professional development initiatives: the Danielson Framework, Teaching Works High-leverage Practices (HLPs), and the Council for Exceptional Children HLPs – using the effective practices ratings system developed by John C. Hattie.

CEC Practice-Based Standards (2020) for Initial Preparation of Special Educators

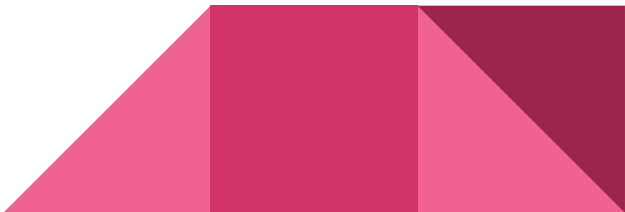
Dee Berlinghoff
Ginnie McLaughlin




Timeline of Critical Events

- 2013: Professional Standards Workgroup
 - 2016-2017: Framing Paper Workgroup
 - 2017-2020: Standards Development Workgroup
 - Spring 2020: Final drafts and supporting materials completed by Workgroup
 - April 2020: Final drafts to CEC Board for approval
 - May 2020: Final drafts to Professional Standards and Practices Committee for approval
- 

Timeline of Critical Events (cont.)

- July 2020: Final standards application submitted to CAEP for recognition
 - Fall 2020: CAEP recognition received
 - **New standards available for program review: Spring 2021**
 - **New standards mandatory for program review: Spring 2023**
 - November 2021: Publication of the “Purple Book” (next gen “Red Book”)
- 

Key Elements of the Standards

- Field and Clinical Experience Standard
 - The seven Standards themselves
 - 23 components underlying the Standards, including Supporting Explanations and Knowledge Bases
 - Purple Book includes crosswalks with InTASC Standards and HLPs, Performance Indicators, and Potential Sources of Evidence.
- 

2012 Initial Standards

- 1.Learner Development & Individual Differences
- 2.Learning Environment
- 3.Curricular Content Knowledge
- 4.Assessment
- 5.Instructional Planning & Strategies
- 6.Professional Learning & Ethical Practice
- 7.Collaboration

2020 Initial Standards

- 1.Engaging in Professional Learning and Practice within Ethical Guidelines
- 2.Understanding and Addressing Each Individual's Developmental and Learning Needs
- 3.Demonstrating Curricular and Content Knowledge
- 4.Assessing and Planning for Individuals and Instruction
- 5.Supporting Learning Using Effective Instruction
- 6.Supporting Social, Emotional, and Behavioral Growth
- 7.Collaborating with Families, Paraprofessionals and Other Professionals

Key Differences from 2012 Standards

- Practice-based!
- Prominence of themes of diversity and technology throughout
- Recognition of overarching importance of ethical and legal guidelines


Practice-Based Standards for the Preparation of Special Educators

Complete Update to the Earlier "Red Book,"
*What Every Special Educator Must Know:
Professional Ethics & Standards, 7th Edition*



EDITORS:
Dee Berlinghoff
Virginia L. McLaughlin

CEC 2020 Practice-Based Standards (K-12)

- Provide focus for EPPs to prepare career-ready candidates
 - Set rigorous performance expectations, acknowledging the complexity of special educator roles
 - Do not prescribe curriculum, delivery models, or assessments
- 

Next Steps: Development, Evaluation, and Dissemination of Standards-Aligned EPPs

- Special education majors/concentrations within baccalaureate and/or master's degrees
- Integrated/dual licensure programs
- Alternative licensure/add-on endorsement programs
- Emergency/provisional licensure sequences



Special Challenges

- Getting real with practice-based preparation!
- Ensuring high quality clinical experiences across program delivery models



HLPs at the State Level

- States across the country have used HLPs to inform and advance policy and practice

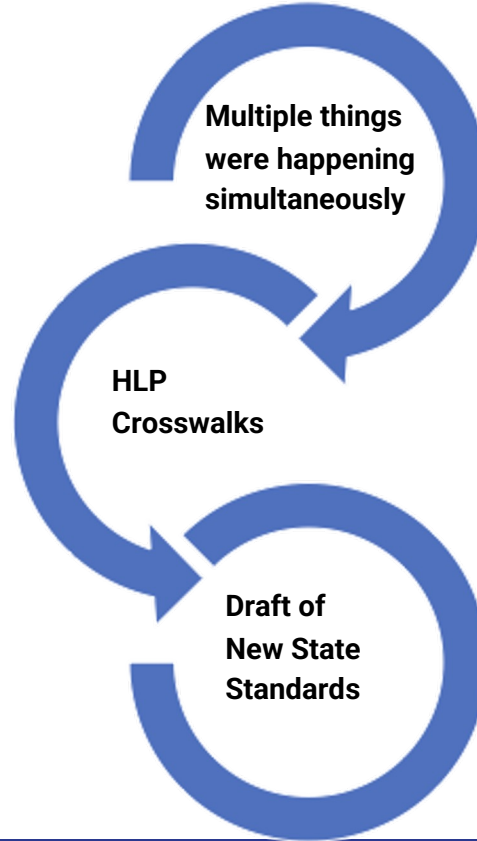
Examples:

- State level consensus and selection of a sub-portion of HLPs that will be included across educator preparation programs
- HLPs as the basis for statewide induction and mentoring



HLPs at the state level: An example from Minnesota

Members of CEEDAR_MN SSL and MN Teaching Works Fellows did a crosswalk with the HLPs and The Standards of Effective Practice



1. CEEDAR_MN was formed
2. Teaching Works was establishing Fellow Programs across Teacher Preparation Institutions
3. State Licensing Board started the Revision Process

PELSB published the new “draft” of the proposed licensing standards along with a crosswalk of the standards with HLPs as well as InTASC standards

Thank you

Questions?

