CEC’s High Leverage Practices for Special Education Teachers

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Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR)
Disclaimer

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Overview

1. Developing and approving the HLPs
2. Description of the HLPs
3. Incorporating HLPs into teacher preparation programs
Collaboration

✧ Partnership between:
  – CEEDAR CENTER
  – Council for Exceptional Children
  – Council for Exceptional Children’s Teacher Education Division
Process for Developing HLPs

✧ CEC Board Commissioned a High Leverage Practices Work Group
✧ First Meeting – January 2015
✧ Extensive CEC Member Input
Process for Developing HLPs (cont.)

✧ CEC Representative Assembly Discussion at CEC Convention
  – Assumptions about CEC members’ needs re: teacher preparation
  – Use of HLPs in teacher preparation and professional development
  – Strategies for CEC members to learn about HLPs
  – Strategies to assist its members to determine how HLPs will be used by CEC

✧ CEC Board Approval – July 2016

✧ Dissemination to the field
HLP Work Group Members

✧ James McLeskey, Chair, University of Florida
✧ Mary Brownell, University of Florida
✧ Mary Catherine Scheeler, Pennsylvania State University
✧ Bonnie Billingsley, Virginia Tech
✧ Larry McHeady, Buffalo State University
✧ Tim Lewis, University of Missouri
✧ Jackie Rodriguez, College of William and Mary
✧ Judy Winn, University of WI – Milwaukee
✧ Michael Kennedy, University of Virginia
✧ Mary-Dean Barringer, Council of the Chief State School Officers and First CEC Teacher of the Year
✧ Dia Jackson, American Institute of Research
Dissemination of HLPs

✧ Marketing of HLPs
   – 2016-2017

✧ CEC Professional Standards Framing Paper Workgroup Consider HLPs
   – October 2016

✧ Presentation at TED Conference
   – November 2016

✧ Convention Program Advisory Committee (PAC) and Chairs Consider HLPs
   – Fall 2016
Dissemination of HLPs (cont.)

✧ CEC Webinar
  – Summer 2017

✧ Publication
  – April 2017 (CEC 2017 Premier Member Benefit)

✧ Microsite on CEC’s Website
  – April 2017

✧ TEACHING Exceptional Children Article
  – Summer 2017
Dissemination of HLPs

✧ Dissemination to External Partners and Organizations
  – Summer 2017

✧ CEC Podcasts of HLPs
  – Fall 2017

✧ Videos of HLPs
  – Fall 2017-2018

✧ HLPS for Inclusive Classroom Book – Co-published
  CEC/Routledge
  – Spring 2018
Why HLPs?

- Many teachers do not use effective practices
- Teacher education curriculum is broad and not very deep
Why HLPs? (part 2)

✧ Talk *about* practices, do not prepare candidates to *use* practices.
✧ What practices candidates learn to use is left to chance
Many conclude—need to systematically support candidates in learning to use practices

Embed teacher preparation in clinical practice

Identify most important core practices
Developing the HLPs
Use HLPs to Provide Focus

✧ A limited number of complex teaching practices
✧ Core curriculum for teacher education programs
What type of practices?

✧ Effective in improving student outcomes
✧ Used frequently by teachers
✧ Broadly applicable across content areas
✧ Fundamental to effective teaching
What type of practices? (cont.)

- Limited in number (about 20)
- Grain size
- Novices can learn to use the practice
- Can be taught during preparation program
Goal

✧ Produce a teacher with a foundation of critical skills when entering the classroom
✧ Special education teacher as a data based problem solver
High Leverage Practices

Grouped into four areas
- Collaboration
- Assessment
- Instruction
- Social/Behavior
An Examples of a HLP—Feedback (Instruction)
INCORPORATING HLPS ACROSS THE TEACHER EDUCATION CONTINUUM
Why practice?

Accounts for about 20-33 percent of the variance
Effective practice (cont.)

Allows for the development of fluent performance and situated knowledge.
But, it takes
Spaced or Distributed

Spaced Practice Effects

- Practice
- Test

Spaced Learning Curve

Normal Learning Curve

Spaced Forgetting Curve

Normal Forgetting Curve

Designing mLearning, Clark N. Quinn, 2011
Cohesiveness
Scaffolded
Less authentic
- Fewer facets of practice highlighted
- Narrower participation of novice
- Greater opportunity for rehearsal

Engaging in a live role play

Crafting a piece of practice

Enacting the practice with more support

More authentic
- More complete representation of practice
- More full participation by novice
- Closer to real time

Analyzing a written case

IDEAS that Work
U.S. Office of Special Education Programs
And individual opportunities

Must be of high
Varied or interleaved

Blocking vs interleaving

Simplicity vs Complexity
Modeling
Coaching & feedback
Analysis & reflection
Research-based strategies

✧ Video Modeling
✧ Role playing or microteaching
✧ Case-based instruction
✧ Video analysis
✧ Virtual simulations
CEEDAR GTL tool

Learning to Teach
A Framework for Crafting High-Quality, Practice-Based Preparation

JUNE 2016

Link to CEEDAR Reports
Consider

✧ those HLPs that will be the focus of your efforts
✧ partnerships that are needed to develop a common and coherent vision of the HLPs
✧ ways in which HLPs are developed over time
References


References (cont.)


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