



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 McHady, 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

Why HLPs? (part 3)

- ✧ 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.)

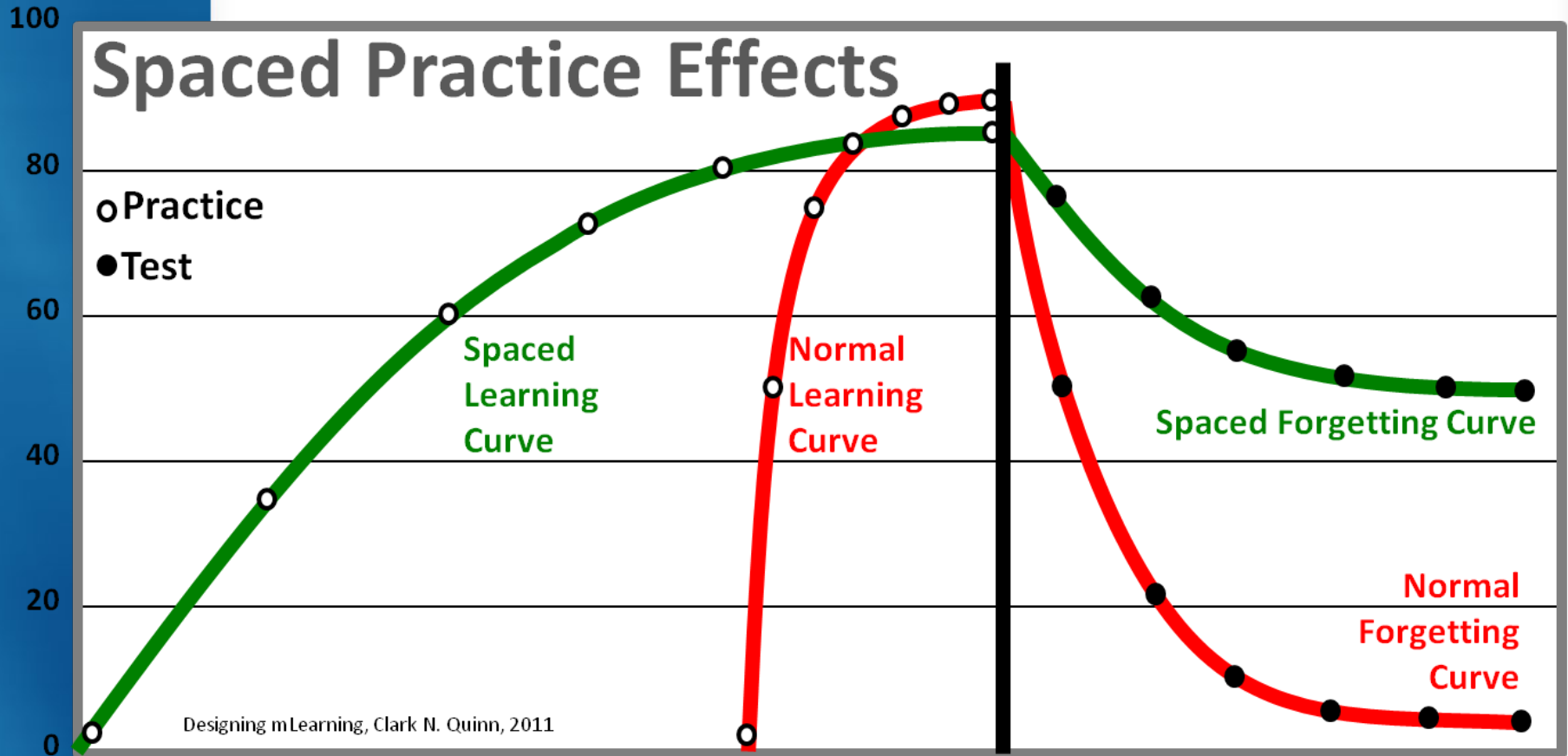
Allows for the development of fluent performance and situated knowledge



But, it takes



Spaced or Distributed

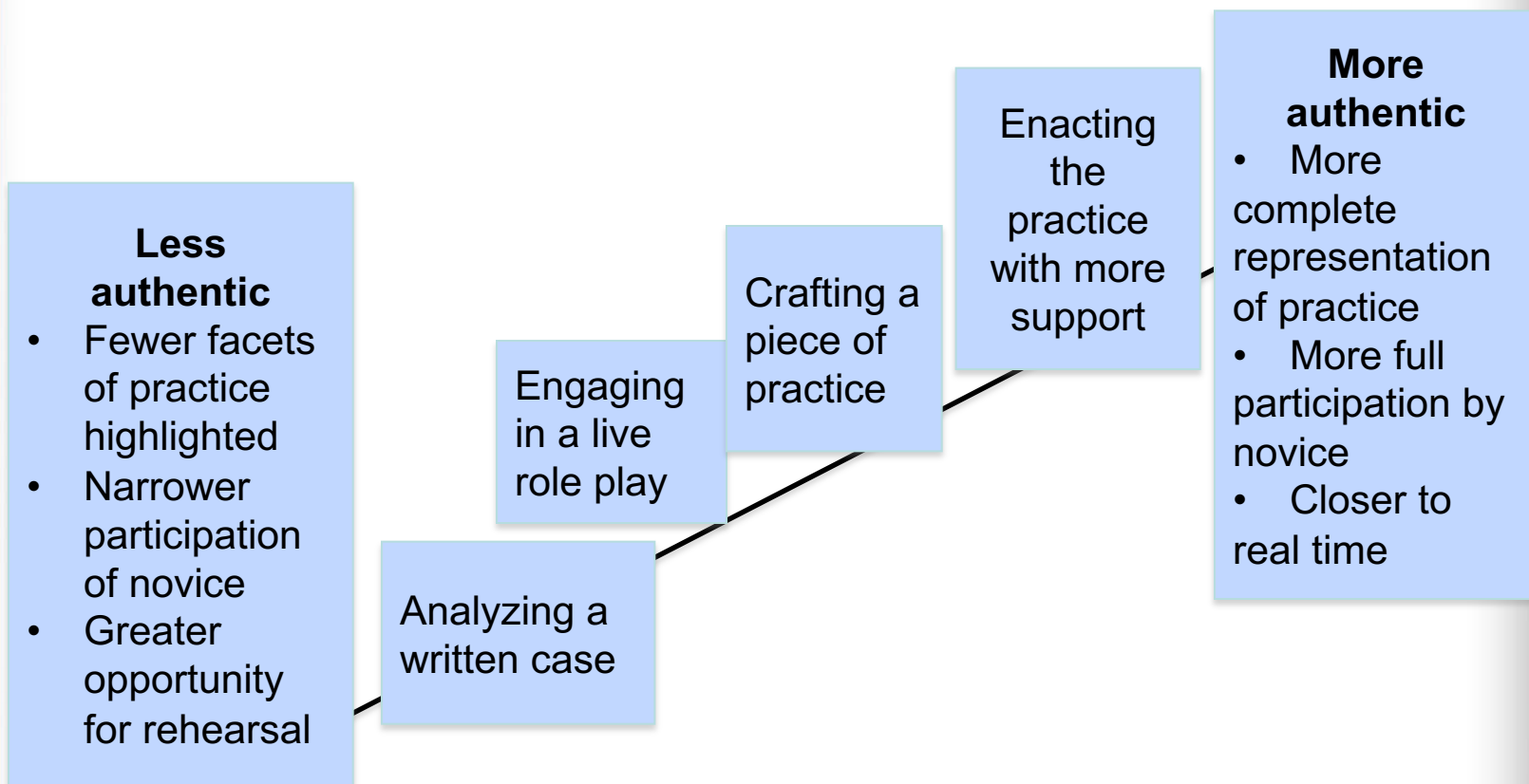


Cohesiveness



Scaffolded





And individual opportunities

Must be of high



Varied or interleaved

Blocking vs interleaving



Modeling



Coaching & feedback



Analysis & reflection



Research-based strategies

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

CEEDAR GTL tool



[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

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- ✧ Brownell, M. T., Chard, D., Benedict, A., & Lignugaris/Kraft, B. (in press). Preparing general and special education teachers for response to intervention: A practice-based approach. In P. Pullen & M. Kennedy (Eds.), *Handbook of response to intervention and multi-tiered instruction*. New York, NY: Routledge.

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- ✧ Leko, M. M., Brownell, M. T., Sindelar, P. T., & Kiely, M. T. (2015). Envisioning the future of special education personnel preparation in a standards-based era. *Exceptional Children*, 82, 25-43.
- ✧ McLeskey, J. & Brownell, M. (2015). *High leverage practices and teacher preparation in special education* (Document No. PR-1). Retrieved from: [HLPs and Teacher Preparation in Special Education](#)

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