PRACTICE MAKES PERFECT:

Using Practice Learning Opportunities to Improve Special Education Teachers' Use of High Leverage Practices

CEC & CEEDAR

Council for Exceptional Children
Learning Interactive Virtual Event
LIVE
education. interaction. inspiration.
convention/expo ■ march 8-13, 2021

YOUR PRESENTERS

Mary Brownell
mbrownell@coe.ufl.edu

Jennifer Bullock
JBullock@exceptionalchildren.org

DaShaunda Patterson
dspatterson@gsu.edu

Beth Hoffman
Elizabeth.Hoffman
@riosalado.edu

OUTCOMES

- Features of effective practice-based learning opportunities (PLOs)

- How to structure effective PLOs

- How to sequence PLOs so teachers and teacher candidates develop knowledge, enactment, feedback, and reflection on their use of high leverage practices (HLPs)

High Leverage Practices: The Foundation

HLPs: A Quick Review

1. The critical features of effective instruction
2. Common across grade levels, content, and students
3. Examples: Explicit instruction, feedback, active engagement

Highleveragepractices.org

High-Leverage Practices for Students with Disabilities

EXPLORE HLPS | FIND RESOURCES | ACCESS VIDEOS

About High-Leverage Practices

LEARN MORE

Removing Barriers to Effective Distance Learning by Applying the High-Leverage Practices

VIEW BRIEF

Watch HLPs in Action

ACCESS VIDEOS

Every journey begins with the first step

What is a Practice-Based Learning Opportunity (PLO)?

Simply put, it is an opportunity to enact HLPs or other instructional strategies according to the features of effective practice
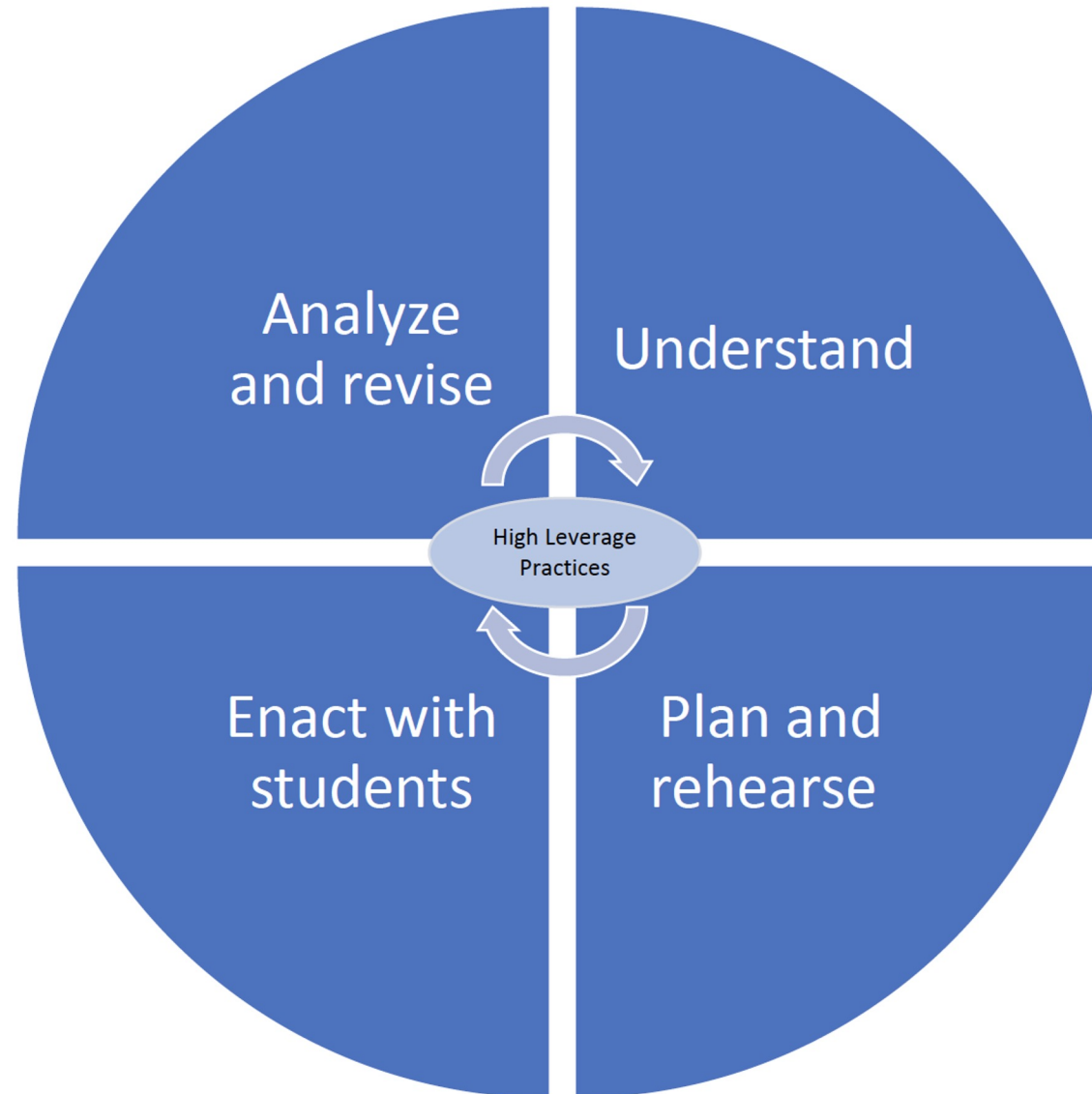
FEATURES of Effective Practice-Based Learning Opportunities (PLOs)

MCDONALD'S Learning Cycle

Before entering the cycle, you have to develop knowledge of the HLP

Analyze and revise

Understand

High Leverage Practices

Enact with students

Plan and rehearse

Structured Video Analysis: A PLO

Structured video analysis involves candidates either observing a video of their instruction or that of another candidate or practicing teacher. The purpose of this practiced-based learning opportunity (PLO) is to analyze and reflect on instruction for the purpose of improving implementation of a specific practice and assessing its influence on student learning.

McDonald's Learning Cycle: STAGE #1 **UNDERSTAND**
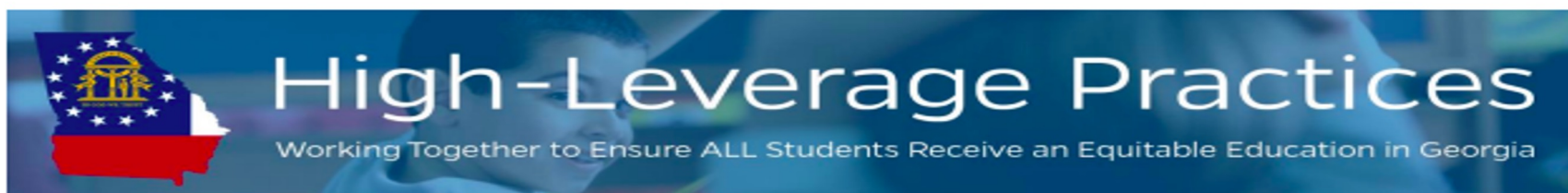
HLP #16: Explicit Instruction

Opportunity for Professional Learning

Teachers make content, skills, and concepts explicit by modeling for students how they think while solving problems, enacting strategies, completing tasks, and classifying concepts. Teachers use explicit instruction when students are learning new material and complex concepts and skills. They strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully and independently (Council for Exceptional Children & CEEDAR Center, 2017).

The following video identifies four key components and examples for explicit instruction. This video and probing questions listed below can be used to enhance professional learning in order to increase student engagement and learning.

Pre-Video Probing Questions

1. Before you begin viewing the video for HLP #16,
   a. Describe a time in which you used explicit instruction or was used by a teacher you observed.
      i. What were the effects of explicit instruction on students' learning?

During the Video Probing Questions

2. Pause at minute 3:51.
   a. Consider the following statement, "Any teacher can provide explicit instruction, the intensity of this practice increases with the individual needs of students."
      i. Describe the purposeful sequencing that occurred when you provided explicit instruction but then intensified your instruction to meet the needs of your student(s).

Follow along with us!

https://ceedar.education.ufl.edu/plos/

(See Chat Box for link)

About Practice-Based Learning Opportunities

Teachers can learn to use high-leverage practices (HLPs) when they have effective opportunities to practice using the HLPs in thoughtful w CEEDAR Center, in collaboration with Educator Preparation Program faculty across the country, has collected a set of effective practice op learning opportunities or PLOs. In this introduction, we describe why PLOs are important and how they can be structured to teach specifi PLOs we include.

	Read More

Practice-Based Learning Opportunities

PLO for HLP 16

PLO 1: Structured Video Analysis

Phase 1: Developing Prerequisite Knowledge

Phase 2: Review Structured Observation Protocol

Phase 3: View and Analyze Video

Phase 4: Discuss

Share this Guide

Submitting Authors: Patterson, D., Driver, M. K., Zimmer, K., & Wetherington, P. (2019).

Definition: Structured video analysis involves candidates either observing a video of their instruction or that of another candidate or practicing teacher. The purpose of this practiced-based learning opportunity (PLO) is to analyze and reflect on instruction for the purpose of improving implementation of a specific practice and assessing its influence on student learning. Carefully structured video analysis helps candidates learn to implement explicit instruction by engaging them in a deeper analysis of how it is implemented, including what was effective and what could be improved to better support student learning. When used appropriately, structured video analysis has been shown to improve teacher candidate learning

Description of this activity: In this practice-based learning opportunity (PLO), we provide an example of how structured video analysis is used to develop knowledge about and successful implementation of HLP #16: Explicit Instruction (EI). In this activity, candidates are presented with the components of EI and have the opportunity to observe it virtually in action and analyze it. This activity addresses the first stage ("Introducing and Learning About the Activity") of the Learning Enactment Cycle described by McDonald and colleagues (2013). As candidates are watching the video, they are cued to stop at various points and reflect on aspects of EI as well as analyze their own practice. This final stage falls under the fourth stage of McDonald's Learning and Enactment Cycle.

Context: This activity could be appropriate throughout the teacher preparation process, but the questions may need to be adapted depending on the opportunities candidates have or have had to observe teaching or teach students. For candidates in the early stages of a teacher preparation program, it could be used in any course focused on developing candidates' knowledge about teaching instructional strategies before participating in a field experience. In this case, the questions may need to be adjusted to focus on observations of instruction. For candidates further along in the program, this PLO could also be used as a component of remediation, skill building, or refinement of practice. It could also be used to analyze one's own practice. The PLO can be used individually or in a group setting, online or in-person, and with pre-service as well as in-service teachers. Candidates must be proficient in their understanding of EI for this tool to be most useful.

Phase 1: Developing Prerequisite Knowledge

+ What is this phase about?

+ How does the instructor implement this phase?

+ Materials/resources needed to implement

+ Questions faculty/professional development (PD) providers might have when teaching candidates about explicit instruction

Phase 2: Review Structured Observation Protocol

+ What is this phase about?

+ How does the instructor implement this phase?

+ Materials/resources needed to implement

Phase 3: View and Analyze Video

+ What is this phase about?

+ How does the instructor implement this phase?

+ Materials/resources needed to implement

+ Questions other faculty/PD providers might have when implementing this practice

Phase 4: Discuss

+ What is this phase about?

+ How does the instructor implement this phase?

+ Materials/resources needed to implement

+ Questions other faculty/PD providers might have when implementing this practice

Phase 1: Developing Prerequisite Knowledge

What is this phase about?

Candidates learn about the components of explicit instruction.

How does the instructor implement this phase?

The instructor introduces the components of explicit instruction to candidates by modeling a lesson or having candidates watch a video about explicit instruction. The goal is to establish a working knowledge or demonstrate a certain level of proficiency in using explicit instruction.

Materials/resources needed to implement

Resource A: Explicit Instruction Components Framework

Resource B: High-Leverage Practices in Special Education

Questions faculty/professional development (PD) providers might have when teaching candidates about explicit instruction

How do we help candidates connect the explicit instruction HLP with other HLPs? As explicit instruction is being introduced and modeled, candidates should be made aware of how it incorporates other HLPs. Candidates should be able to identify various HLPs in action. The instructor may point out the interaction among HLPs and model the overlap in his or her lessons.

How can explicit instruction be generalized into different content areas and grade levels? Instructors can provide examples of explicit instruction within different content areas to demonstrate how it is not subject dependent. Evidence-based practices (EBPs) should be distinguished from HLPs, and the relationship between the two should be explained.

How can you use this PLO in your setting?

Microteaching: A PLO

Microteaching is a system of controlled practices that focus on specific teaching behaviors and help practice teaching those behaviors under specific, bounded conditions possible (Benedict, Holdheide, Brownell, & Foley, 2016; Brownell, Benedict, Leko, Peyton, & Pua, 2019). In microteaching activities, teacher candidates take turns playing the role of teacher and P-12 students. During microteaching, candidates have opportunities to discuss and reflect on how they implemented a specific teaching behavior and the impact it had on their peers' learning. They also have opportunities to receive feedback on their performance from teacher educators.

McDonald's Learning Cycle: STAGE #2 **Plan and Rehearse**

Follow along with us!

https://ceedar.education.ufl.edu/plos/

(See Chat Box for link)

About Practice-Based Learning Opportunities

Teachers can learn to use high-leverage practices (HLPs) when they have effective opportunities to practice using the HLPs in thoughtful ways. To support teacher educators' use of HLPs, the CEEDAR Center, in collaboration with Educator Preparation Program faculty across the country, has collected a set of effective practice opportunities that we refer to as practice-based learning opportunities or PLOs. In this introduction, we describe why PLOs are important and how they can be structured to teach specific HLPs. We also outline the structure for the various PLOs we include.

⊞ Read More

Practice-Based Learning Opportunities

PLO for HLP 16

Microteaching-Explicit Instruction

PLO
Practice-Based Learning Opportunity

Phase 1: Planning Phase

Phase 2: Implementation Phase

Phase 3: Reflective Commentary Phase

Phase 4: Collaborative Reflection

Share this Guide

Submitting Authors: Dr. Stephen D. Kroeger and Dr. Kate Doyle from the University of Cincinnati

Definition: Microteaching is a practice-based learning opportunity that can be used at any point in a teacher education program. Microteaching is a system of controlled practices that make focusing on specific teaching behaviors and practicing teaching those behaviors under specific, bounded conditions possible (Benedict, Holdheide, Brownell, & Foley, 2016; Brownell, Benedict, Leko, Peyton, & Pua, 2019). In microteaching activities, teacher candidates take turns playing the role of teacher and P-12 students. During microteaching, candidates have opportunities to discuss and reflect on how they implemented a specific teaching behavior and the impact it had on their peers' learning. They also have opportunities to receive feedback on their performance from teacher educators. Microteaching has been shown to be an effective PLO for training and assessing teacher candidates (and practicing teachers) on specific teaching practices, particularly when teacher candidates have time to plan, analyze,

Phase 1: Planning Phase

+ What is this phase about?

+ How does the instructor implement this phase?

+ Materials/resources needed to implement

+ Questions other faculty/PD providers might have when implementing this phase

Phase 2: Implementation Phase

+ What is this phase about?

+ How does the instructor implement this phase?

+ Materials/resources needed to implement

+ Questions other faculty/PD providers might have when implementing this phase

Materials/resources needed to implement

Resource A: Sample lesson plan and video links describing the microteaching process, including models of how to engage in the planning process, establish a baseline of student performance, and complete data collection. The teacher candidate can use other materials to teach the lesson.

Resource B: Blank lesson plan template

Resource E: Syllabus describing the microteaching process

Other references that are useful:

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge Taylor and Francis Group.

Highleveragepractices.org

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (2018). *High leverage practices for inclusive classrooms*. Council for Exceptional Children and Routledge.

Questions other faculty/PD providers might have when implementing this phase

1. Does this practice generalize across content areas? This process is appropriate for instruction across various content areas.

How can you use this PLO in your setting?

Exemplar: Year 1| HLP Trainer Institute for coaches, administrators and other school leaders

- Cohort of 50 | prioritized HLPs
- Instruction on the practices
- Modeling videos of effective implementation
- Trainer materials
- Guidance on developing infrastructure, trainings and ongoing supports for teachers

Exemplar: Year 2 | Members from the initial cohort

- Review of practices and observable behaviors
- Instruction and demonstration on Coached observation tool
- PLO opportunities to improve teacher observations & feedback
  - Real videos for independent observations and feedback planning
- Opportunity to analyze, refine and self-reflect on observations and feedback strategies with SME and peers

How to Sequence Multiple PLOs

1. Begin with CEC knowledge development materials
2. Use HLP videos plus structured video analysis
3. Plan and rehearse HLPs with microteaching, Mursion, or simulated interactions
4. Enact HLPs in tutoring, co-teaching, small group and whole class instruction
5. Provide coaching feedback and engage in structured video analysis using observation protocols

Q & A

DISCLAIMER