Putting explicit instruction into action using effective practice-based learning opportunities
Your Presenters

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Agenda

• Overview of CEEDAR
• Define effective practice-based learning opportunities
• Definition of explicit instruction
• Review of a Microteaching PLO on Explicit Instruction
• Candidate perspectives on microteaching
• Wrap Up
CEEDAR’s Winning Aspiration

• Every student with a disability has an equitable opportunity to achieve.
DO YOU REMEMBER?

• The first time you learned to drive, play an instrument, play a sport.
• What was your performance like?
WHY IS PRACTICE IMPORTANT?

Allows for the development of fluent performance and situated knowledge.
What does an effective practice-based learning opportunity look like?

MODEL

FEEDBACK

ANALYSIS

SELF- REFLECTION
On the critical dimensions of performance
CEEDAR Center and the Council for Exceptional Children

www.highleveragepractices.org

• What every special educator needs to know on Day 1
• 22 High-Leverage Practices for special educators
  • Collaboration
  • Assessment
  • Social/emotional/behavioral
  • Instruction

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Explicit Instruction
Explicit Instruction

- Use a logical sequence
- Provide clear models and explanation
- Provide multiple opportunities to respond with feedback
- Provide a range of examples and nonexamples
Microteaching
Theoretical Framework

• Moving from beginner to advanced beginner
• Pedagogy of Enactment (PLO)
• Fisher, Frey & Hattie (2016)
• Proleptic Teaching and ZPD
## Microteaching Logic Model/Theory of Action

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs</th>
<th>Chain of Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(resources invested that allow achievement of a desired output)</td>
<td>(activities conducted or products created that reach targeted participants and lead to outcomes)</td>
<td>(changes or benefits for individuals, families, groups, communities)</td>
</tr>
<tr>
<td>Video Models</td>
<td>Microteaching #1</td>
<td>Short Term (Learning)</td>
</tr>
<tr>
<td>Satisfaction Survey</td>
<td>Microteaching #2</td>
<td>Changes in:</td>
</tr>
<tr>
<td>Close reading of Textbook and articles (FoK &amp; CSP)</td>
<td>Microteaching #3</td>
<td>- Awareness of teacher identity and role in helping students learn</td>
</tr>
<tr>
<td>Thought Partner work</td>
<td>Each microteaching activity consists of five parts:</td>
<td>- Knowledge about HLP/EBP implementation</td>
</tr>
<tr>
<td>Pilot study</td>
<td>1. Planning</td>
<td>- Motivation to conceptualize teaching complexity and need for deep preparation</td>
</tr>
<tr>
<td>Spring 2020 small study</td>
<td>2. Teaching (recorded)</td>
<td></td>
</tr>
<tr>
<td>Fall 2020 Scaled study</td>
<td>3. Reflective Commentary</td>
<td>Changes in:</td>
</tr>
<tr>
<td>Spring 2021 Study with integrated clinical setting</td>
<td>4. Collaborative Assessment (recorded)</td>
<td>- Teaching behaviors that are increasingly student-centered and data-based</td>
</tr>
<tr>
<td></td>
<td>5. Satisfaction Survey (Google Document)</td>
<td>- Decision making about how learning opportunities are planned and implemented</td>
</tr>
</tbody>
</table>

### Short Term (Learning)

- Increased K12 student independence, self-advocacy, and self-determination.
- Increased capacity to effectively implement HLPs and EBPs that address the specific needs of students.
Microteaching Cycle 1

- Microteaching description: peer to peer rehearsal
- Evolution: Fall 2019, Spring 2020, Summer 2020, Fall 2020, and Spring 2021

The following Concept Map on Microteaching may help to explain the phases of the process visually.

<table>
<thead>
<tr>
<th>MICROTEACHING</th>
<th>TEACHING</th>
<th>REFLECTIVE COMMENTARY</th>
<th>COLLABORATIVE ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Pedagogy of Enactment</td>
<td>10-20 minutes of Instruction</td>
<td>Individually teacher completes analysis of the recorded teaching, asking:</td>
<td>Who struggled?</td>
</tr>
<tr>
<td></td>
<td>Selected Content area</td>
<td>What was I doing and how were students responding?</td>
<td>What part was problematic?</td>
</tr>
<tr>
<td></td>
<td>Evidence-Based practice</td>
<td>Separate column make connections to principles of learning-research</td>
<td>Misconceptions?</td>
</tr>
<tr>
<td></td>
<td>High Leverage Practice</td>
<td></td>
<td>What practical experiences will help?</td>
</tr>
</tbody>
</table>


How do we know we have learned this?
- Actual teaching takes place
- Reduced complexity of typical teaching
- Focus on specific task: practice skills, technical, mastery, demonstration.
- Feedback from multiple perspectives.
- Evaluation focuses on translation into actual practice.
## Developmental Nature of the Microteaching PLO

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Duration of the practice learning opportunity across one semester, embedded in a sequenced program wide implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explicit Instruction</strong> (Goals/HLP#16/CSP &amp; FoK)</td>
<td></td>
</tr>
<tr>
<td>Plan</td>
<td>Teach</td>
</tr>
<tr>
<td>Reflect</td>
<td>Team</td>
</tr>
<tr>
<td><strong>Microteaching #1</strong></td>
<td><strong>Microteaching #2</strong></td>
</tr>
<tr>
<td><strong>Microteaching #1</strong></td>
<td><strong>Microteaching #2</strong></td>
</tr>
<tr>
<td><strong>Surface</strong> Learning Level</td>
<td><strong>Deep</strong> Learning Level</td>
</tr>
<tr>
<td>Compliance, risk averse Complexity Controlled</td>
<td>Seeks connection/interaction</td>
</tr>
<tr>
<td>High Leverage Practices</td>
<td>Increased Rehearsal Complexity</td>
</tr>
<tr>
<td>Evidence-Based Practices</td>
<td>Plan</td>
</tr>
<tr>
<td>Reflect</td>
<td>Team</td>
</tr>
<tr>
<td><strong>Clinical Application</strong></td>
<td><strong>Clinical Application</strong></td>
</tr>
<tr>
<td>Plan</td>
<td>Teach</td>
</tr>
<tr>
<td>Reflect</td>
<td>Team</td>
</tr>
</tbody>
</table>

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Coaching from an expert other, with fledging peer-to-peer self-regulatory feedback in the form of noticing.

Coaching with self-regulatory feedback from expert other, with increased peer facilitation and feedback.

Increased peer-to-peer self-regulatory feedback and facilitation, with changing role of the expert other.

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Kroeger & Doyle & Benson, 2020

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Prompts for the 2-minute clip

• Watch how the candidate engages the "student" in an online environment?
• Notice which component of explicit instruction is occurring during this 2m clip.
• Identify connections to various principles of learning, research, or theory.

JAMI’S VIDEO LINK
https://web.microsoftstream.com/video/db8db0a6-192f-4ad5-bb16-d1e969f38640

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## Social Validity Data (Scale 1-5)

<table>
<thead>
<tr>
<th></th>
<th>Microteach 1</th>
<th>Microteach 2</th>
<th>Microteach 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most pre-service teachers found micro teaching to be appropriate.</td>
<td>4.79</td>
<td>4.96</td>
<td>4.9</td>
</tr>
<tr>
<td>Micro teaching was appropriate to meet the course's needs and mission</td>
<td>4.85</td>
<td>4.79</td>
<td>4.9</td>
</tr>
<tr>
<td>Micro-teaching phase was effective in meeting the objectives of this course.</td>
<td>4.74</td>
<td>4.83</td>
<td>4.9</td>
</tr>
</tbody>
</table>

N = 30
“I really liked having Kate in the collaborative assessment for mine because I feel like it made it go better. She asked more probing questions about the context than I think my peers would have. It makes it nice to have a teacher available in case there are any questions throughout the process.”

“I am really excited to grow in my lesson planning and presentation. I look forward to trying again and building on the feedback and reflection from this microteaching.”
“This was an excellent learning experience for me and I cannot wait to correct my mistakes for the next one.”

“I think Micro teaching is a great way for students to be engaged in the lesson at hand as well as learn multiple techniques that can be kept on hand for when we begin working in our own classroom.”

“I really enjoyed this and was surprised with myself at what I was able to achieve. I was super nervous before but was confident that I had a successful lesson in the end.”
FAQs

• How do you rationalize getting rid of important content when you add microteaching to the class?
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FAQs

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• It seems it would take a lot of time to plan for microteaching—can you elaborate?

• How do you manage the time to provide high quality coaching and feedback to candidates?

• How do you help candidates apply what they learned in microteaching in settings with K-12 students?
Follow along with us!

https://ceedar.education.ufl.edu
CEEDAR Spotlights

PD Packs
OSEP Attract, Prepare, Retain Resources
Practice-Based Learning Opportunities
Family Guide to At-Home Learning

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Microteaching-Explicit Instruction

Defining: 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, and revise the instructional behaviors they are learning (Yimtiris, Zambak, Drake, & Land, 2014), and when microteaching is followed by practice in an authentic setting.

Description of this activity:

This microteaching Practice-Based Learning Opportunity (PLO) develops candidates’ knowledge of explicit instruction and provides guided opportunities to practice using explicit instruction in a simulated environment. Candidates use explicit instruction to teach one to two peers at an instructional reading level appropriate for the students they are simulating. The microteaching process consists of four phases: 1) Planning, 2) Implementation, 3) Reflection and Commentary, and 4) Collaborative Reflection.

This microteaching PLO primarily addresses the second and fourth components of McDonald and colleagues’ (2013) enactment cycle as candidates prepare for and rehearse the activity with peers and engage in reflection/assessment using the video of the lesson. In this description, we discuss how to use the practice with candidates to support them in learning about explicit instruction, but professional development (PD) providers can also use microteaching to support in-service teachers who are initially learning to use explicit instruction.

Context: This PLO occurs early in the preparation program, after candidates have sufficient knowledge related to explicit instruction and lesson planning from previous coursework. The PLO is part of a course on reading instruction, and candidates use the knowledge they have gained about explicit instruction and combine it with what they are learning about planning and
Stage 1: Planning Stage

What is this stage about?

How does the instructor implement this stage?

Step 1: The instructor ensures that candidates understand explicit instruction and its components. The structured video analysis PLO and the simulated interaction PLO provide resources that instructors can use to help candidates acquire knowledge of explicit instruction.

Step 2: The instructor models for candidates how to develop a lesson plan in which explicit instruction is demonstrated and also helps candidates see how to use the reflection and collaborative assessment tools. In this example PLO, lesson planning is taught in a literacy methods class. The edTPA was used as a framework for helping candidates understand what to include in a lesson plan or learning segment. Specifically, candidates are taught to design a series of lessons that address three to five specific objectives. The Kaltura planning video link mentioned in the resource section will be useful.

Step 3: The candidates are taught to establish a baseline of student performance that they will use to inform the lesson objectives. They are also taught how to collect data to establish this baseline.

Optional: If the program does not use a standard template for lesson planning, then the instructor will need to emphasize the common features of a lesson plan. The instructor can use a crosswalk of several plans to identify common implements (e.g., three to five objectives, data collection/baseline, and reference for the strategy/intervention).

*Emphasize common features of lesson plans if a standard template is not required (Emphasize via a crosswalk of multiple plans to identify common elements, including three to five objectives, data collection/baseline, and reference for the strategy/intervention.)

Materials/resources needed to implement

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

Stage 2: Implementation Stage

What is this stage about?

How does the instructor implement this stage?

Materials/resources needed to implement

Questions other faculty/PD providers might have when implementing this stage
Questions or More Information?

• https://highleveragepractices.org/
• https://ceedar.education.ufl.edu/high-leverage-practices/
• https://ceedar.education.ufl.edu/plos/
Wrap Up

• Thank you

• Questions or more information?
  • Steve Kroeger: kroeges@UCMAIL.UC.EDU
  • Kate Doyle: mchughk@ucmail.uc.edu
  • Mary Brownell: mbrownell@coe.ufl.edu
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