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

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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

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CEEDAR's Winning Aspiration

- Every student with a disability has an equitable opportunity to achieve.

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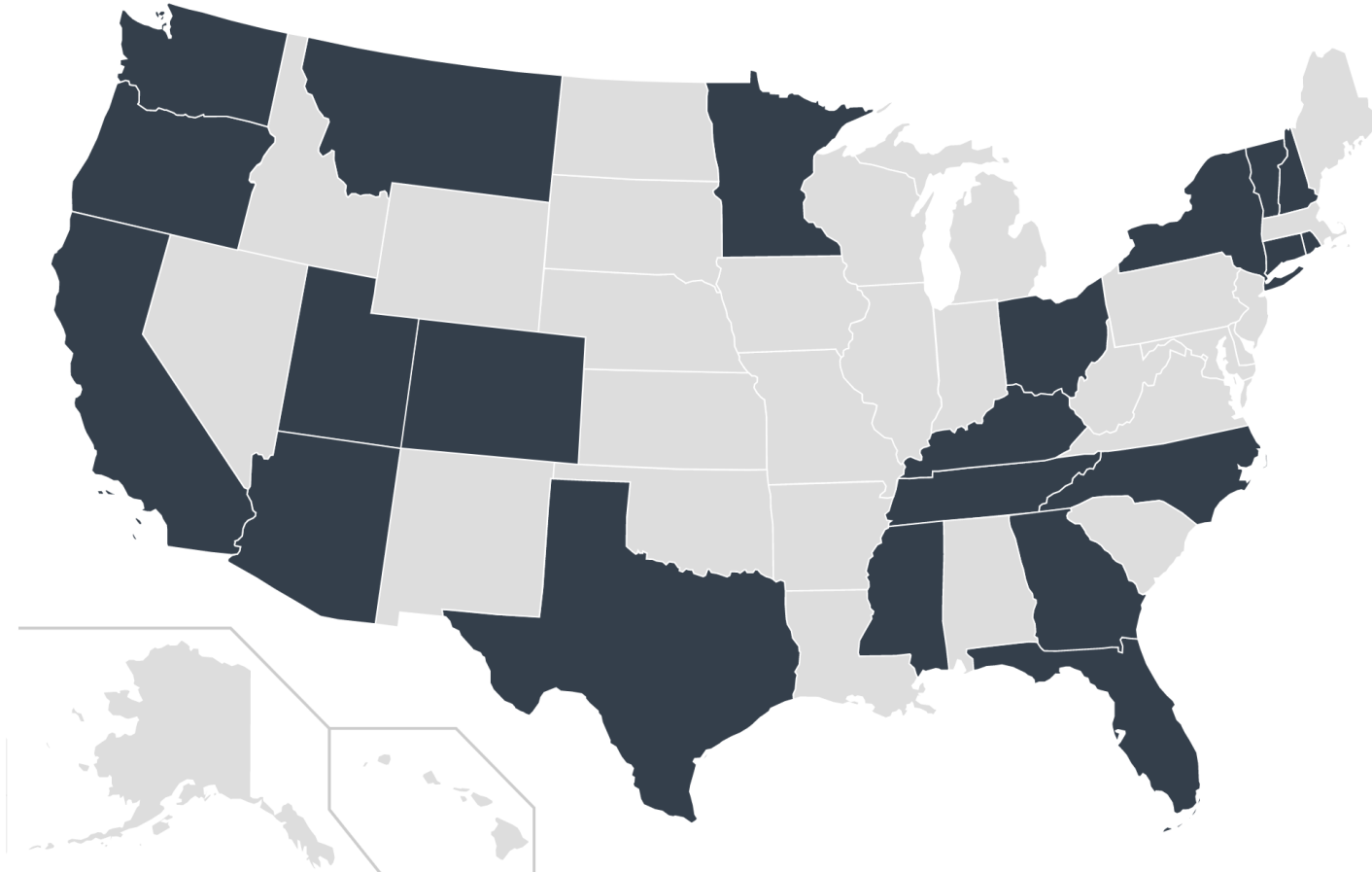
CEEDAR States

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
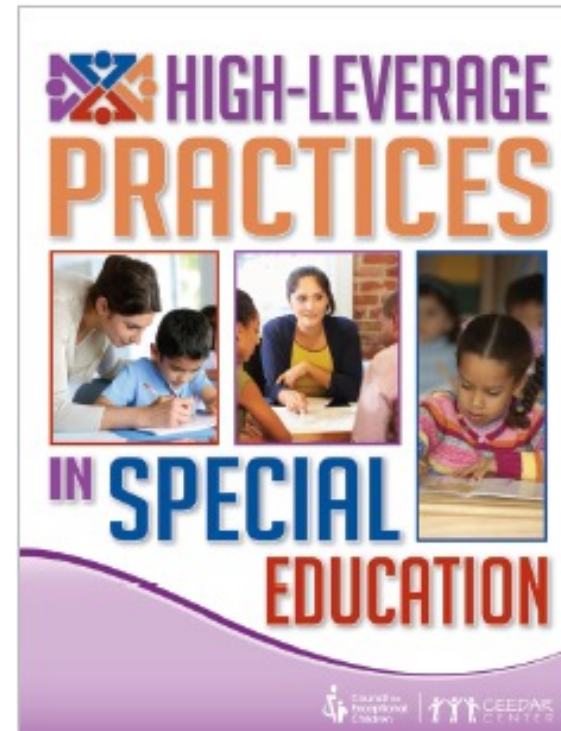
SELF- REFLECTION

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

Explicit Instruction

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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

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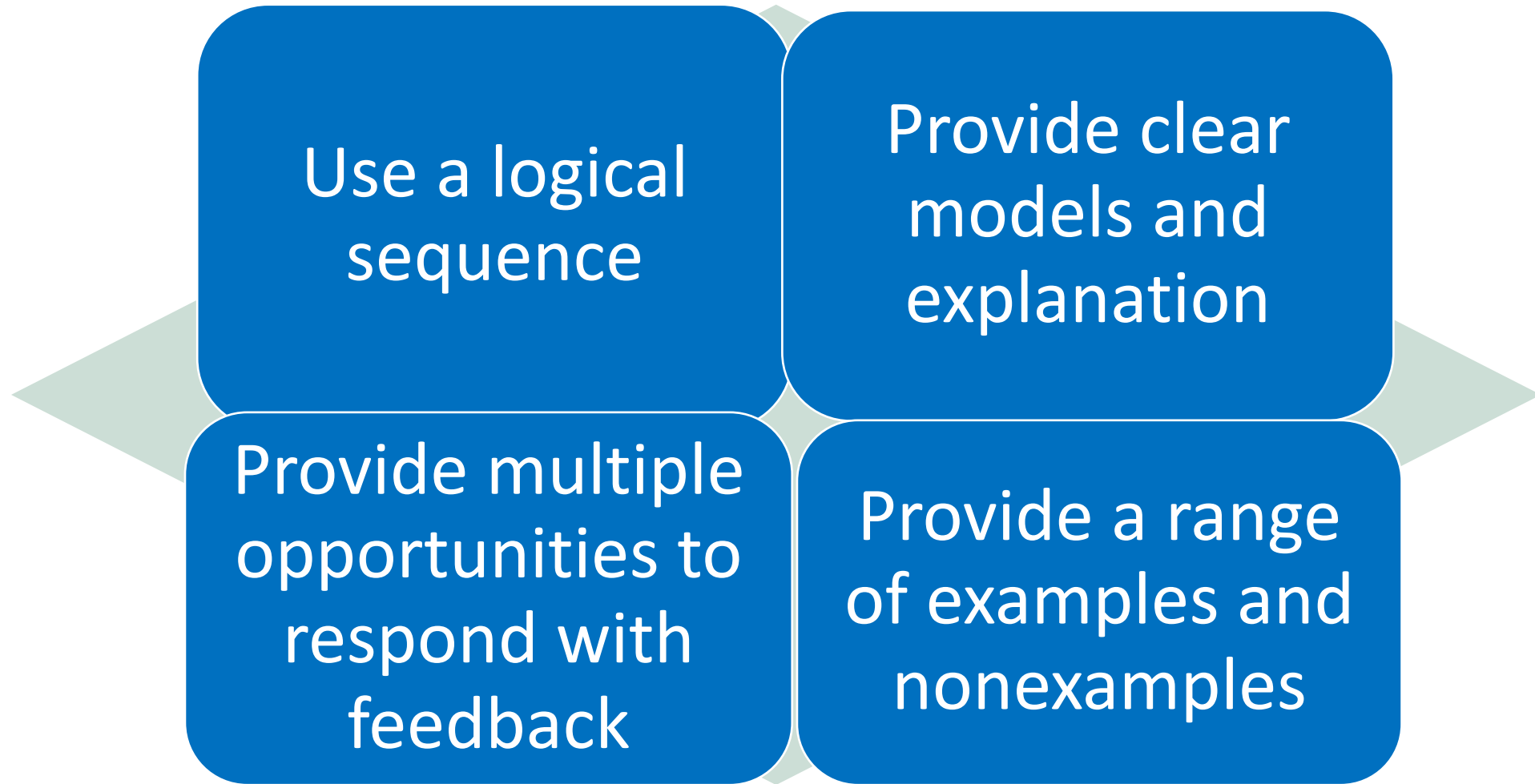
Microteaching

Theoretical Framework

- Moving from beginner to advanced beginner

- Pedagogy of Enactment (PLO)

- Fisher, Frey & Hattie (2016)

- Proleptic Teaching and ZPD

McDonald et al (2013) Framework
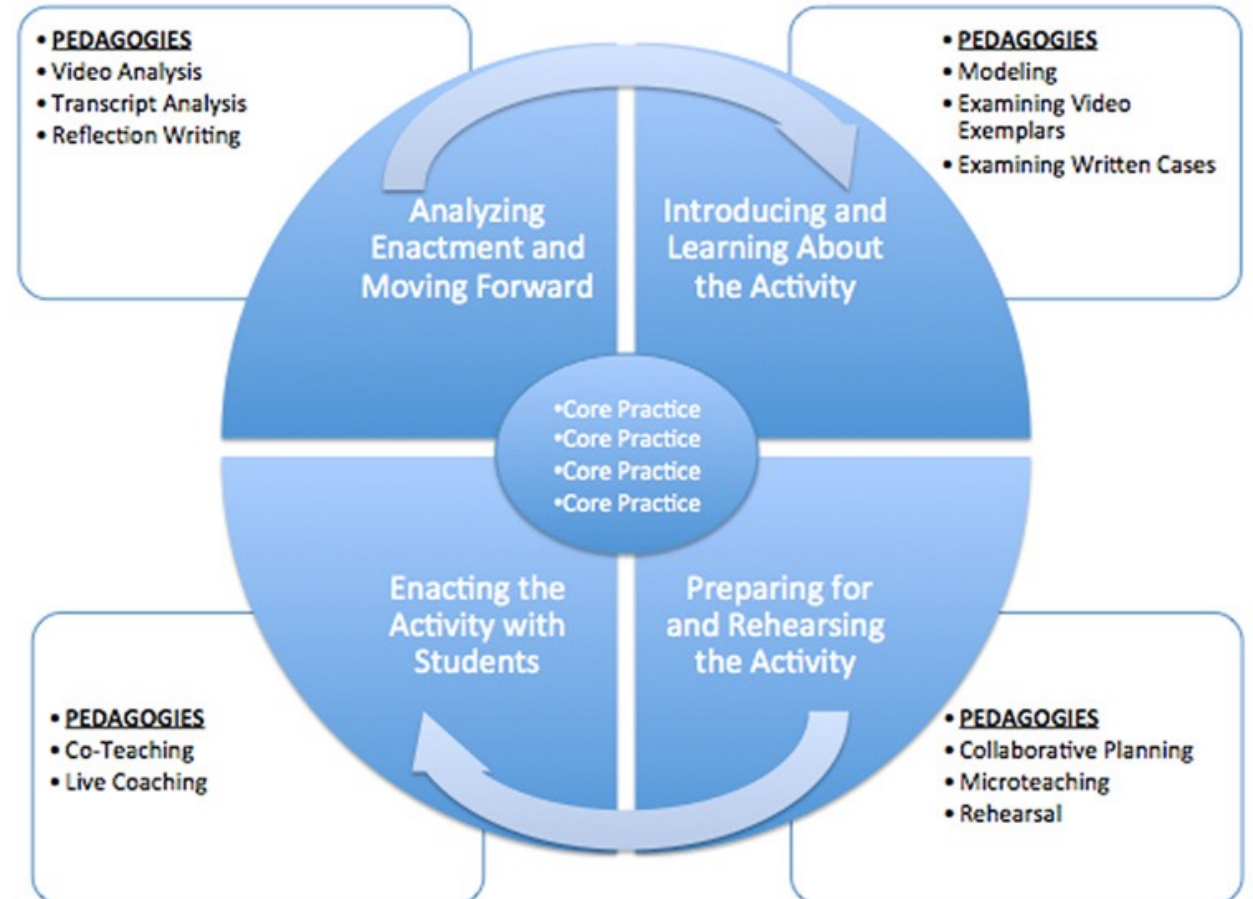

- **PEDAGOGIES**
- Video Analysis
- Transcript Analysis
- Reflection Writing

- **PEDAGOGIES**
- Modeling
- Examining Video Exemplars
- Examining Written Cases

Analyzing Enactment and Moving Forward

Introducing and Learning About the Activity

- Core Practice
- Core Practice
- Core Practice
- Core Practice

Enacting the Activity with Students

Preparing for and Rehearsing the Activity

- **PEDAGOGIES**
- Co-Teaching
- Live Coaching

- **PEDAGOGIES**
- Collaborative Planning
- Microteaching
- Rehearsal

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Microteaching Logic Model/Theory of Action

Inputs (resources invested that allow achievement of a desired output)	Outputs (activities conducted or products created that reach targeted participants and lead to outcomes)	Chain of Outcomes (changes or benefits for individuals, families, groups, communities)		
		Short Term (Learning)	Intermediate (Action/Performance)	Long Term Impact (Conditions)
- Video Models - Satisfaction Survey - Close reading of Textbook and articles (FoK & CSP) - Thought Partner work - Pilot study - Spring 2020 small study - Fall 2020 Scaled study - Spring 2021 Study with integrated clinical setting	Microteaching #1 Microteaching #2 Microteaching #3 Each microteaching activity consists of five parts: 1. Planning 2. Teaching (recorded) 3. Reflective Commentary 4. Collaborative Assessment (recorded) 5. Satisfaction Survey (Google Document)	Changes in: - Awareness of teacher identity and role in helping students learn - Knowledge about HLP/EBP implementation - Motivation to conceptualize teaching complexity and need for deep preparation	Changes in: - Teaching behaviors that are increasingly student-centered and data-based - Decision making about how learning opportunities are planned and implemented - Implementing effective teaching as a form of advocacy & self-determination	Changes in: - Increased K12 student independence, self-advocacy, and self-determination. - Increased capacity to effectively implement HLPs and EBPs that address the specific needs of students.

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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.

Microteaching is a system of controlled practice that makes it possible to focus on specific teaching behaviors (Allen & Eve, 1968)	**MICROTEACHING** A Pedagogy of Enactment		Purpose: • Training • Diagnostic Evaluation • Experiment with innovation
PLANNING	**TEACHING**	**REFLECTIVE COMMENTARY**	**COLLABORATIVE ASSESSMENT**
• Identify and Prioritize long & short-term learning goals • What you do Before-During-After • Communication skills, self-directed learning • Data collection, Recourses, EBP and HLPs	• 10-20 minutes of instruction • Selected Content area • Evidence-Based practice • High Leverage Practice	• Individually teacher completes analysis of the recorded teaching, asking: • What was I doing and how were students responding? • Separate column make connections to principles of learning-research	• Who struggled? • What part was problematic? • Misconceptions? • What practical experiences will help? • How to use what you learn about your students? • Collaboration: celebrate/concerns? • Next Steps

• Allen, D. W., & Eve, A. W. (1968). Microteaching. *Theory into Practice, 7*(5), 181-185. • Fisher, D., Frey, N., Hattie, J. (2016). *Visual Learning for Literacy*. Thousand Oaks CA: Corwin Literacy • Gaudin, C. & Chalies, S. (2015). Video viewing in teacher education and professional development: A literature review. *Educational Research Review, 16*, 41-67.	How do we know we have learned this? • Actual teaching takes place • Reduced complexity of typical teaching • Focus on specific task: practice skills, technique, mastery, demonstration. • Feedback from multiple perspectives. • Evaluation focuses on translation into actual practice.

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Developmental Nature of the Microteaching PLO

Prerequisites		Duration of the practice learning opportunity across one semester, embedded in a sequenced program wide implementation												
Explicit Instruction (Goals/HLP#16/ CSP & FoK)		**Microteaching #1** Surface Learning Level Compliance, risk averse Complexity Controlled				Clinical Application	**Microteaching #2** Deep Learning Level Seeks connection/interaction Increased Rehearsal Complexity				Clinical Application	**Microteaching #3** Transfer Learning Level Compare & contrast, knowledge Increased Rehearsal Complexity				Clinical Application
Plan	Teach	High Leverage Practices		Evidence-Based Practices			High Leverage Practices		Evidence-Based Practices			High Leverage Practices		Evidence-Based Practices		
Reflect	Team	Plan	Teach	Reflect	Team		Plan	Teach	Reflect	Team		Plan	Teach	Reflect	Team	

Coaching from an expert other, with fledgling 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.

Kroeger & Doyle & Benson, 2020

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)

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

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

FAQs

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- 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?
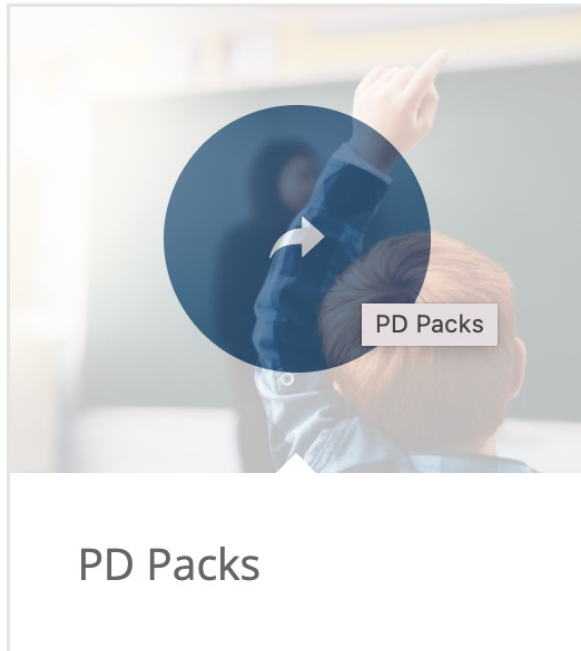
Follow along with us!

https://ceedar.education.ufl.edu

www.ceedar.org

CEEDAR Spotlights

PD Packs

OSEP Attract, Prepare, Retain Resources

Practice-Based Learning Opportunities

Family Guide to At-Home Learning

Structured Video Analysis PLO

Microteaching PLO

Content-Neutral Simulated Interaction PLO

Content-Specific Simulated Interaction PLO

Using Simulation Environments for HLP #3

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PLO
Practice-Based Learning Opportunity

Download PDF Outline

Stage 1: Planning Phase

Stage 2: Implementation Phase

Stage 3: Reflective Commentary Phase

Stage 4: Collaborative Reflection

Share this Guide

Microteaching-Explicit Instruction

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, and revise the instructional behaviors they are learning (Tyminski, 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

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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
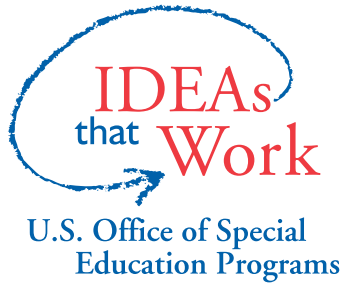
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Questions or More Information?

- 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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