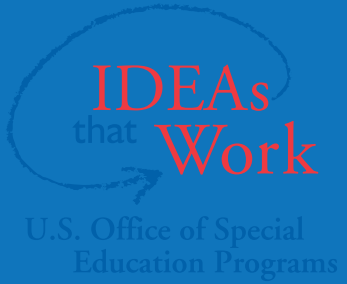




HIGH LEVERAGE PRACTICES: RESOURCES TO SUPPORT THEIR USE IN CLASSROOMS

PRESENTERS

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DISCLAIMER

This content was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H325A120003. David Guardino serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this website is intended or should be inferred.

WHY DO WE NEED A PRACTICE BASED APPROACH TO TEACHER PREPARATION?

- *Skillful teaching requires appropriately using and integrating specific moves and activities in particular cases and contexts, based on knowledge and understanding of one's pupils and on the application of professional judgment. This integration also depends on opportunities to practice and to measure one's performance against exemplars. Performing these activities effectively is intricate work (Ball & Forzani, 2009, p. 497).*

A PRACTICE-BASED APPROACH TO TEACHER EDUCATION

- *Training (is) focused on learning professional performance, centered around key activities of the profession (High Leverage Practices), and involving investigation of critical problems in teaching. These practices are articulated in detail, and students (teacher candidates) are engaged in scaffolded opportunities to study and practice each one, usually first using videos or other records of practice, then in simulated situations with peers, and finally in (scaffolded) situations with K-12 students, where they are carefully coached (Forzani, 2014, p. 385)*

HIGH LEVERAGE PRACTICES ARE THE FOUNDATION



BUT THEN FACULTY MUST CREATE CAREFULLY CURATED
OPPORTUNITIES TO INCORPORATE HLPS INTO



Learning to Teach

Practice-Based Preparation in Teacher Education

Special Issues Brief



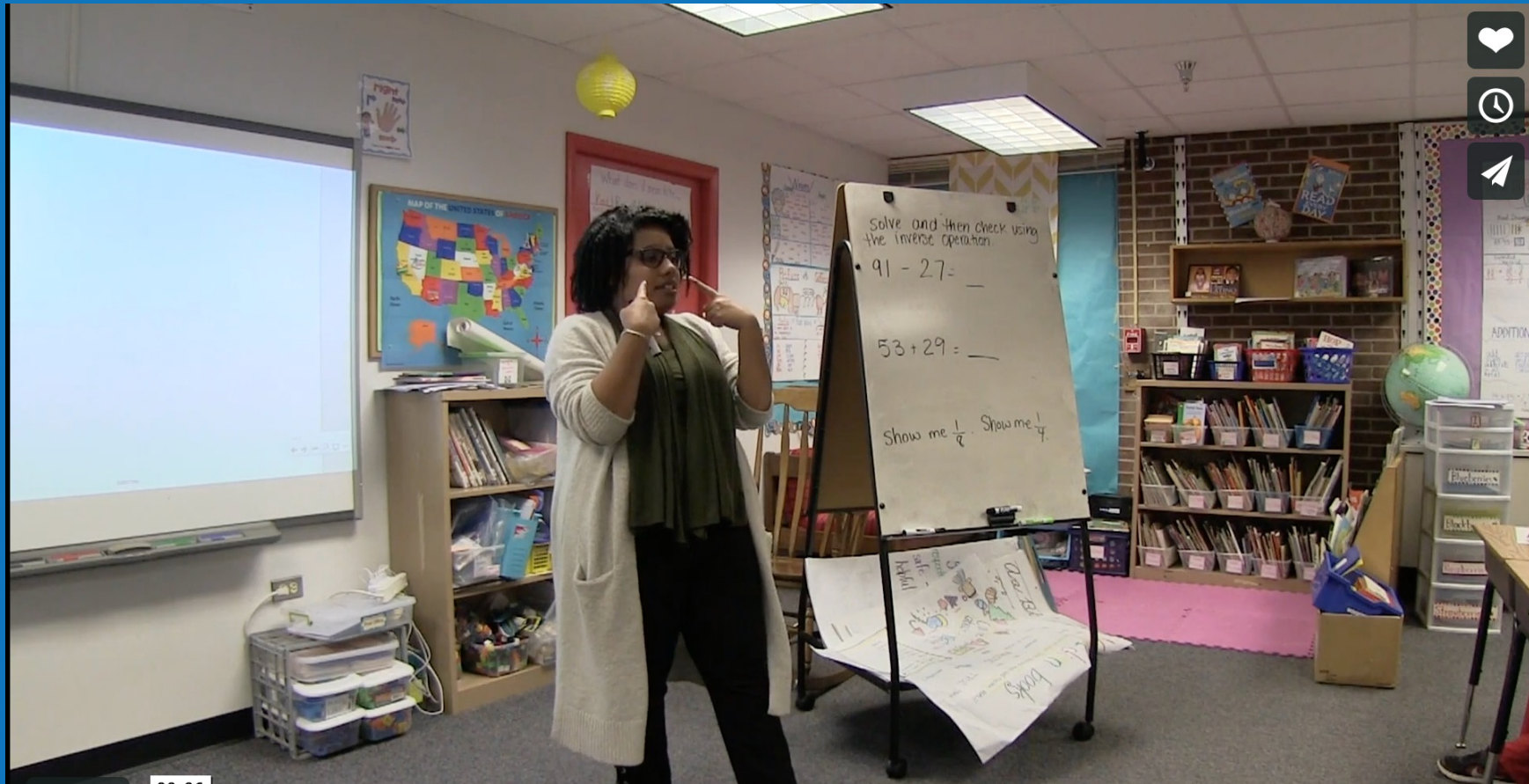
Center on
**GREAT TEACHERS
& LEADERS**
at American Institutes for Research ■

 **CEEDAR**
CENTER

 **IDEAs
that Work**
U.S. Office of Special
Education Programs

http://cedar.education.ufl.edu/wp-content/uploads/2016/07/Learning_To_Teach.pdf

AS YOU WATCH THIS VIDEO, JOT DOWN THE BEHAVIORS THAT DESCRIBE EXPLICIT INSTRUCTION



<https://vimeo.com/288549410>

WHAT DID YOU SEE?

- TURN TO YOUR PARTNER AND TAKE 2-3 MINUTES TO DISCUSS WHAT YOU SAW

WHAT WE SAW

- Clear mnemonic to help students solve the problem
- Models how to solve the problem
- Engages students in the model frequently
- Uses clear and accurate language to describe routine and content, except for one instance
- Provides affirmative feedback

TURN TO YOUR PARTNER, DISCUSS, AND RESPOND

- What questions would help your candidates reflect on the key features of explicit instruction in this video?
- What other questions might you want candidates to consider as a result of observing this video? Why would you include these questions?

To access the Document, go to: <http://cedar.education.ufl.edu/practice-based-preparation-approaches/>

DEVELOPING INDIVIDUAL PRACTICE OPPORTUNITIES

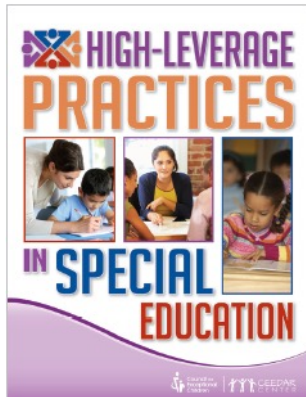
- Modeling
- Feedback
- Analysis and Reflection
- Scaffolded (Where in the process does the opportunity fit?)

THINK ABOUT FEATURES OF EFFECTIVE PRACTICE OPPORTUNITIES

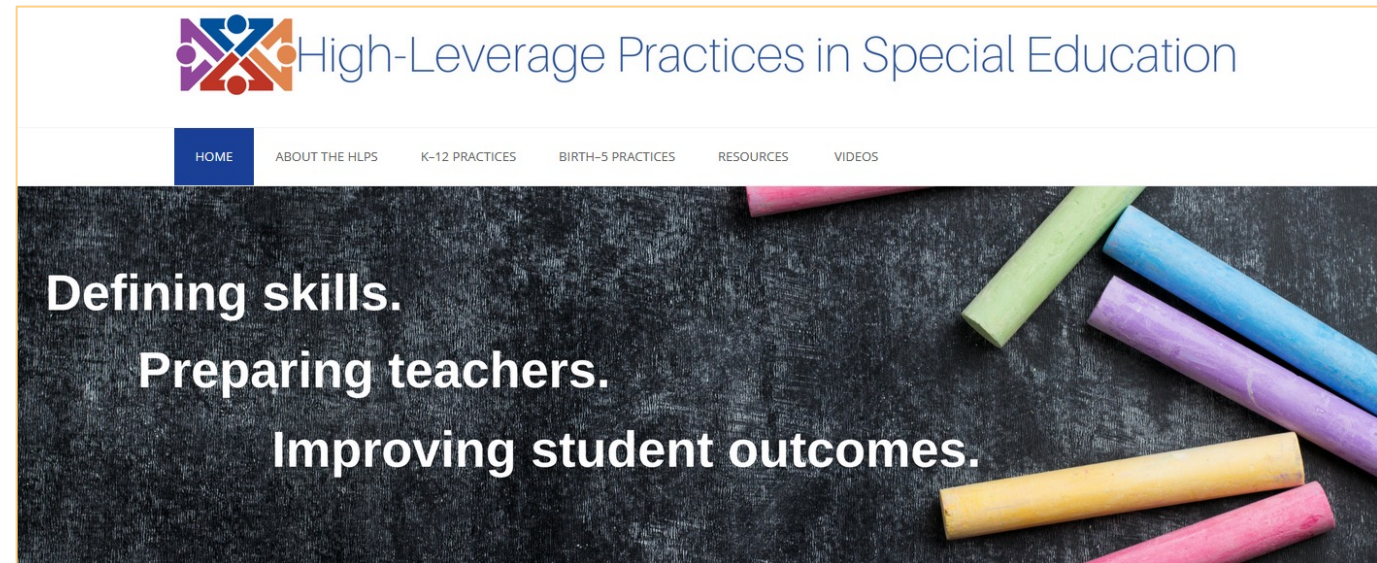
- What are experiences you have created or could create to help candidates practice implementing explicit instruction?

Where to Find HLP Resources

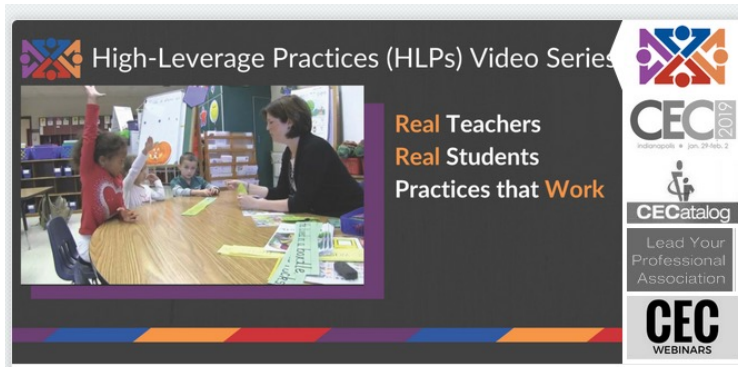
Book



Website: HighLeveragePractices.org



High-Leverage Practices Videos



Video Library

- Introduction Video
- HLPs #8 and #22: Feedback
- HLP #12: Systematically Design Instruction
- HLP #16: Use Explicit Instruction
- HLP #18: Student Engagement

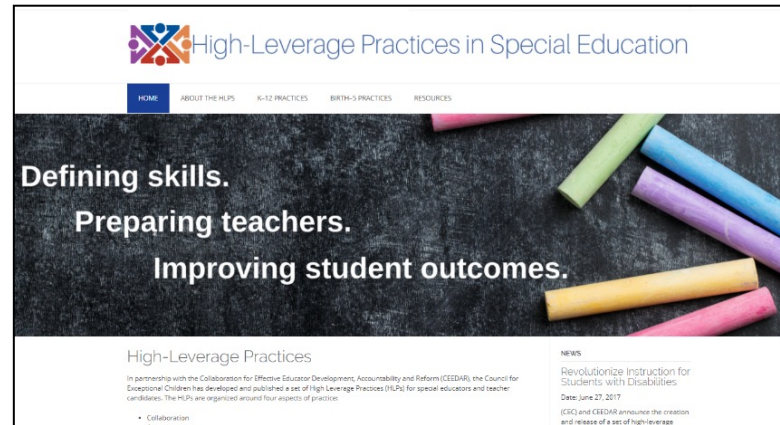
How the videos are designed:

- Introduction and definition of each HLP
- Brief review of the research
- Several brief videos of general education and special education teachers implementing the practice

<https://highleveragepractices.org/701-2-2/>

CEC's Division of Early Childhood Recommended Practices (Birth-Age 5)

- Also included:



- DEC Recommended Practices (RP)
- DEC RP with Embedded Examples
- DEC RP Glossary
- DEC RPs with Interactive Glossary

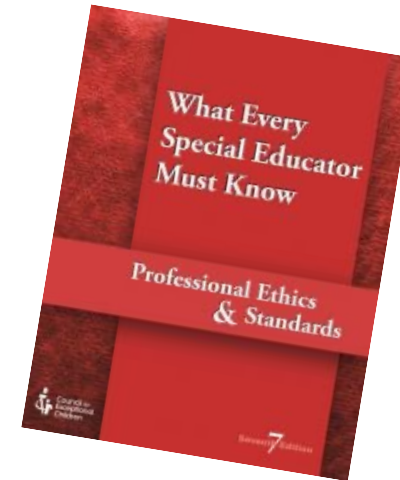
Initiatives to Date

- Sharing HLPs with external partners and organizations
 - ▣ U.S. Congress, U.S. Governors, U.S. Department of Education, Chief State School Officers, State Directors of Special Education, State Directors of Certification and Licensure, Education Associations and Organizations, and OSEP TA & D Centers



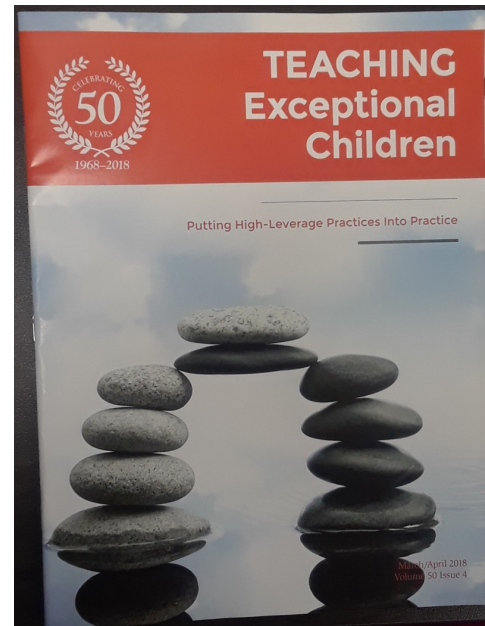
Initiatives to Date

- CEC work group considering the integration of HLPs into the next iteration of CEC Initial and Advanced Professional Preparation Standards (Fall 2017-2019)



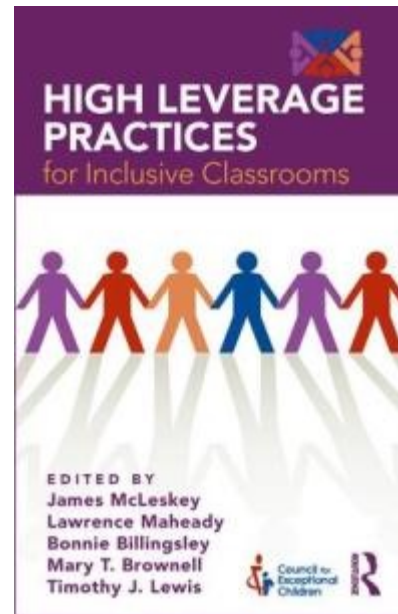
Initiatives to Date

- *Teaching Exceptional Children* Special HLP Edition – “Putting HLPs into Practice” – March/April 2018



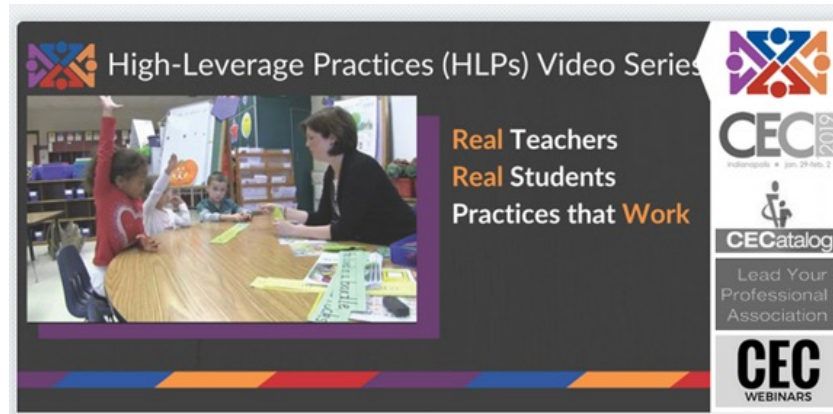
Initiatives to Date

- High-Leverage Practices for Inclusive Classrooms - Co-published, CEC & Routledge



What's Next?

- Additional High-Leverage Practices videos
- High-Leverage Practices in Special Education: A Professional Development Guide for School Leaders (In development)



RESOURCES NEEDED

- What other supports could you use to develop a stronger practice-based approach at your institution?
- Would you like to be part of a professional community that focuses on developing and studying practice opportunities for HLPs?

References

- McLeskey, J., Barringer, M., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M., Winn, J., & Ziegler, D. (2017). *High leverage practices in special education: The final report of the HLP Writing Team*. Arlington, VA: CEC & CEEDAR Center.
- McLeskey, J. & Brownell, M. (2015). *High leverage practices and teacher preparation in special education* (Document No. PR-1). Retrieved from <http://cedar.education.ufl.edu/wp-content/uploads/2016/05/High-Leverage-Practices-and-Teacher-Preparation-in-Special-Education.pdf>