



# Improving HLP Implementation with the CEEDAR Center

# YOUR PRESENTERS



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- Overview of CEEDAR
- Features of a Practice Learning Opportunity
- Structured Video Analysis PLO on Explicit Instruction
- CEEDAR's PLO website
- Frequently Asked Questions

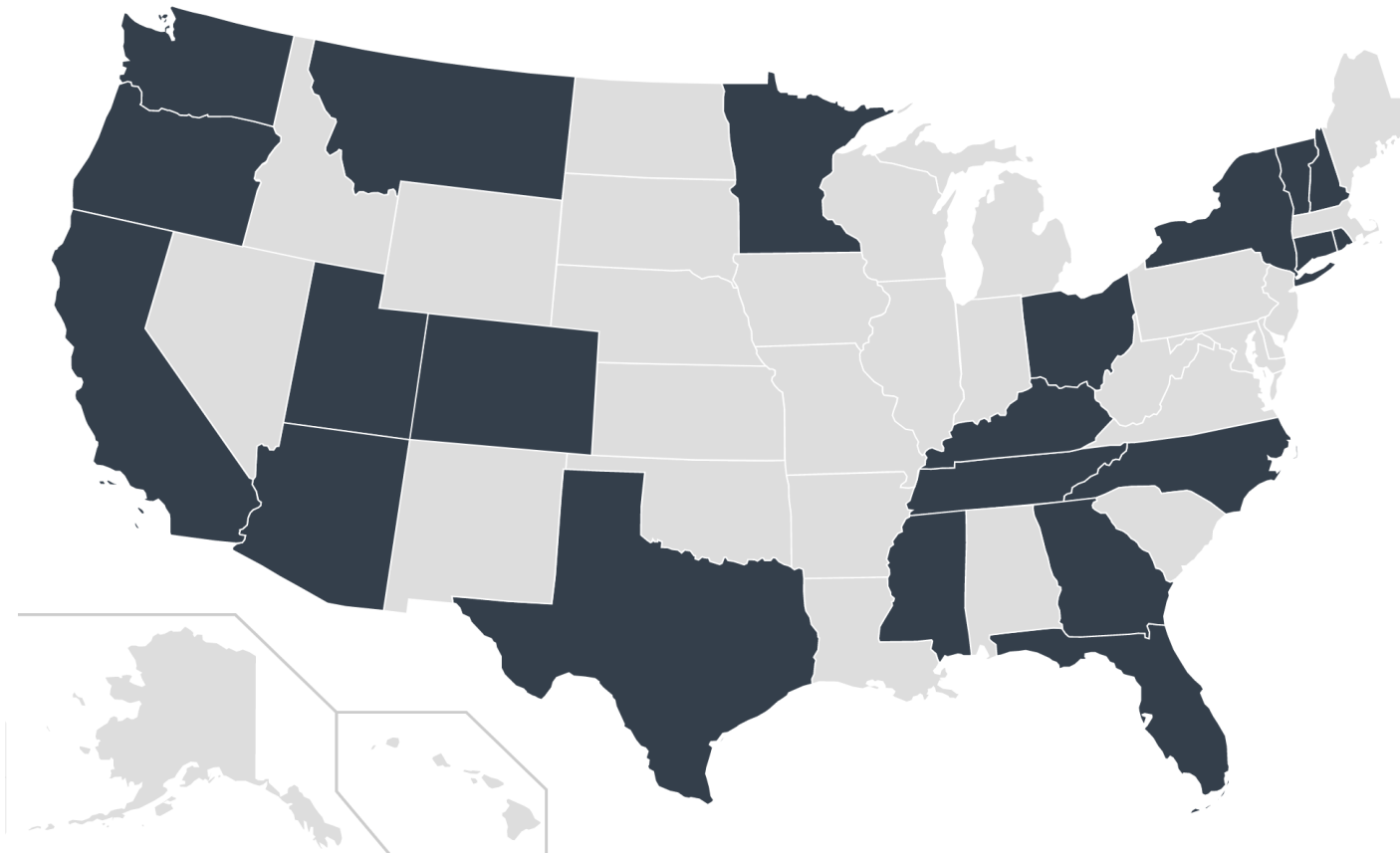
# CEEDAR's Winning Aspiration

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





# 22 CEEDAR States



## DO YOU REMEMBER?

- The first time you learned to drive, play an instrument, play a sport.
- What was your performance like?  
(Please answer in the chat)



# Why is practice important?

Allows for the  
development  
of fluent  
performance  
and situated  
knowledge



# RESEARCH



Shows that student teaching has an impact on candidate's instructional skill and the achievement of their students, particularly when they are placed with an effective mentor teacher

Goldhaber et al. (2020); Ronfeldt, Brockman, et al. (2018); Ronfeldt, Goldhaber, et al. (2018)





On the critical dimensions of  
effective performance

# FEATURES of Effective Practice-Based Learning Opportunities (PLOs)



MODEL



FEEDBACK



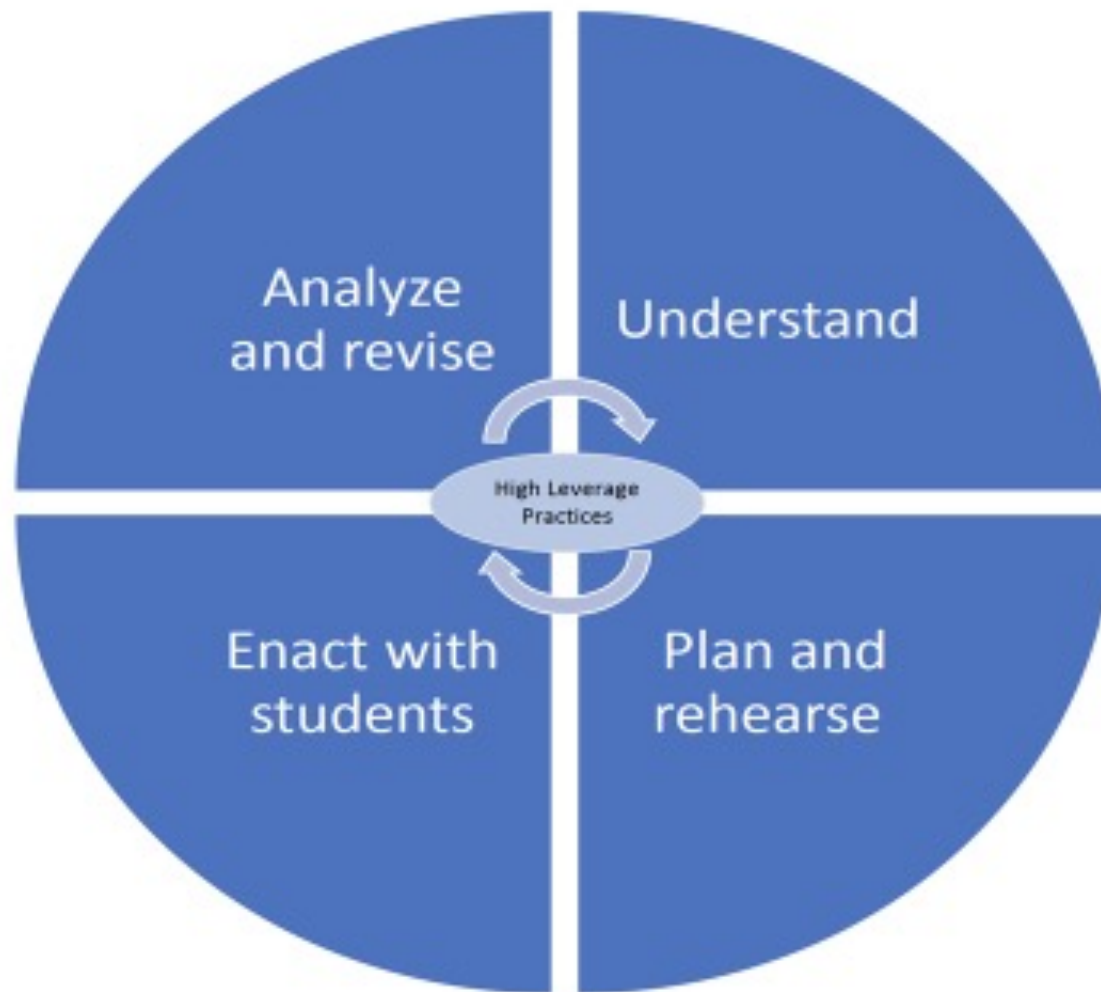
ANALYSIS



SELF- REFLECTION

# MCDONALD'S Learning Cycle

Before entering the cycle, you should develop knowledge of the HLP











# Cohesive & Scaffolded

# Structured Video Analysis: A Practice-Based Learning Opportunity

# Polling questions

<https://www.surveymonkey.com/r/PXKRJ25>

Please check the statement that best reflects your current use of structured video analysis.

- I have not tried structure video analysis, but am interested in learning more.
- I have not tried structured video analysis because I do not have strong video examples.
- I have tried structured video analysis, but need to learn more.
- I am using structured video analysis consistently in my coursework.
- We are using structured video analysis program wide.

***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**



# What we created in GA



# How does SVA help teachers & Teacher candidates ?



- develops **prerequisite knowledge** of a skill or strategy
- allows for **analysis** of how a particular practice is **implemented**
- fruitful discussions on what was **effective** and what could be **improved** to better support student learning
- has been shown to **improve** teacher candidate **learning**

# DEVELOPING A STRUCTURED VIDEO ANALYSIS PROTOCOL



- Select *target skill* or HLP
- Determine *DOK* related to skill
- Identify *anchor* text
- Deconstruct text to reflect exemplars and DOK

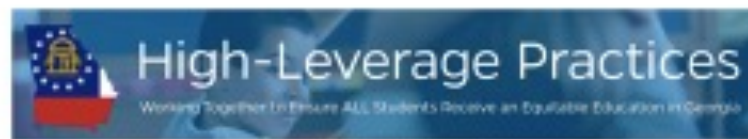
# PLO Example

## Explicit Instruction: The Key to Student Learning

The purpose of HLP Webinar #16 is to explore HLP #16, explicit instruction. Throughout this webinar, our keynote speaker, Dr. Benedito, discusses how explicit instruction maximizes exploring and describing with modeling while ensuring that students' attention is on the task. Strategic modeling is transparent to the underlying thinking involved in completing a task. Furthermore, examples and non-examples of HLP #16 were provided for participants to consider ways to better general and special education effectiveness at integrating high quality explicit instruction into everyday teaching.

[View Webinar Replay](#)[Download PowerPoint](#)

### Downloadable Resources for Webinar #

[HLP #16](#)

### 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).



# Evolution in Using Structured Video Analysis

- Use in Virtual and Hybrid Spaces
- Candidate Professional Development opportunities
- Integration into course work



# Next Steps in Our Work

- Developing rubrics and checklists
- Identifying additional anchor texts
- Retooling reflections and anchor question across texts

# FAQ

- **Are there other HLPs where video analysis would be a good fit?**

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# FAQ

- **Are there other HLPs where video analysis would be a good fit?**
- **How can video analysis be used in virtual learning situations?**
- **What about availability of videos, especially for moderate to severe?**
- **How can video analysis complement other PLOs to support candidate learning?**

# Webinar Archives

<https://cedar.education.ufl.edu/high-leverage-practices-in-georgia/>

# Follow along with us!

<https://cedar.education.ufl.edu>



Are you an instructor or professional development provider interested in delivering high-quality instruction online? Check out our Virtual Toolkit for a compilation of helpful resources.

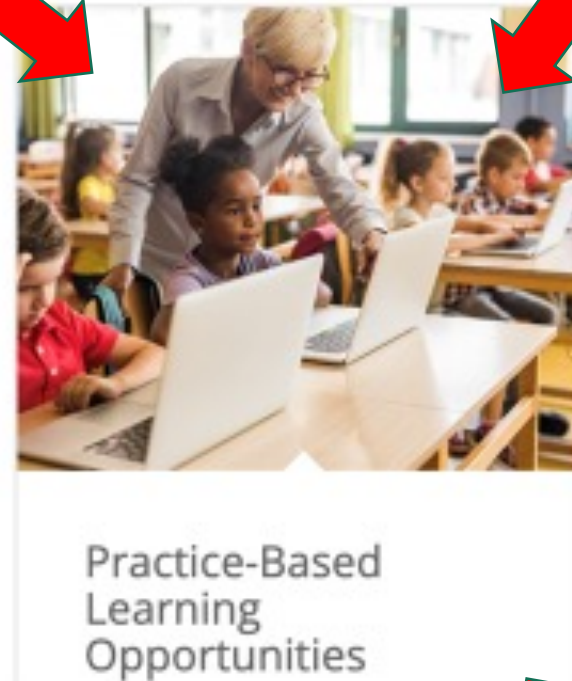
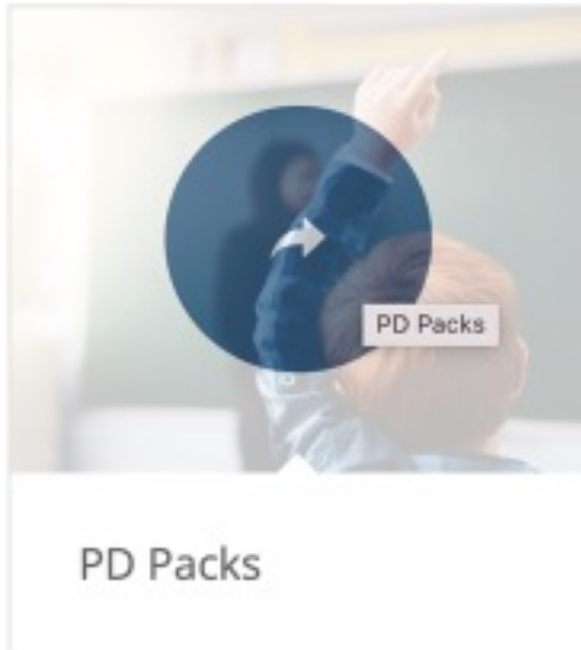
Access Toolkit

## CEEDAR Tools

- Innovation Configurations
- Course Enhancement Modules
- Practice-Based Learning Opportunities
- Family Guide to At-Home Learning
- Virtual Toolkit
- Roadmap for Educator Preparation Reform
- Shortage Toolkit



# CEEDAR Spotlights





Structured Video Analysis PLO



Microteaching PLO



Content-Neutral Simulated Interaction PLO



Content-Specific Simulated Interaction PLO



Using Simulation Environments for HLP #3

# PLO

Professional Learning Opportunity



Download PDF  
Online

Stage 1: Developing Prior/Subject Knowledge

Stage 2: Planning the Lesson

Stage 3: Enacting the Lesson

Stage 4: Evaluating the Lesson

Share this Guide



## Content-Neutral Simulated Interaction PLO



Submitting Author: Paul Lenczewski, jpe filter

**Definition:** Simulated interactions allow teacher candidates to engage in instructional interactions in simulated environments with adult/young students. In simulated interactions, teacher candidates provide instruction to their peers who are providing guidance as specific ways to respond. The peers are teacher or director(s) provide responses that depend on the instructional moves of the teacher candidate providing instruction. To guide responses, a script is provided to the peers. These teaching then respond to the simulated students and receive feedback on their implementation of the selected instructional practice, including how it influenced student learning, from mentor teachers and/or teacher education faculty. Simulated interactions provide candidates opportunities to practice teaching skills before they teach them in K-12 environments. The effectiveness of simulated interactions has been established in several professions, including nursing, business, and education. Findings from studies in different professions show that simulations reflect changes in knowledge, self-efficacy, and practice (e.g., Labeaef & Topping, 2018; Sublett & Seligson Clark, 2018).

**Description:** This simulated interaction occurs during Phase 1 of a four-phase practice-based learning opportunity (PLO). This four-phase PLO was designed by Grand Valley State University (GVSU) faculty to develop the instructional skills needed within the larger practice of explicit instruction (High-Leverage Practice, HLP) (GVSU). Each of the phases comprises a distinct, but related, PLO. For ease of understanding, we refer to the phases described in the video as individual PLOs. The PLO described in Phase 1 of the video is further explored in the implementation guidance we provide following the description and content for the PLO. The four PLOs address the first, second, third, and fourth stages of the enactment cycle described by McDonald and colleagues (2013). Descriptions of all the PLOs are as follows.

PLO 1: Content-Neutral Simulated Interaction



PLO 2: Content-Controlled Simulated Interaction



PLO 3: Tutoring With Content-Controlled Lessons



PLO 4: Small-Group Instruction



Connect to the 4 PLOs

The first three PLOs, described in the video presentation, occur within a course taken during the junior year of the teacher preparation program. This course occurs at the beginning of the program's professional practice sequence. The course is meant to be an introduction to explicit teaching for elementary teachers. Teacher candidates spend a fair amount of time during the first six weeks of class learning about explicit instruction and aspects of early reading instruction. PLO 1 is practiced in the first six weeks, and so is PLO 2. In approximately the seventh week of the same course, PLO 3 is introduced. The course is held in a local elementary school and candidates are paired. Each pair is given a folder with lesson plans for specific phonemic awareness and phonics/explicit instruction lessons. The pairs complete the lessons and work with the same child for approximately 30 minutes a week for the remaining seven weeks. The instructor presents and observes each group, stopping in as needed and providing feedback on the lesson plans, instruction, and reflections. In the semester following completion of this course, teacher candidates enroll in Teacher Assistant, during which they are expected to deliver small-group-explicit instruction (PLO 4).



# Content-Neutral Simulated Interaction PLO

Watch Video

## Stage 1: Developing Prerequisite Knowledge

- What is this stage about?
- How does the instructor implement this stage?
- Materials and resources used to implement Stage 1
- Questions other faculty/PD providers might have when implementing this practice

## Stage 2: Planning the lesson

- What is this stage about?
- How does the instructor implement this stage?
- Materials and resources used to implement Stage 2
- Questions other faculty/PD providers might have when implementing this practice

## Stage 3: Enacting the lesson

- What is this stage about?
- How does the instructor implement this stage?
- Materials and resources used to implement Stage 3
- Questions other faculty/PD providers might have when implementing this practice

## Stage 4: Evaluating the lesson

- What is this stage about?
- How does the instructor implement this stage?
- Materials and resources used to implement Stage 4
- Questions other faculty/PD providers might have when implementing this practice

Watch Video

## Stage 1: Developing Prerequisite Knowledge

- + What is this stage about?
- + How does the instructor implement this stage?
- + Materials and resources used to implement Stage 1
- + Questions other faculty/PD providers might have when implementing this practice



# Stage 1: Developing Prerequisite Knowledge

+ What is this stage about?

— How does the instructor implement this stage?

**Step 1:** Candidates read two to three readings on explicit instruction.

**Step 2:** Instructor provides a lecture describing and modeling explicit instruction, breaking it down into its various components (See **Resource A.1** and **Resource A.2**).

**Step 3:** Candidates watch video on HLP#16 and discuss how components described in lecture are applied.

**Step 4:** Candidates are taught to use the explicit instruction rubric. Candidates watch unedited videos of teachers using HLP#16 and identify behaviors they observe on the rubric. As a class, they discuss strong examples of rubric behaviors and areas of instruction that can be strengthened. The course instructor may model for students how specific behaviors could be strengthened.

# How to Sequence PLOs


1. Begin with knowledge development materials (CEC, CEEDAR)
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



# Resources

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- <https://highleveragepractices.org/>
- <https://cedar.education.ufl.edu/high-leverage-practices/>



**Thank you** for joining us today.

Have a question? Need more  
information? Please contact us at...

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