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
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.
IT'S ABOUT TIME
Cohesive & Scaffolded
Structured Video Analysis: A Practice-Based Learning Opportunity
Polling questions

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.

https://www.surveymonkey.com/r/ PXKRJ25
**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
Explicit Instruction: The Key to Student 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 & CEEI, 2007).

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.

Pro-Video Probing Questions

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

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.” 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?
FAQ

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• How can video analysis be used in virtual learning situations?
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?
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://ceedar.education.ufl.edu/high-leverage-practices-in-georgia/
Follow along with us!

https://ceedar.education.ufl.edu
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

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

#CEC2022
Content-Neutral Simulated Interaction PLO

**RO1: Content-Neutral Simulated Interaction**

**RO2: Content-Controlled Simulated Interaction**

**RO3: Tutoring With Content-Controlled Lessons**

**RO4: Small-Group Instruction**

**Commence the PLOs**

The first three PLOs, described in the video presentation, occur within a semester during the junior year of SIMS teacher preparation programs. The first PLO occurs at the beginning of the program's professional practice sequence. The second PLO is introduced in the first six weeks, and the third PLO is introduced in the following semester. Each PLO is implemented with the guidance of a teacher consultant to provide specific knowledge and skills in the context of the program's professional practice sequence. The fourth PLO occurs towards the end of the program's professional practice sequence.
Content-Neutral Simulated Interaction PLO

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
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

- https://highleveragepractices.org/
- https://ceedar.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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References


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