Improving Practice-Based Preparation: The Role of High Leverage Practices

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CEEDAR Center

- Funded by OSEP for five years
- Cooperative Agreement with the University of Florida
- Directed by Dr. Mary Brownell
- Began Jan 1, 2013
- Intensive technical assistance to 20 states
CEEDAR Center

Leadership

✧ Mary Brownell, Director
✧ Paul Sindelar and Erica McCray, Co-directors
✧ Meg Kamman, Project Coordinator

Partners

✧ American Institutes for Research (AIR)
✧ University of Kansas, Center for Research on Learning
✧ Council of Chief State School Officers
✧ New Teacher Center
✧ Goodlad Institute for Educational Renewal at the University of Washington
✧ Major organizations
✧ Senior advisors

OSEP Project Officers: Dr. Bonnie Jones and Dr. David Guardino
CEEDAR’s Mission

To create aligned professional learning systems that provide teachers and leaders effective opportunities to learn how to improve and support core and specialized instruction in inclusive settings that enable students with disabilities to achieve college and career readiness standards.
For you to think about

What are two ideas discussed in this presentation that you could implement to improve beginning teaching? Your colleagues’ teaching? Your teaching?
Today

✧ Why is practice important?
✧ How can we develop a practice-based approach to improving teaching within an MTSS framework?
✧ What role do high leverage practices and EBPs play in a practice-based approach?
✧ How can connections between initial preparation, induction, and professional development be made?
Effective practice

Accounts for about 20-33 percent of the variance
Effective practice (cont.)

Allows for the development of fluent performance and situated knowledge.
When hockey great Wayne Gretzky was asked for the secret to his success, he replied, “I don’t know; I just go to where the puck is going to be” (Berliner, 1994, p. 167). Although he cannot explain how or why he knows where to go, research suggests that it is not through some innate clairvoyant ability, but rather it is the result of thousands of hours of deliberate practice, years of experience, and the use of appropriate cognitive processes. One of these processes is intuition. Gretzky was subconsciously making very fast decisions based on his knowledge, stored memories, and a holistic view of his surroundings. --Pierre & Smith, 2014
Experts

✦ Make decisions that seem effortless, intuitive, and highly responsive to the situation at hand.
Novices

“they are prisoners of their own lack of experience and have no choice but to be relatively inflexible.”

– Berliner, 1992
In initial preparation and induction

we are not preparing experts
Advanced Beginners

✧ Rely less on rule-driven behavior and begin to use context to determine when to apply rules.
A Practice-Based Approach
Three Key Ideas
Practices are learnable
Writing Instruction
Writing Instruction
They can be refined through on-going learning.
High quality

Link to CEEDAR Reports
Coursework

Field work
Too much heterogeneity
Moving Forward
If we were going to improve special education practice, we likely need to identify clearer, more manageable roles for special education teachers, especially beginners.
Instruction

Differentiated Instruction
Reasonable set of practices that:
– are the essence of effective teaching for SWD
– can improve outcomes for SWD
– are fundamental to developing more complex practice
– can be mastered in university coursework and classrooms
Writing instruction
Tier 3 Reading
High Leverage Practices

Tier 1
Math

Tier 2
Language Arts

Tier 3
Social Studies
Science
CEC & CEEDAR

Collaboration

Social/emotional/behavioral

Instruction

Assessment
Some examples

✧ Collaborate with professionals to increase student success
✧ Use student assessment, analyze instructional practices, and make necessary adjustments that improve student outcomes
✧ Establish a consistent, organized, and respectful learning environment
Some examples

✧ Conduct functional behavioral assessments to develop individual student behavior support plans
✧ Systematically design instruction toward a specific learning goal
✧ Teach cognitive and metacognitive strategies to support learning and independence
High Leverage Practices

✧ Are not the
CONTENT-BASED INSTRUCTION
Evidence-based practices (EBPs)

- Content-focused
- Developmentally appropriate
- Depend on learner need
- Are taught using HLPs
Examples of EBPs

✧ Reading comprehension strategies
✧ Schema strategy instruction
✧ Writing strategies focused on text structure
✧ Text talk for vocabulary
Evidence-based practices

Tier 1
Tier 2
Tier 3

Math  Language Arts  Social Studies  Science
HOW CAN WE DEVELOP A PRACTICE-BASED APPROACH?
Three BIG Ideas
Duration
Cohesiveness
EACH PRACTICE OPPORTUNITY
Modeling
Spaced or Distributed
Varied or interleaved

Blocking vs interleaving

Topic 1  Topic 2  Topic 3  Topic 4  Topic 5  Topic 6

Topic 1  Topic 3  Topic 5  Topic 2  Topic 4  Topic 6

Topic 1  Topic 3  Topic 5  Topic 2  Topic 4  Topic 6

Simplicity

Complexity
Coaching & feedback
Analysis & reflection
Scaffolded
Less authentic
• Fewer facets of practice highlighted
• Narrower participation of novice
• Greater opportunity for rehearsal

Engaging in a live role play
Crafting a piece of practice
Enacting the practice with more support

More authentic
• More complete representation of practice
• More full participation by novice
• Closer to real time
Opportunities for Coordination

Lesson study as one approach
CEEDAR tool

Link to CEEDAR Reports
CREATING A SEAMLESS PRACTICE-BASED APPROACH TO PREPARATION AND INDUCTION
PARTNERSHIPS
VARIED EXPERIENCES
Simultaneous renewal

What are four practices that you believe your teachers and teacher candidates could work on together?
One idea

✧ Partnership between Kent State and local middle school
✧ Pairs of preservice interns work with one teacher, rotate every three weeks across 6-8th grade
✧ Analyze student data (behavior) in teams with faculty member
✧ Implement 6 HLPs and EBPs
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What are two ideas discussed in this presentation that you could implement to improve beginning teaching? Your colleagues’ teaching?
Questions