



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

U.S. Department of  
Education,  
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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

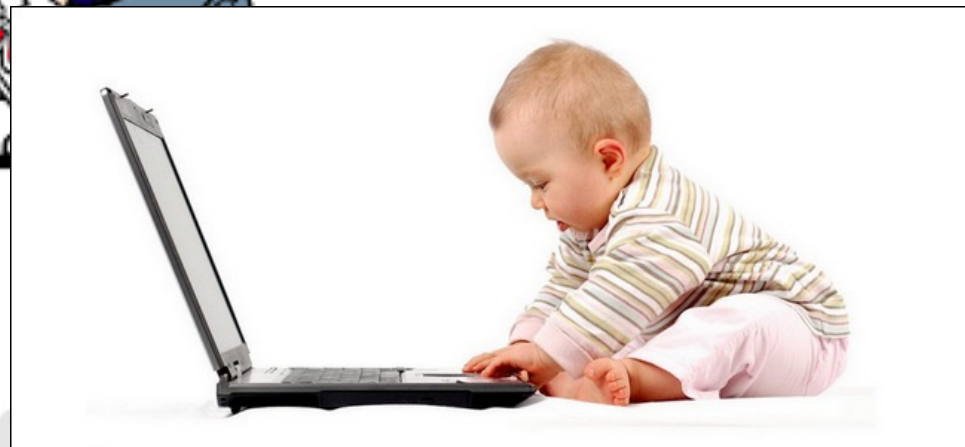


# Advanced Beginners

✧ 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





- ✧ 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

# High Leverage Practice

**EXPLICIT INSTRUCTION**

**Scaffolding**

# Writing instruction





# Tier 3 Reading



# High Leverage Practices

Tier 1  
Tier 2  
Tier 3

Math Language Arts 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



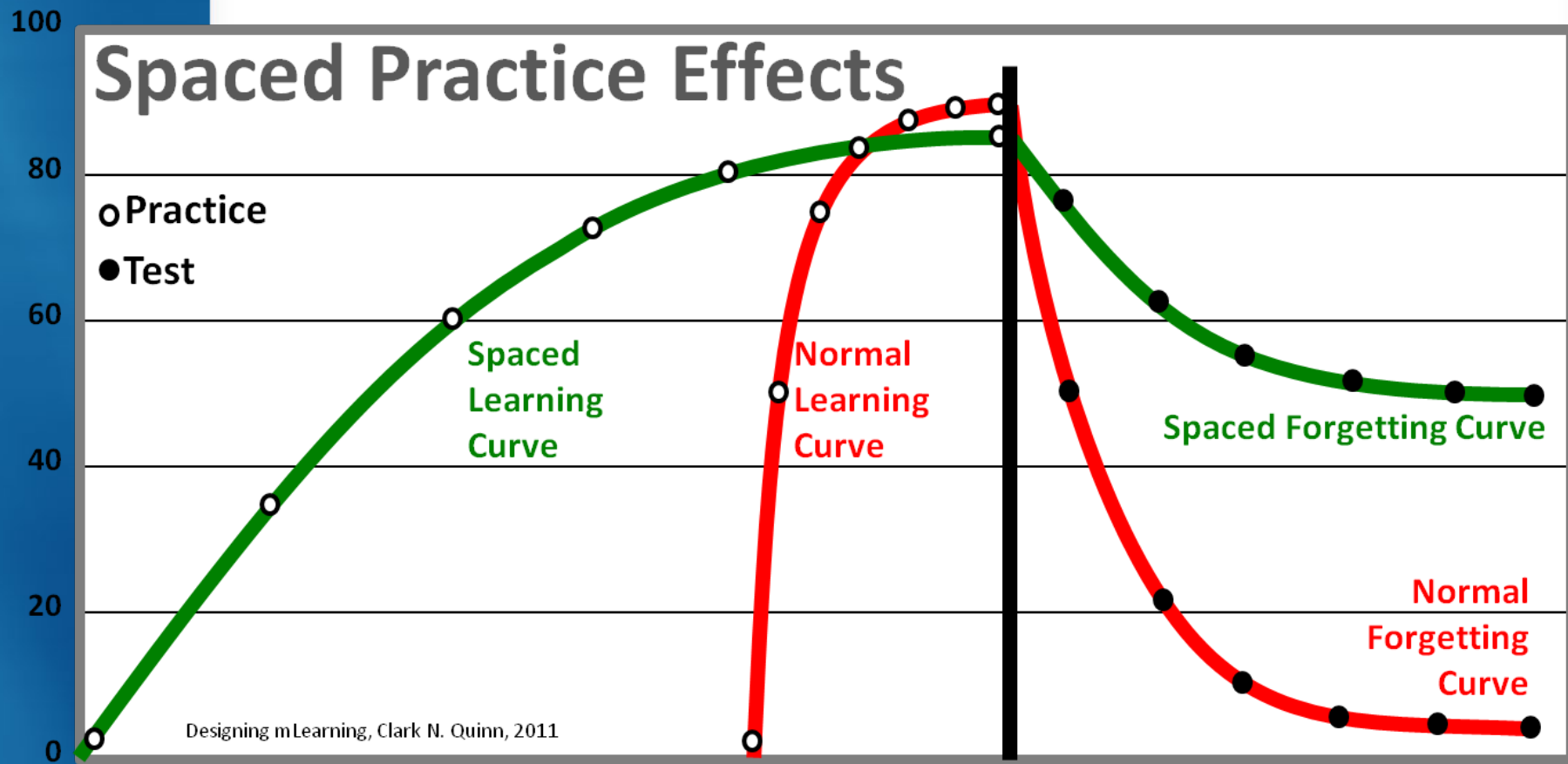
# EACH PRACTICE OPPPORTUNITY

# Modeling





# Spaced or Distributed



# Varied or interleaved

Blocking vs interleaving



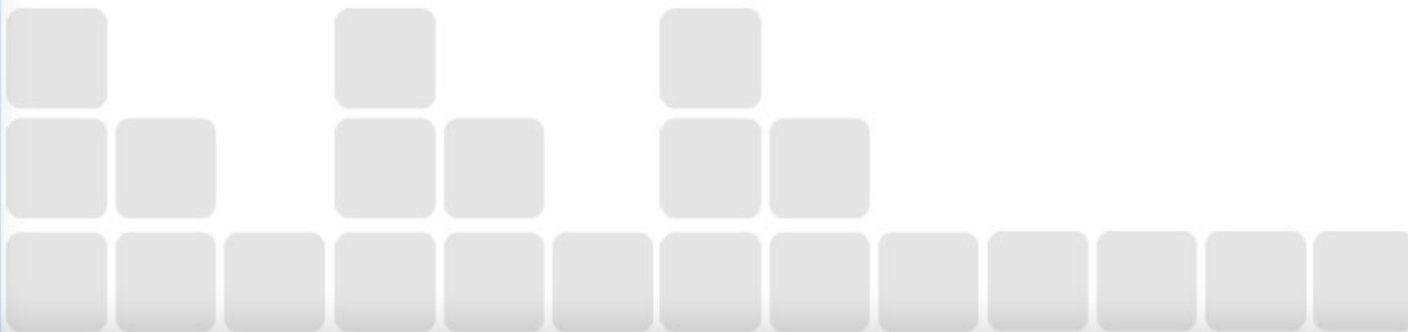
# Coaching & feedback

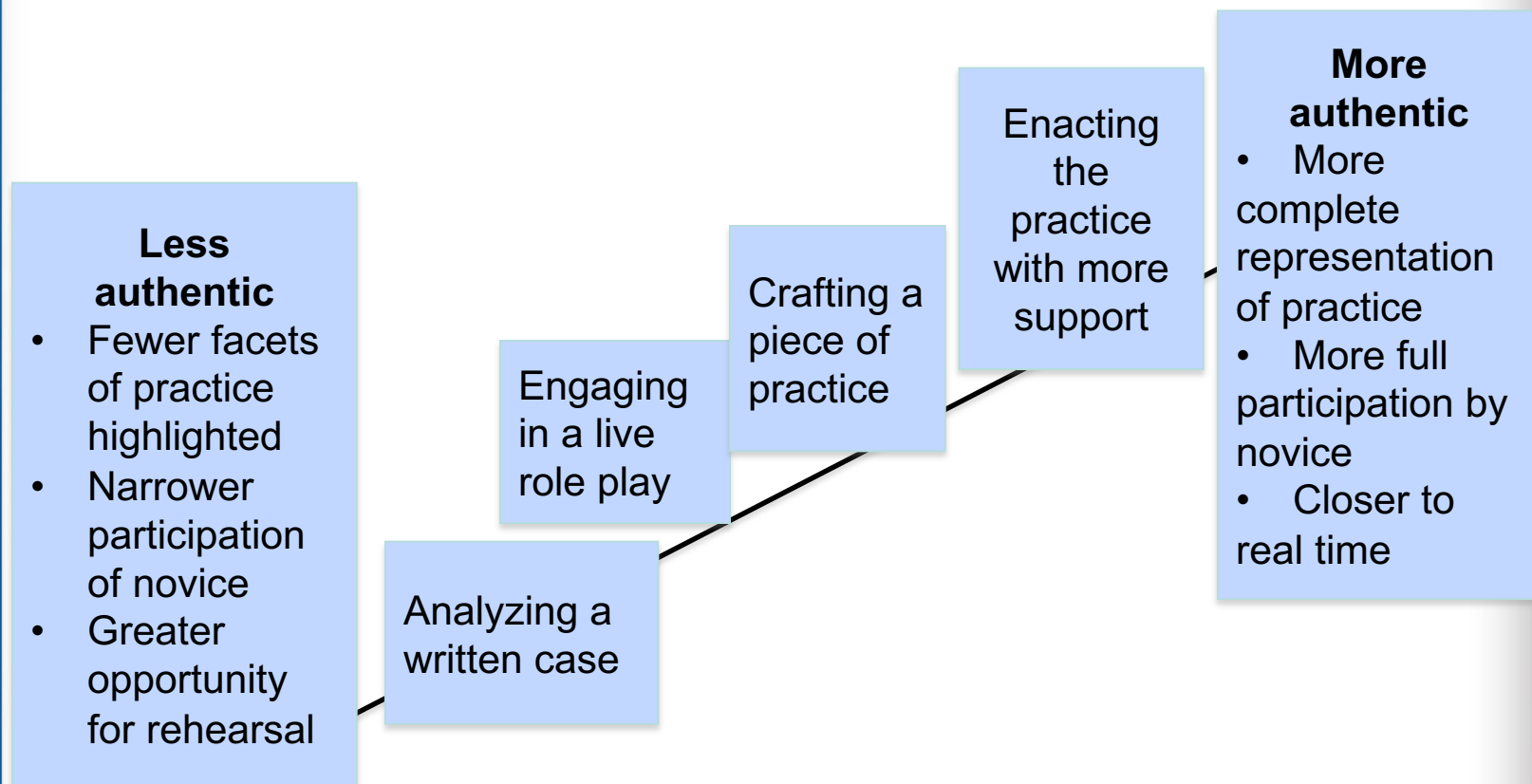


# Analysis & reflection



# Scaffolded







# 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



Joe Liptrap  
Teacher Candidate

✧ 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 6-8<sup>th</sup> grade
- ✧ Analyze student data (behavior) in teams with faculty member
- ✧ Implement 6 HLPs and EBPs



# For you to think about

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

# Questions

