How can educator stakeholders engage? The role of High Leverage Practices and practice-based teacher education.

U.S. Department of Education, H325A120003
Disclaimer

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Today

Why is practice important to improving teacher education?

What are HLPs and what role do they play in practice based teacher education?

What are resources you can use in implementing HLPs?

How can HLPs be incorporated into a practice-based approach in teacher education?

www.ceedar.org
WHY DOES PRACTICE MATTER?
Do you remember... 

✧ the first time you learned to drive, play an instrument, play a sport, or teach a strategy or curriculum. 
✧ What was your performance like?
When you were learning,

✧ how many of you had a good teacher or coach who helped you learn?

What did that coach or teacher do to help you?
Why is practice important?

Allows for the development of fluent performance and situated knowledge
Contributes to Development of Expertise
Deliberate Practice
What is Deliberate Practice?

✧ Intense concentration on improving the most critical aspects of performance over time

✧ Immediate feedback designed to improve analysis of performance
Reasonable set of practices that:
- are the essence of effective teaching, leading, etc.
- can improve student outcomes
- are fundamental to developing more complex practice
These practices should...

- Cut across content areas
- Apply to different types of learners
- Apply to learners of different ages

AND, one should be able to break them down into smaller parts and teach them using deliberate practice.
• 22 HLPs
  • Collaboration
  • Assessment
  • Social/emotional & behavioral
  • Instruction
Explicit Instruction
Why Use HLPs?

- They become the core curriculum in teacher education, upon which cohesive deliberate practice opportunities can be built.
Other professions

✧ Nursing, plumbing, pilots
✧ Do not provide a license unless a beginner can demonstrate a certain level of performance
✧ Why should teaching be different?
A few caveats

✧ HLPs do not replace the need to teach content & evidence-based practices

OR

✧ Imply that learning to teach is a simple matter of mastering these HLPs
TO THE CONTRARY
Use HLPs to Teach Content & EBPs

Example: Using explicit instruction and feedback to teach summarization strategies or how to teach regrouping with base ten blocks
Doing so allows you to show teacher candidates how HLPs change depending on the content/EBP, and help teachers and teacher candidates learn their key components.
After the book was complete...
Let’s make a video series!!!

DID HE JUST VOLUNTEER

OR WAS HE VOLUN"TOLD"?
Thank You To Our Partners Who Made This Video Possible:

CEEDAR CENTER

Council for Exceptional Children

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

IRIS CENTER™

Center on GREAT TEACHERS & LEADERS at American Institutes for Research

CCSSO
Council of Chief State School Officers
Video Written, Filmed & Produced By:

University of Virginia
Curry School of Education

Dr. Michael J. Kennedy
Ms. Katherine N. Peeples
Video Written, Filmed & Produced By:

UNLV College of Education
Dr. Wendy J. Rodgers

University of Texas Arlington
Dr. John Elwood Romig

Boston University
Dr. Hannah Morris Mathews
Welcome to our new series on High-Leverage Practices (HLPs) for students with disabilities
HLP # 8 & #22:

Provide positive & constructive feedback to guide students’ learning & behavior

High-Leverage Practices in Special Education
HLP #12:
Systematically Design Instruction Towards Learning Goals
HLP #16:
Use Explicit Instruction

It's my pencil.
HLP # 18:
Use strategies to promote active student engagement
Quick Review of Relevant Research

www.ExplicitInstruction.org

http://www.pubs.cec.sped.org/p6255/
Explicit instruction is effective

Hughes, Morris, Therrien, & Benson, 2017
Part 1: Detailed Introduction to the HLP

Special education teachers and other specialists should use data to form groups, and determine necessary intensity of instruction.
Part 2: Break the HLP Into Component Parts For Demonstration

<table>
<thead>
<tr>
<th>1. Use a logical sequence within lessons</th>
<th>2. Provide clear models and explanations of content</th>
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<td>3. Provide multiple opportunities to respond &amp; appropriate feedback</td>
<td>4. Provide a range of examples and non-examples to highlight content being taught</td>
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Intended Uses of the Videos in Teacher Preparation Coursework
Students can watch independently (& numerous times)
Or as a group

(during class/PLC time)
Facilitate/stimulate discussions
Challenge students to implement the HLP(s) & give feedback
Take a second to consider:

• How might you use videos such as these in your teacher education program?
• Or, your induction/professional development program?
HLP Integration at One University

Paula Lancaster
Grand Valley State University
Our HLP Journey

• Layers of Integration
  • Preparation Programs
  • Courses
  • Field Partners
  • Across the State
Our HLP Journey (Cont’d)

- Layers of Integration
  - Preparation Programs
  - Courses
  - Field Partners
  - Across the State
Program Integration

• Special Education
  • Endorsement Areas/MTSS
  • Prioritizing HLPs
    • Develop a comprehensive learner profile
    • Provide positive & constructive feedback
    • Use explicit instruction
    • Establish a consistent, organized, and respectful environment
    • Use flexible grouping

• General Education
  • Content & Methods
  • Prioritizing HLPs
    • Eliciting and interpreting student thinking
    • Leading a classroom discussion
    • Setting up and managing small group work
    • Building respectful relationships with students
    • Making content explicit
HLPL # 17: Use flexible grouping

Teachers assign students to homogeneous and heterogeneous groups based on explicit learning goals, monitor peer interactions, and provide positive and corrective feedback to support productive learning. Teachers use small learning groups to accommodate learning differences, promote in-depth academic-related interactions, and teach students to work collaboratively. They choose tasks that require collaboration, issue directives that promote productive and autonomous group interactions, and embed strategies that maximize learning opportunities and equalize participation. Teachers promote simultaneous interactions, use procedures to hold students accountable for collective and individual learning, and monitor and sustain group performance through proximity and positive feedback.
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### Noticing Student Contributions

- Record student thinking
- Monitor individual participation
- Monitor group dynamics
- Provide positive & constructive feedback

### Focusing on the learning goal
Program Integration

• Administration
  • Educational Leadership
  • K-12

• Preparation Pedagogy
  • Representations
  • Approximations
    • Rehearsals
    • Simulations
  • Enactments
    • One-on-one
    • Small group
    • Whole class
Course-level Integration

• Shift in priorities
  • Less talking about teaching; more doing teaching
  • HLPs require space
  • Fore-grounding equity within each practice

• Focus on decompositions
  • Shared language & understanding
  • Fore-grounding equity

• Provide logical opportunities for logical approximations
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## Launching Group Work

| - State the learning goal |
| - Review group norms and expectations |
| - Provide clear directions (check for understanding; explain and model as needed) |
| - Give students option for what to do if they finish early |
| - **Coach students on what to do if they need help** |
| - Transition to small groups |

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## Focusing on the learning goal
Course-level Integration

• Shift in priorities
  • Less talking about teaching; more doing teaching
  • Provide space for HLPS
  • Fore-ground equity within each practice

• Focus on decompositions
  • Share language & understanding
  • Fore-grounding equity

• **Provide logical opportunities for logical approximations**
  • Target particular components
  • Rehearse, simulate, model, role-play, observe, enact
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# Focusing on the learning goal
Field-Based Integration: Partner Lab Schools

- **Alpine Elementary**
  - Year-long placements
  - Co-teaching model
  - Shared professional development

- **Stocking Elementary**
  - Embedded courses
  - Student cohorts
  - Shared professional development
Field-based Integration

- Cooperating Teacher & University Field Supervisor Conference
  - Mentoring Pedagogies
  - HLPs
  - Co-Teaching
  - Expectations & Requirements
State-level Integration

• Michigan Department of Education
  • New certification structure
  • New standards
• Michigan Association of Colleges of Teacher Education
• CEEDAR
• TeachingWorks
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So who created the HLPs for special education?
A Collaborative Process

- Partnership between:
  - Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center
  - Council for Exceptional Children (CEC)
  - CEC’s Teacher Education Division (TED)
CEC and CEEDAR

• We put a stake in the ground.
• If we are going to improve practice, we have to define those practices that are most fundamental to good teaching and providing FAPE to students with disabilities.
HLP Work Group Members

- James McLeskey, Chair, University of Florida
- Mary Brownell, University of Florida
- Mary Catherine Scheeler, Pennsylvania State University
- Bonnie Billingsley, Virginia Tech
- Larry Maheady, Buffalo State University
- Tim Lewis, University of Missouri
- Jackie Rodriguez, College of William and Mary
- Judy Winn, University of WI – Milwaukee
- Michael Kennedy, University of Virginia
- Mary-Dean Barringer, Council of the Chief State School Officers and First CEC Teacher of the Year
- Dia Jackson, American Institute of Research
They’re here!

• What every special educator needs to know on Day 1
• 22 High-Leverage Practices for special educators
  • Collaboration
  • Assessment
  • Social/emotional/behavioral
  • Instruction
High-Leverage Practices in Special Education (HLPs)

**What are HLPs?**

“A set of practices that are fundamental to support student learning, and that can be taught, learned, and implemented by those entering the profession.”


**What were Criteria for HLP Development?**

- Focus directly on instructional practice.
- Occur with high frequency in teaching.
- Research-based and known to foster student engagement and learning.
- Broadly applicable and usable in any context or approach to teaching.
- Skillful execution is fundamental to effective teaching.

**What are the HLPs for Special Education?**

1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed related services.
4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
5. Interpret and communicate assessment information with stakeholders collaboratively design and implement educational programs.
6. Utilize multiple data, analyze instructional practices, and make necessary adjustments that improve student outcomes.
7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students' academic and social behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.

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Where to find HLP Resources

- The Book
  - April 2017
- Website
  - HighLeveragePractices.org
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 AND What’s next? (Part 1)

- TEACHING Exceptional Children article
  - May/June 2017
- HLP Press Conference
- HLP Webinar
  - October 2017
Initiatives to date AND What’s next? (Part 2)

- Sharing HLPs with external partners and organizations
Initiatives to date AND What’s next? (Part 3)

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

- HLP Keynote and Session – CEC’s Teacher Education Division Conference, Savannah, Georgia (November 2017)
Initiatives to date AND What’s next? (Part 4)

- HLP Instructional Videos
- HLP CEC Podcasts
- HLP articles in CEC’s Special Education Today
- CEC Off the Shelf
- *Teaching Exceptional Children* Special HLP Edition – “Putting HLPs into Practice” – March/April 2018
Initiatives to date AND What’s next? (Part 5)

- HLP Session – CEC Annual Convention and Expo, Tampa, Florida (February 2018)
- HLP Presentations at Selected Conferences and Meetings
  - CCSSO – October 2017 and February 2018
- HLP Resources for Higher Education Faculty – Curricula Development
Initiatives to date AND What’s next? (Part 6)

- HLP Resources for LEA Administrators and Special Education Teachers – Teacher Evaluation and Professional Development
- HLP Introductory Professional Development Toolkit – LEA Administrators and Special Education Teachers
- HLPs for the Inclusive Classroom Book - Co-published, CEC & Routledge
Questions for you to discuss:

• Turn to your neighbor and consider the following questions:
  • How are you addressing high leverage practices in your program?
  • What actions could you take in your programs to implement a practice-based approach or improve your current practice-based approach?
Questions?
References
