



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?

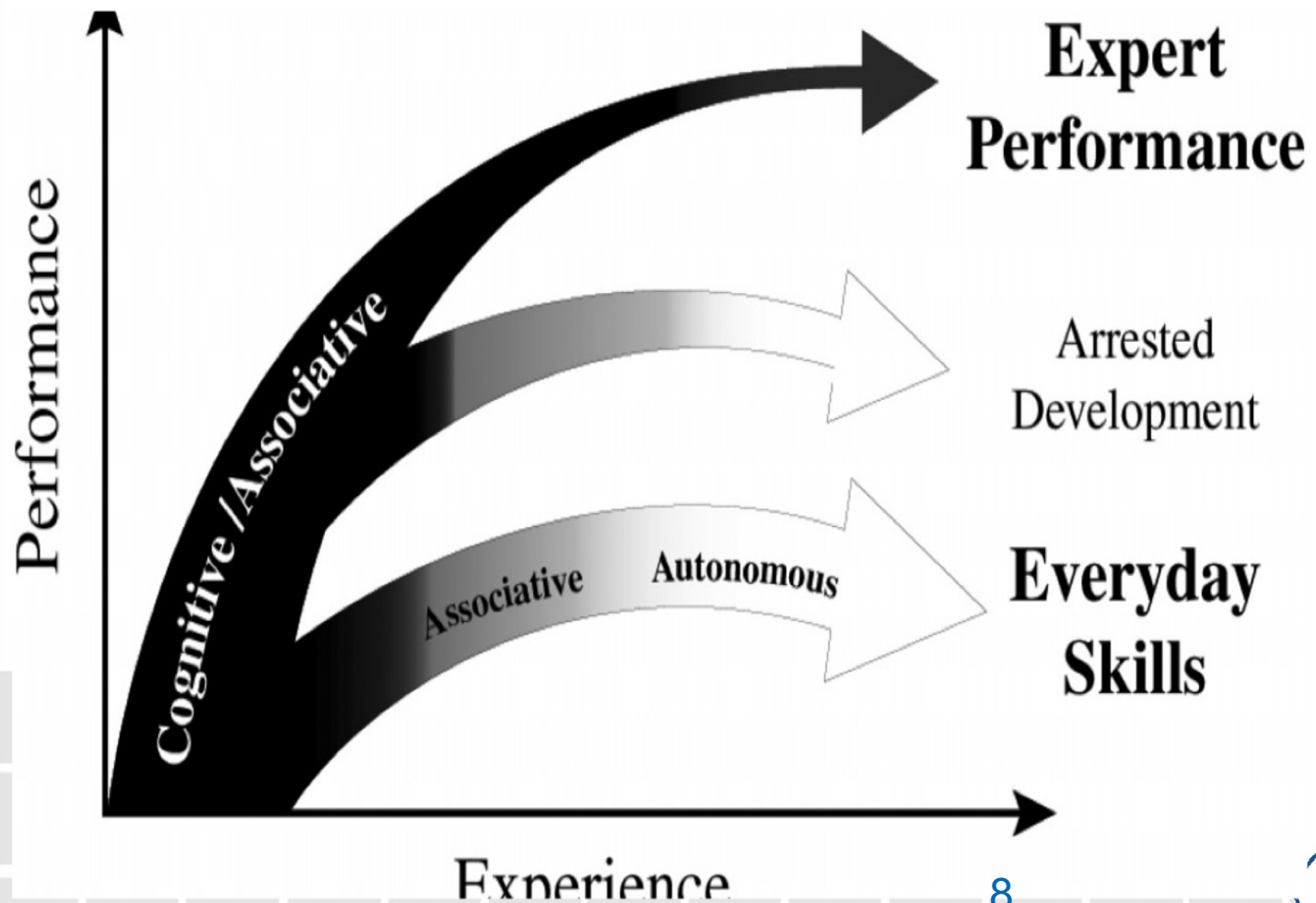
What did that coach or teacher do to help you?

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

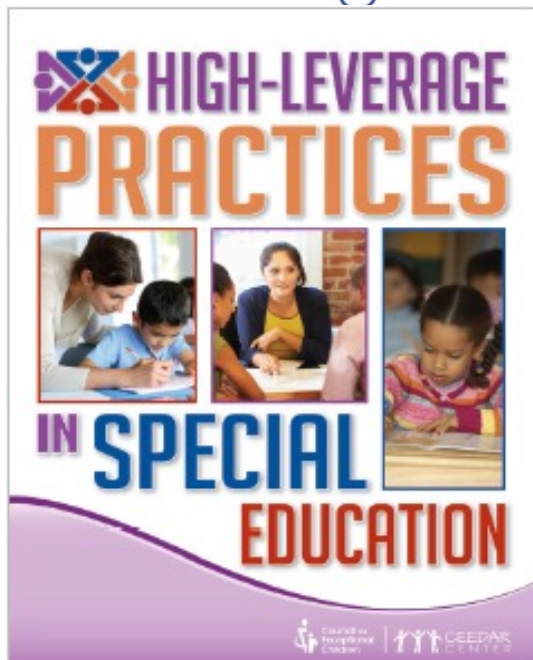
These practices should...

- ✧ 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



High-Leverage Practices in Special Education



- 22 HLPs
 - Collaboration
 - Assessment
 - Social/emotional & behavioral
 - Instruction

Explicit Instruction

EXAMPLE

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?

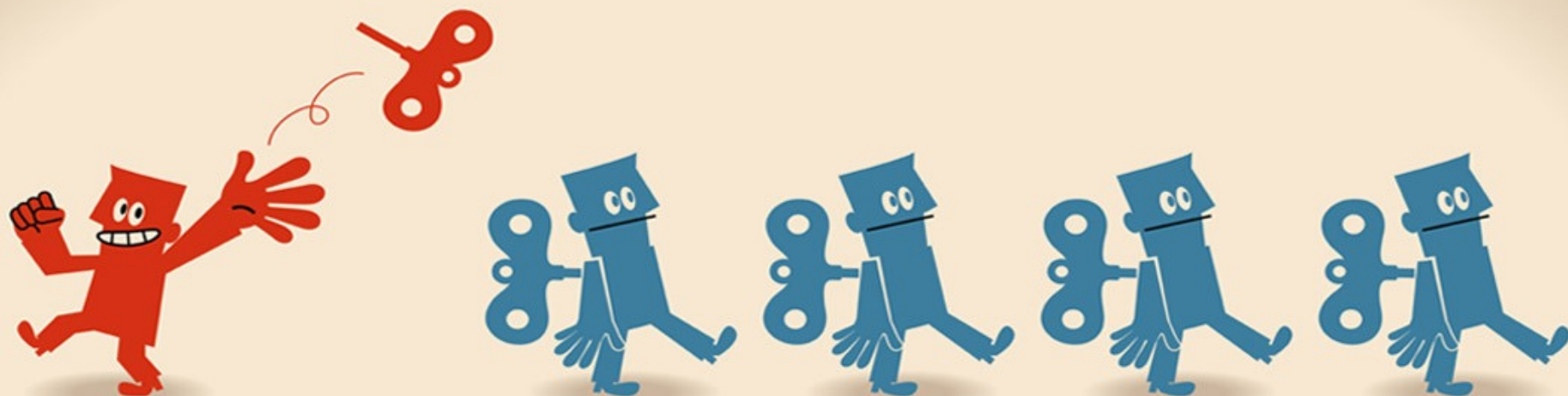
A few caveats

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

OR

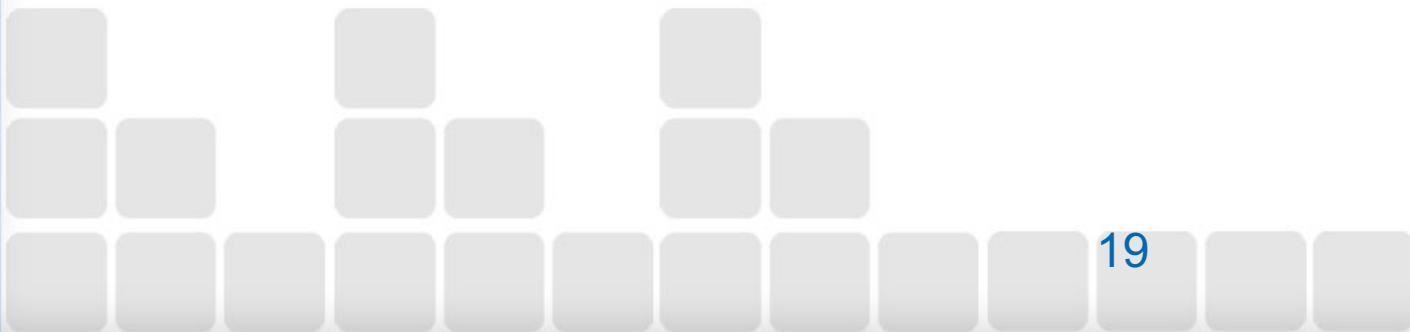
✧ Imply that learning to teach is a simple matter of mastering these HLPs

TO THE CONTRARY

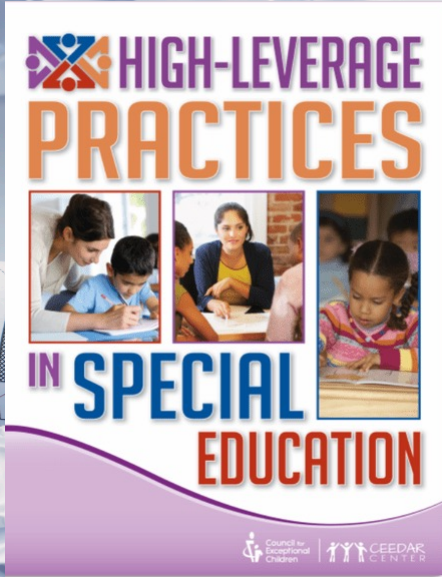


Use HLPs to Teach Content & EBPs

✧ 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

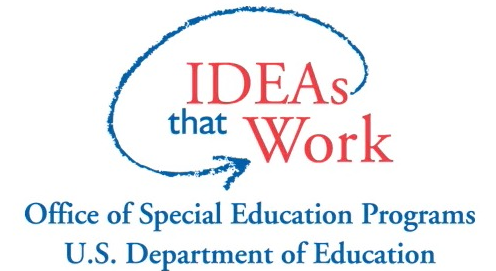


After the book was complete...

Let's make
a video series!!!



Thank You To Our Partners Who Made This Video Possible:



Video Written, Filmed & Produced By:



Dr. Michael J. Kennedy
Ms. Katherine N. Peeples

Video Written, Filmed & Produced By:



Dr. Wendy J. Rodgers



Dr. John Elwood Romig



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

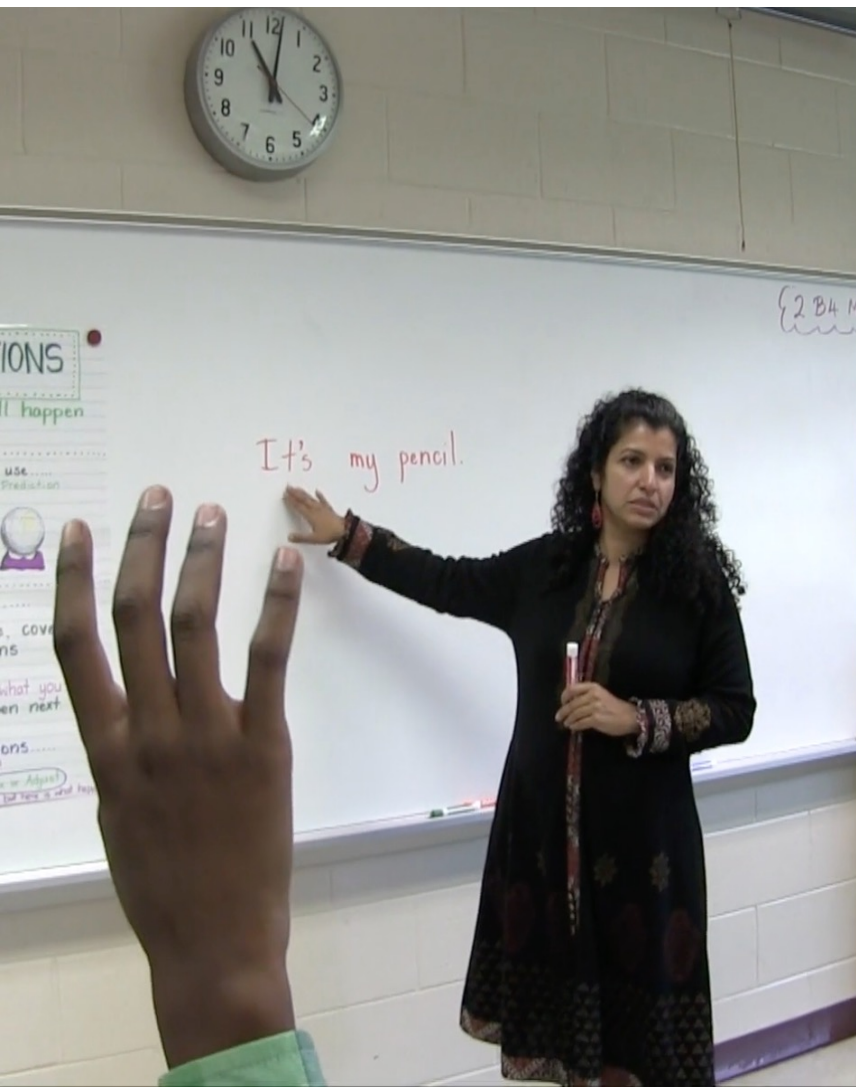


HLP #12:

**Systematically Design
Instruction Towards
Learning Goals**



High-Leverage Practices in Special Education



HLP #16:

Use Explicit Instruction

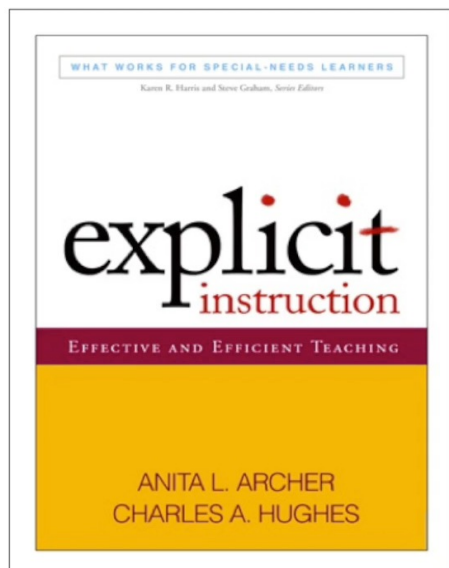
HLP # 18:

Use strategies to
promote active
student engagement

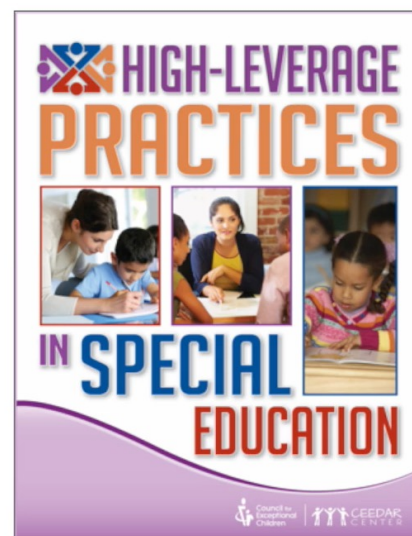


High-Leverage Practices in Special Education

Quick Review of Relevant Research

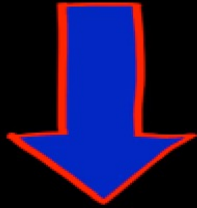


www.ExplicitInstruction.org

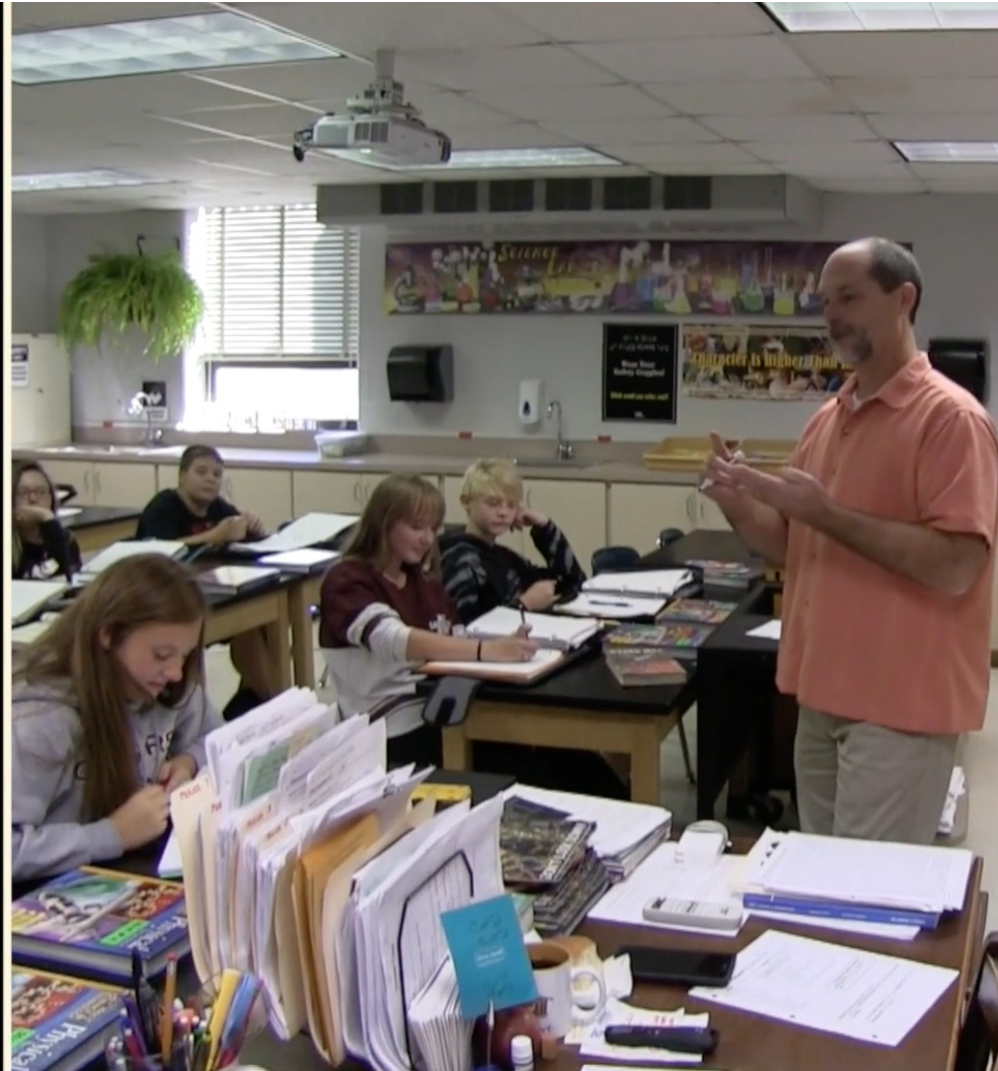


<http://www.pubs.cec.sped.org/p6255/>

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

1. Use a logical
sequence within
lessons

2. Provide clear
models and
explanations of content

3. Provide multiple
opportunities to
respond & appropriate
feedback

**4. Provide a range of
examples and non-
examples to highlight
content being taught**









Worksheet 4-2

Section 2: Compounds

1. List three examples of compounds. (Handwritten: H_2O , $NaCl$, Fe_2O_3)

2. List three examples of elements. (Handwritten: H , O , Fe)

3. List three examples of mixtures. (Handwritten: H_2O , $NaCl$, Fe_2O_3)

4. List three examples of physical properties. (Handwritten: H_2O , $NaCl$, Fe_2O_3)

5. List three examples of chemical properties. (Handwritten: H_2O , $NaCl$, Fe_2O_3)

6. List three examples of physical changes. (Handwritten: H_2O , $NaCl$, Fe_2O_3)

7. List three examples of chemical changes. (Handwritten: H_2O , $NaCl$, Fe_2O_3)

8. List three examples of physical properties of water. (Handwritten: H_2O , $NaCl$, Fe_2O_3)

9. List three examples of chemical properties of water. (Handwritten: H_2O , $NaCl$, Fe_2O_3)

10. List three examples of physical changes of water. (Handwritten: H_2O , $NaCl$, Fe_2O_3)

11. List three examples of chemical changes of water. (Handwritten: H_2O , $NaCl$, Fe_2O_3)

12. List three examples of physical properties of $NaCl$. (Handwritten: H_2O , $NaCl$, Fe_2O_3)

13. List three examples of chemical properties of $NaCl$. (Handwritten: H_2O , $NaCl$, Fe_2O_3)

14. List three examples of physical changes of $NaCl$. (Handwritten: H_2O , $NaCl$, Fe_2O_3)

15. List three examples of chemical changes of $NaCl$. (Handwritten: H_2O , $NaCl$, Fe_2O_3)

16. List three examples of physical properties of Fe_2O_3 . (Handwritten: H_2O , $NaCl$, Fe_2O_3)

17. List three examples of chemical properties of Fe_2O_3 . (Handwritten: H_2O , $NaCl$, Fe_2O_3)

18. List three examples of physical changes of Fe_2O_3 . (Handwritten: H_2O , $NaCl$, Fe_2O_3)

19. List three examples of chemical changes of Fe_2O_3 . (Handwritten: H_2O , $NaCl$, Fe_2O_3)

20. List three examples of physical properties of H_2O . (Handwritten: H_2O , $NaCl$, Fe_2O_3)

21. List three examples of chemical properties of H_2O . (Handwritten: H_2O , $NaCl$, Fe_2O_3)

22. List three examples of physical changes of H_2O . (Handwritten: H_2O , $NaCl$, Fe_2O_3)

23. List three examples of chemical changes of H_2O . (Handwritten: H_2O , $NaCl$, Fe_2O_3)

24. List three examples of physical properties of $NaCl$. (Handwritten: H_2O , $NaCl$, Fe_2O_3)

25. List three examples of chemical properties of $NaCl$. (Handwritten: H_2O , $NaCl$, Fe_2O_3)

26. List three examples of physical changes of $NaCl$. (Handwritten: H_2O , $NaCl$, Fe_2O_3)

27. List three examples of chemical changes of $NaCl$. (Handwritten: H_2O , $NaCl$, Fe_2O_3)

28. List three examples of physical properties of Fe_2O_3 . (Handwritten: H_2O , $NaCl$, Fe_2O_3)

29. List three examples of chemical properties of Fe_2O_3 . (Handwritten: H_2O , $NaCl$, Fe_2O_3)

30. List three examples of physical changes of Fe_2O_3 . (Handwritten: H_2O , $NaCl$, Fe_2O_3)

31. List three examples of chemical changes of Fe_2O_3 . (Handwritten: H_2O , $NaCl$, Fe_2O_3)

32. List three examples of physical properties of H_2O . (Handwritten: H_2O , $NaCl$, Fe_2O_3)

33. List three examples of chemical properties of H_2O . (Handwritten: H_2O , $NaCl$, Fe_2O_3)

34. List three examples of physical changes of H_2O . (Handwritten: H_2O , $NaCl$, Fe_2O_3)

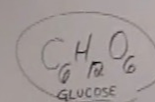
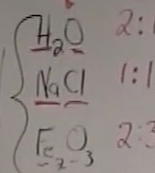
35. List three examples of chemical changes of H_2O . (Handwritten: H_2O , $NaCl$, Fe_2O_3)

k	kilo-	= 1000
h	hecto-	= 100
da	deca-	= 10
d	deci-	= $\frac{1}{10}$ (0.1)
c	centi-	= $\frac{1}{100}$ (0.01)
m	milli-	= $\frac{1}{1000}$ (0.001)

BASE UNIT

FORMULA

RATIO



6:12:6

PHYSICAL SCIENCE
- MR. ECKERT

m = METER
 mi = MILES
 min = MINUTES
 mL = MILLILITER
 mm = MILLIMETER
 mg = MILLIGRAM

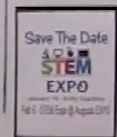
OCTOBER 25, 2017

HOMEWORK:

• WORKSHEET 4-3

Coping Worksheet

ANNOUNCEMENT

STEM EXPO COMMITMENT
CONTRACT DUE FRI.

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.

Setting and Starting Up

Preparing for Group Work

- Identify a learning goal appropriate for group work
- Plan the learning activity
- Decide on grouping model
- Consider space
- Define roles
- Prepare instructional and assessment materials

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

Managing and Wrapping Up

Monitoring Small Group

- Ensure norms & routines are followed
- Encourage all students' participation
- Probe or support as needed
- Provide time cues

Wrapping Up Small Group

- Check in with each group
- Transition to whole group

Wrapping Up Whole Group

- Conclude and summarize
- Provide feedback on group work
- Allow for group and self-reflection

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

Setting and Starting Up

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- Identify a learning goal appropriate for group work
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- Decide on grouping model
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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

Setting and Starting Up

Preparing for Group Work

- Identify a learning goal appropriate for group work
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Focusing on the learning goal

Setting and Starting Up

Preparing for Group Work

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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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Office of Special Education Programs
U.S. Department of Education

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.

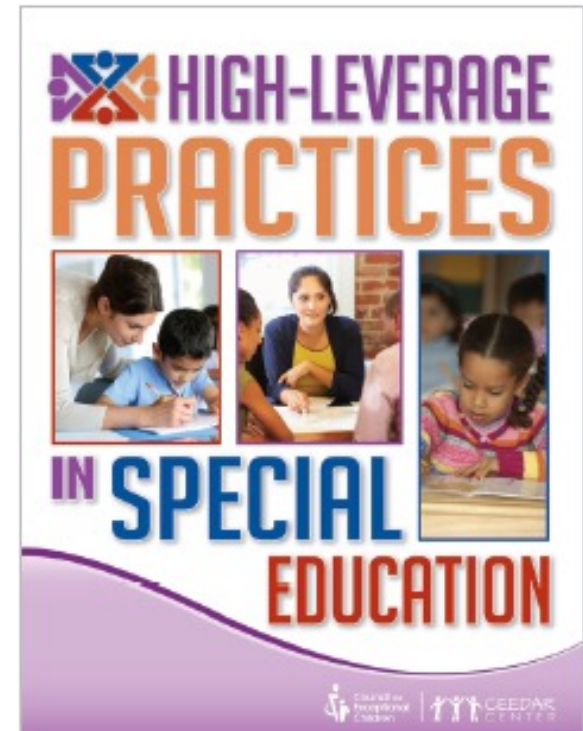


HLP Work Group Members



- 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



22 High-Leverage Practices



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."

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2012). Proposing a core set of instructional practices and tools for teachers of science. *Science Education*, 96(3), 878-903.

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 content area or approach to teaching.
- ◆ Skillful execution is fundamental to effective teaching.

What are the HLPs for Special Education?

Collaboration

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 services.

Assessment

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 to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Social/Emotional/Behavioral

7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavior assessments to develop individual student behavior support plans.

Instruction

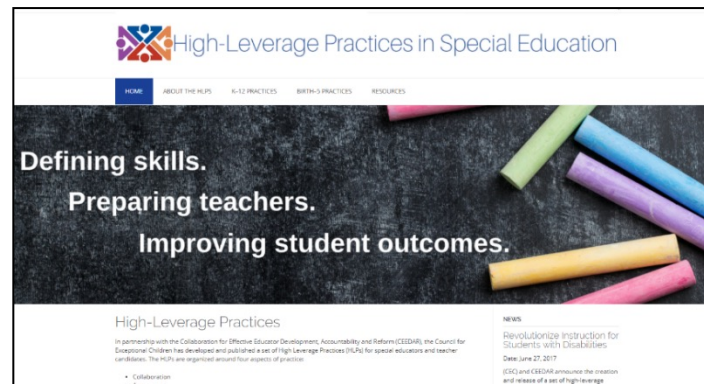
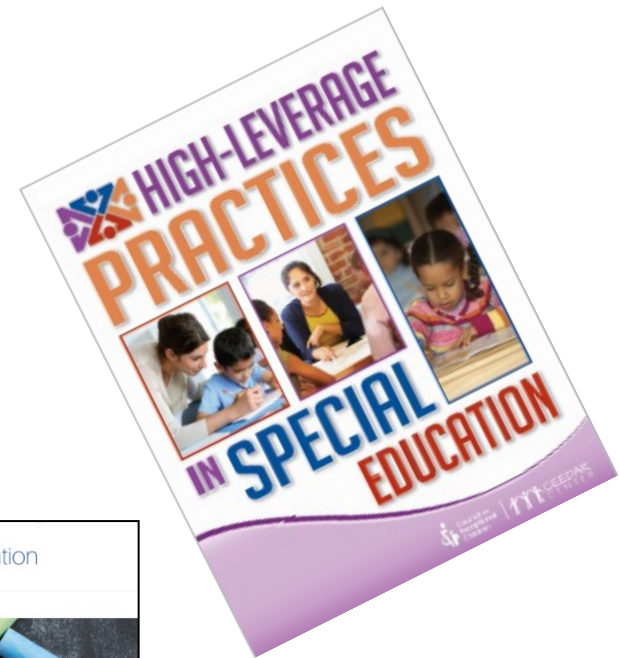
11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward specific learning goal.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.
20. Provide intensive instruction.
21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior.

Council for Exceptional Children
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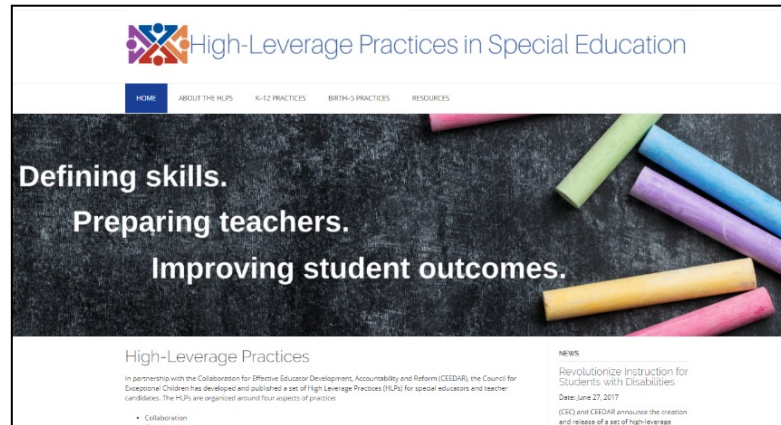
Where to find HLP Resources

- 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
 - ▣ CEEDAR Convening, Chicago, Illinois – June 23, 2017
- HLP Webinar
 - ▣ October 2017

A FREE Webinar for CEC Members

Free Members-Only Webinar
Revolutionize Instruction for Students with Disabilities: High-Leverage Practices

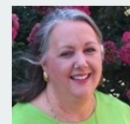
Thursday, Oct. 12, 2017
6-7 p.m. ET

Registration for this webinar is now closed. Don't worry—as a CEC Member, you'll have access to the webinar recording in the All-Member Forum soon! Keep an eye on your All-Member Forum Digest for more information.

What should new special education teachers be able to do when they enter a classroom? CEC, in collaboration with the CEEDAR Center, has developed a set of 22 high-leverage practices (HLPs) that all special educators must master before they begin teaching. These fundamental practices—in the areas of collaboration, assessment, social/emotional/behavioral, and instruction—are used frequently in classrooms and have been shown to improve student outcomes.

In this special CEC members-only webinar, learn about the process used to develop the HLPs, the HLPs themselves, and how these practices are already being used in the field.

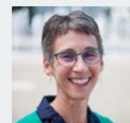
Presenters



Deborah Ziegler, Ed.D.
Council for Exceptional Children



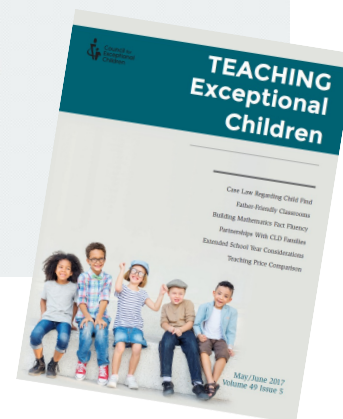
James McLeskey, Ph.D.
CEEDAR, University of Florida



Sarah Drinkwater, Ph.D.
Oregon State Department of Education



Paula Lancaster, Ph.D.
Grand Valley State University



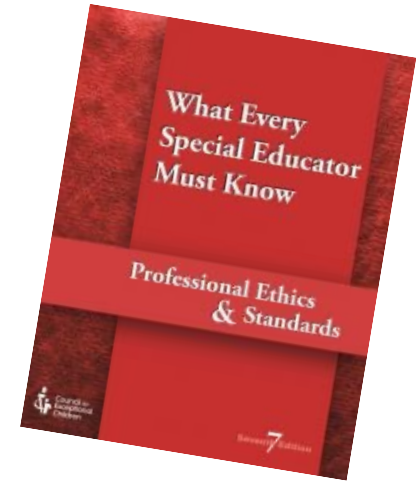
Initiatives to date AND What's next? (Part 2)

- Sharing HLPs with external partners and organizations
 - ▣ U.S. Congress, U.S. Governors, U.S. Department of Education, Chief State School Officers, State Directors of Special Education, State Directors of Certification and Licensure, Education Associations and Organizations, and OSEP TA & D Centers



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



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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

- McLeskey, J., Barringer, M., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M., Winn, J., & Ziegler, D. (2017). *High leverage practices in special education: The final report of the HLP Writing Team*. Arlington, VA: CEC & CEEDAR Center.
- McLeskey, J. & Brownell, M. (2015). *High leverage practices and teacher preparation in special education* (Document No. PR-1). Retrieved from <http://cedar.education.ufl.edu/wp-content/uploads/2016/05/High-Leverage-Practices-and-Teacher-Preparation-in-Special-Education.pdf>