

An aerial photograph of a city harbor at sunset. The sun is low on the horizon, casting a warm, golden glow over the water and the city. Numerous sailboats are scattered across the harbor. The city buildings are visible along the shoreline, with some trees showing autumn foliage. The water is dark blue with gentle ripples.

# Embedding High Leverage Practices into Field Experiences

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# Research Base



- Chronic and severe shortage of qualified special education teachers (Boe, 2014; U.S. Department of Education, 2016)
- Increased demands on special educators, and subsequently teacher preparation programs (Leko et al. 2015)
- Clear need for innovation in teacher preparation to address this issue and produce quality special educators.
- High Leverage Practices (HLPs, McLeskey & Brownell, 2015) have been used to restructure coursework (Maheady et al., 2019; Nelson et al., 2021; Windschitl et al., 2019), but a gap between coursework and field experiences persists.
- Structured field experiences aligned with HLPs can bridge this gap by enhancing preservice special educators' capacity to use HLPs through practice-based opportunities and field experience (e.g., Maheady et al., 2019)

# Step 1: Link Professional Standards



## HLPs for Students with Disabilities

- Twenty-two practices focused on:
  - Collaboration
  - Assessment
  - Social/Emotional/Behavioral
  - Instruction



## University of Wisconsin–Madison Educator Performance Standards

- Learner & Learning Environment
- Planning
- Engagement & Instruction
- Assessment
- Professionalism & Ethics

# Step 2: Align with Coursework



- Mapped HLPs and performance standards onto course sequence
- Identified overlapping areas to target during field observations
  - Ex.) Focused on assessment and HLPs 4 & 5 in December to correspond with culmination of assessment course
- Field supervisors included on instructional teams for reading methods, inclusive math methods, and classroom management courses

# Step 3: Pre-Assessment



## Section 2 of 6

### Instructions



This self-assessment is composed of statements targeting the HLP areas of practice: Collaboration; Assessment; Social/Emotional/Behavioral, and Instructional.

Residents should respond to the probes across the HLPs to indicate their understanding and use of HLPs in their classrooms using the following scale:

- 1 = I am unfamiliar with this principle or element.
- 2 = I believe this concept and/or skill is important but do not yet understand how to apply it in my classroom.
- 3 = Making progress. I am just beginning to understand how to apply this skill to my work.
- 4 = I can apply this skill to my work with some confidence.
- 5 = Mastered. I already apply this skill to my work and have noted improvements in student learning.

I problem-solve with my colleagues using data to make decisions about the services and approaches to use to support students.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I create lessons where student outcomes are clear, measurable, ambitious, attainable, and actionable.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# Step 4: Develop Scaffolded Supports



Month and Domains	Reading, Videos, & Activities	Applications & Practice Opportunities	Supports from University Supervisor
Person Responsible	Resident ( <i>optional</i> )	Resident	University Supervisor
<b>September</b>  <b>TEC Domain 1:</b> Learner and Learning Environment  <b>HLPs:</b> 1, 7, 14, 18  1: Collaborate with professionals to increase student success.  7: Establish a consistent, organized, and respectful learning environment.  14: Teach cognitive and metacognitive strategies.  18: Use strategies to promote active student engagement.	<p><a href="#">High Leverage Practices in Special Education</a> (McLeskey et al., 2017) pages 14-26</p> <p><a href="#">HLP 7: Establish a consistent, organized and respectful learning environment</a></p> <p><a href="#">HLP 14: Use cognitive and metacognitive strategies</a></p> <p><a href="#">HLP 18: Use strategies to promote active student engagement</a></p> <p><b>Supplemental Readings</b></p> <p><a href="#">Teacher-Provided Positive Attending to Improve Student Behavior</a> (Perle, 2016)</p> <p><a href="#">Designing and Implementing Group Contingencies in the Classroom</a> (Chow, 2016)</p>	<p><a href="#">HLP Self-Assessment</a></p> <p><a href="#">Review Observation Rubric to understand the criteria for success</a> (Focus on Domain 2)</p> <p><b>**<a href="#">Observation #1 Lesson Plan</a></b> (complete in Google docs to allow for comments from supervisor)</p> <p>Revise Lesson Plan #1</p> <p><b>**Recorded Observation #1 in GoReact</b></p> <p>Rewatch recorded lesson and apply the rubric</p> <p><b>**Post-observation Written Reflection #1</b></p>	<p><a href="#">Welcome, Introductions, and Roles/Responsibilities Email</a></p> <p><a href="#">Pre-meeting survey</a></p> <p><b>**Initial Triad Meeting</b></p> <p><b>**Observation #1 Debriefing</b> Focus on Domain 2</p> <p><a href="#">Google doc for observation debriefing meetings</a> (create a running record, share links, organize a year of info for FPA planning)</p> <p>Weekly office hours</p> <p>Model writing narrative around Lesson #1 as an artifact during debriefing conference</p>

# Step 5: Observe Fieldwork



## Virtual Supervision

- Pinpoint moments of practice that aligned with HLPs
- Preservice and cooperating teachers watched instruction and saw feedback aligned with targeted HLPs simultaneously
- Future research and practice could include opportunities for peer observation



# Step 6: Encourage Reflective Practices



Observation 1 - Focus: Learner and Learning Environment	
HLPs: 1, 7, 14, 18	
Lesson Plan (link here)	Date Uploaded to GoReact:
Post Observation Written Reflection (adapted from Soslau & Alexander, 2021):  Choose at least 1 prompt to respond to.  <ol style="list-style-type: none"><li>1. <i>How did your students feel throughout the lesson? How do you know? Is that what you hoped for? How did your students' feelings and reactions impact your decision making?</i></li><li>2. <i>What personal teaching and relationship building strengths and characteristics do you have? How can you use these to support student learning and well-being?</i></li><li>3. <i>How does your current teacher identity contrast with the teacher you hope to become? How will you know you are closing the gap? What activities will you engage in to close the gap when you are a full-time practitioner? What can I do to best support you?</i></li></ol>	
Mentor Teacher & Resident Review GoReact	Date:
Debriefing Meeting	Date:
Notes:  <i>Model how to write a narrative around this lesson as an artifact</i> <ul style="list-style-type: none"><li>• Which UW Performance Standards and High Leverage Practices did you demonstrate strength with through this lesson?</li><li>• How would you describe the connection between this lesson and the standard and HLPs you identified?</li><li>• What makes this lesson a significant moment in your practice?</li></ul>	



# Step 7: Conduct Evaluation



Questions

Responses

Settings

Section 6 of 7

Focus 4: Assessment

Teachers create and implement meaningful assessments and use assessment results to inform instruction, communicate with parents and others, and provide feedback to learners to guide their future performance and learning.

Describe the pre-service teacher's work, including strengths and areas of growth, in relation to the area of Assessment.

Long answer text

Please rate the frequency to which the pre-service teacher uses the following high-leverage practices:

	Infrequently	On occasion	Often	Consistently
Use multiple sourc...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret & commu...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct functional...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Resources and Discussion



What strategies and practices have you found effective in bridging knowledge from coursework to application in fieldwork?



SCAN ME