Building an Effective Educator Strand: Georgia’s Approach to Embedding HLPs in Practice Based Opportunities Across Teacher Education and Induction

Drs. Meg Kamman, Melissa Driver & Kate Zimmer

November
Agenda

- CEEDAR and CEEDAR GA
- Induction with HLPs
- Mixed Reality Simulations
To support students with disabilities (SWDs) in achieving college- and career-ready standards by building the capacity of state personnel preparation systems to prepare teachers and leaders to implement evidence-based practices (EBPs) within multi-tiered systems of support (MTSS).
CEEDAR STATES
Overview of HLPs in Georgia

CEEDAR partnership

2014
- Building partnership
- Embedding EBPs into coursework

2015
- Enhancing Pre-service Programs to Better Prepare General Education Teachers to Teach Students with Disabilities

2016
- Initial HLP & MTSS Statewide Summit
- Seven-part HLP Webinar Series (2018-2019 academic year)

2017
- Purposefully embed HLPs within teacher preparation programs throughout the state of Georgia

2018
- Georgia HLP Induction Professional Learning Series
- Purposeful practice of HLPs using Mixed-Reality Simulation (MRS) for preservice teachers and leaders at Kennesaw State University & University of West Georgia

2019
- HLP Hub
- Pilot MRS "Train the Trainers" Regional Support and Statewide New Special Education Director Training
- Retention of Special Education Teachers and Early Intervention Providers OSEP Grant

2020
- HLP Hub
- Pilot MRS "Train the Trainers" Regional Support and Statewide New Special Education Director Training
- Retention of Special Education Teachers and Early Intervention Providers OSEP Grant

2021
- Grant implementation
  - Train the Trainers
  - Community of Practice
  - Data Collection
  - MTSS Initiatives
Georgia CEEDAR 2018

- Introduction to HLPs and MTSS.

- Invited pre- and inservice teachers, teacher and district leaders, teacher preparation providers.

- High level of collaboration between DOE, IHEs, AIR and CEEDAR for planning and implementation.

**GEORGIA HLP AND MTSS SUMMIT**

The Georgia Department of Education, the University System of Georgia, the Georgia Professional Standards Commission, and the CEEDAR Center have partnered to empower educators to maximize P-20 student success. We will jointly host a statewide convening to create an awareness for High-Leverage Practices in Special Education and share how these practices align within a Multi-tiered System of Supports.

**DATE**
June 20, 2018
9:00am-3:30pm

**LOCATION**
Middle Georgia State University
Robert F. Hatcher Sr. Conference Center
100 University Parkway, Macon, GA 31206

**GOALS**
- Develop an awareness of High-Leverage Practices (HLPs) in both general education and special education through the lens of the Multi-Tiered Systems of Support (MTSS)
- Identify approaches for implementing HLPs, within the framework of MTSS, in P-12 classrooms and educator preparation coursework
- Develop strategies for those holding leadership positions in P-12 and Educator Preparation Programs to support faculty and P-12 teachers when implementing HLPs through the framing of HLPs within MTSS
- Network with HLP and MTSS experts
- Provide context-specific feedback for educators to successfully implement HLPs through MTSS
Georgia
CEEDAR
2018

- Monthly webinars from Sept 2018 to March 2019 that further expanded on select HLPS.

- Included a range of presenters from local to national experts.

- Recordings and professional learning resources provided for ongoing use.
Georgia CEEDAR 2018

- Created additional resources and linked existing resources.
- Recommended additional practitioner-friendly readings and resources.

HLP #1: Collaborate with Professionals to Increase Student Success

Opportunity for Professional Learning

Collaboration with general education teachers, paraprofessionals, and support staff is necessary to support students’ learning toward measurable outcomes and to facilitate students’ social and emotional well-being across all school environments and instructional settings (e.g., co-taught). Collaboration with individuals or teams requires the use of effective collaboration behaviors e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional or behavioral plans based on student data, and the coordinating expectations, responsibilities, and resources to maximize student learning (Council for Exceptional Children & CEEDAR Center, 2017, p.17).

The following video captures the reflections of two co-teachers as they describe their collaborative, co-teaching relationship and the effects on their students’ learning. This video probing questions listed below can be used to support the collaboration of professionals as they: ask ways in which to increase student success.

Pre-Video Probing Questions

1. Pause at minute 1:32.
   a. Before you begin viewing the video for HLP #1,
      i. Discuss the benefits of co-teaching.
      ii. Discuss the challenges of co-teaching.

During the Video Probing Questions

2. Pause at minute 3:30.
   a. The co-teachers described their co-taught classroom community as ‘our class.’ Take a moment to discuss ways in which you have developed or could develop this kind of collaborative community with your co-teacher (or potential co-teacher).
Georgia CEEDAR 2019

• One P-20 Collaborative worked with the CEEDAR team created and piloted a HLP Professional Learning Series.

• Integrated webinar resources to create a model induction roadmap.

• Aligned to Georgia’s Teacher Assessment on Performance Standards (TAPS).
Georgia
CEEDAR 2019

• Integration of MRS to practice HLPs in special and general education coursework with a focus on engagement, explicit instruction, collaboration, and positive behavior supports.

• Began scaling up faculty use and support through the AVATAR Lab at Kennesaw State University through CEEDAR supported workshops.
Simulated Practice

- The use of simulations is a well-validated approach for students in fields outside of education such as military and medical training (McGaghie, Issenberg, Petrusa, & Scalese, 2010).
An Innovative Solution

• Simulations allow individuals to learn and master new skills in an environment that does not put others (e.g., students) or relationships at risk (Dieker et al., 2014).

• This enables candidates to practice decision-making and receive feedback on decisions through virtual responses and peer observers (Brown, 1999).
TeachLivE™ was developed at the University of Central Florida. Now this technology is supported by Mursion. KSU is 1 of 80 universities that use this technology. Only 26 universities have a site license.
Unique Blend of Human & Artificial Intelligence

- Artificial intelligence allows a simulation specialist to control single or multiple avatars: “Human in the Loop paradigm”

- Machine learning used to classify learner’s simulation performance

- Learners can personalize the learning challenge in real time

10 minute simulations with guided reflection and feedback
Georgia CEEDAR 2020

- Consolidated numerous state and national resources into one location on the DOE website.

Georgia CEEDAR 2020

• Statewide Pilot “Train the Trainers” Induction program using the KSU AVATAR Lab.

• Regional directors and coaches learn how to use MRS and existing HLP resources to design professional learning experiences for induction teachers.

• New special education directors practice complex and difficult conversations with teachers and leaders.
Georgia CEEDAR 2020

- Georgia Teacher/Provider Retention Program

- The purpose of this project is to improve the retention of special education teachers and early intervention providers in Georgia – Part B and C.
  - USED Office of Special Education Programs Grant
  - Awarded $500,000 per year for up to five years
Georgia CEEDAR 2020 Teacher/Provider Retention Grant Highlights

- **Great Teachers and Leaders Center to develop a model induction program** for K-12 special education teachers to support induction and retention based on HLPs.

- **Coaching Component** for new Special Education Teachers

- Mixed Reality Simulation to support practice for **new special education teachers** in a safe environment with constructive feedback for professional growth.

- Mixed Reality Simulation to support practice for **building and district leaders** in a safe environment to support inclusive practice.

- Mixed Reality Simulation to support practice for **special education leaders** in a safe environment with feedback for professional growth.

- **Coaching component** for new Special Education Directors for 1st year directors.
Georgia CEEDAR 2021
Teacher/Provider Retention Grant

### Summer Train the Trainer Workshops:
- HLP & MRS Deep Dive

### PD: Target HLP

### Train the Trainer Community of Practice

### Independent Work: Teacher Planning

### PD: AVATAR Lab Practice, Debrief & Reflect

### Winter Booster Workshops: HLP Deep Dive & IEP Implementation

### WHEN | WHAT (Trainer: GTL) | WHAT (Trainer: KSU) | WHAT (Trainer: GLRS)
--- | --- | --- | ---
September
*Date decided by each GLRS to occur anytime before monthly checkpoint* | MRS Session for Induction Teachers: "Meet the Students"
September 8 | Monthly checkpoint | Monthly checkpoint | MRS: HLPs 16 & 18
September
*Date decided by each GLRS – sign up for lab time* | | | MRS: HLPs 16 & 18
October
*Date decided by each GLRS to occur anytime before monthly checkpoint* | | | Teacher training: HLP 22
October 13 | Monthly checkpoint | Monthly checkpoint | MRS: HLP 22
October
*Date decided by each GLRS – sign up for lab time* | | |
Georgia CEEDAR 2021 Practice Learning Opportunities

• This PLO can be employed at different points in the teacher education program or in professional development efforts

• Designed to be customizable, depending on the needs and prior knowledge of candidates and the context of the learning community.
Questions?

Dr. Meg Kamman
mkamman@coe.ufl.edu

Dr. Melissa K. Driver
mdriver6@kennesaw.edu

Dr. Kate Zimmer
kzimme10@kennesaw.edu