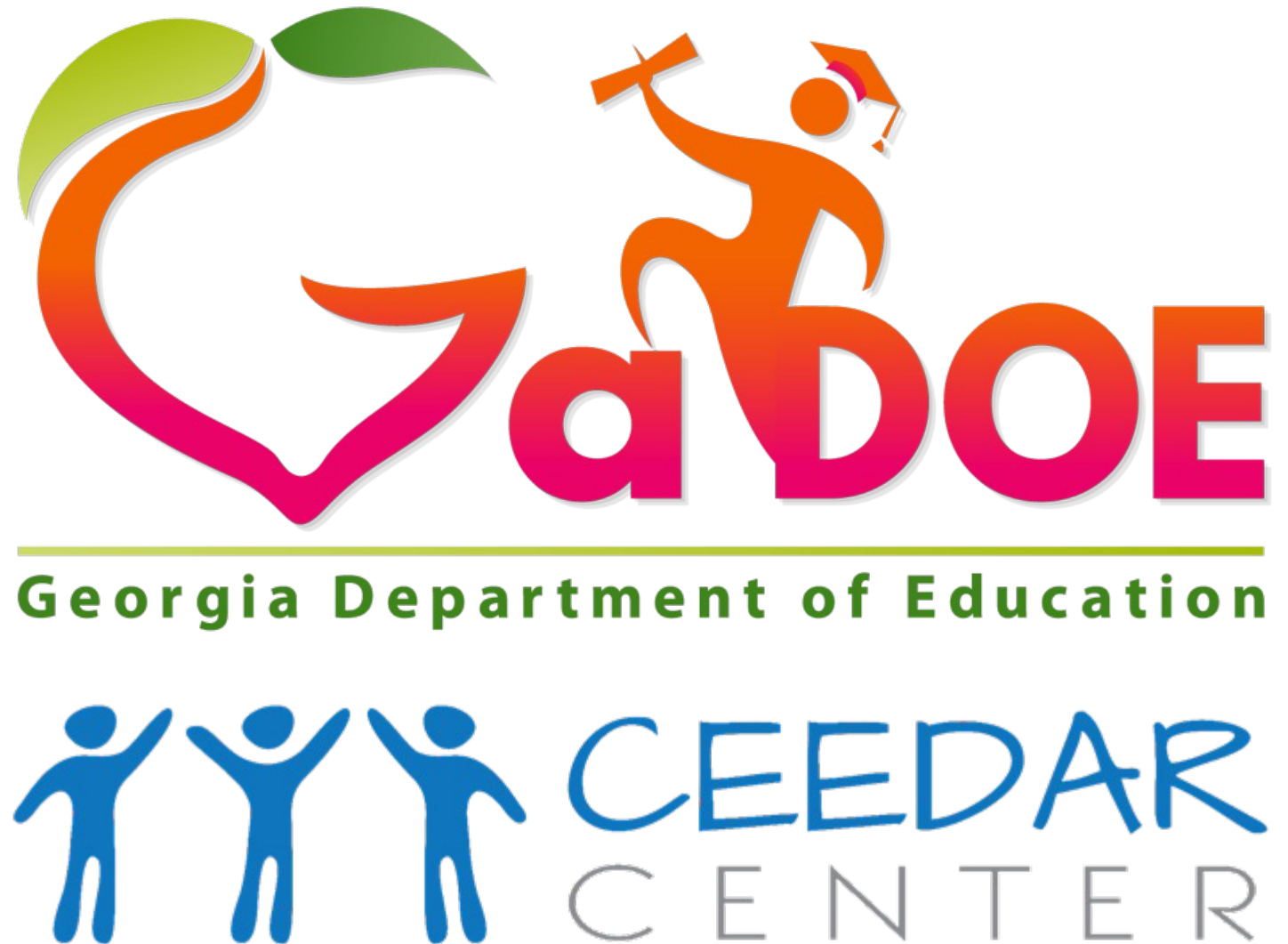# Building an Effective Educator Strand: Georgia's Approach to Embedding HLPs in Practice Based Opportunities Across Teacher Education and Induction

Drs. Meg Kamman, Melissa Driver & Kate Zimmer

November

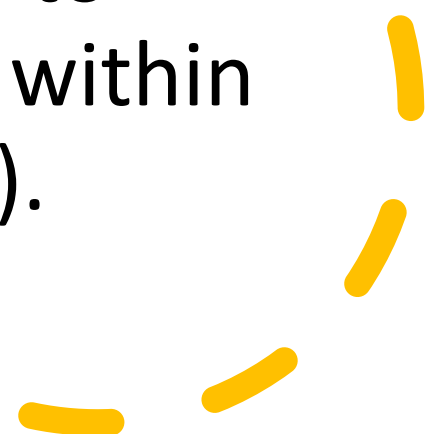# Agenda

CEEDAR and CEEDAR GA

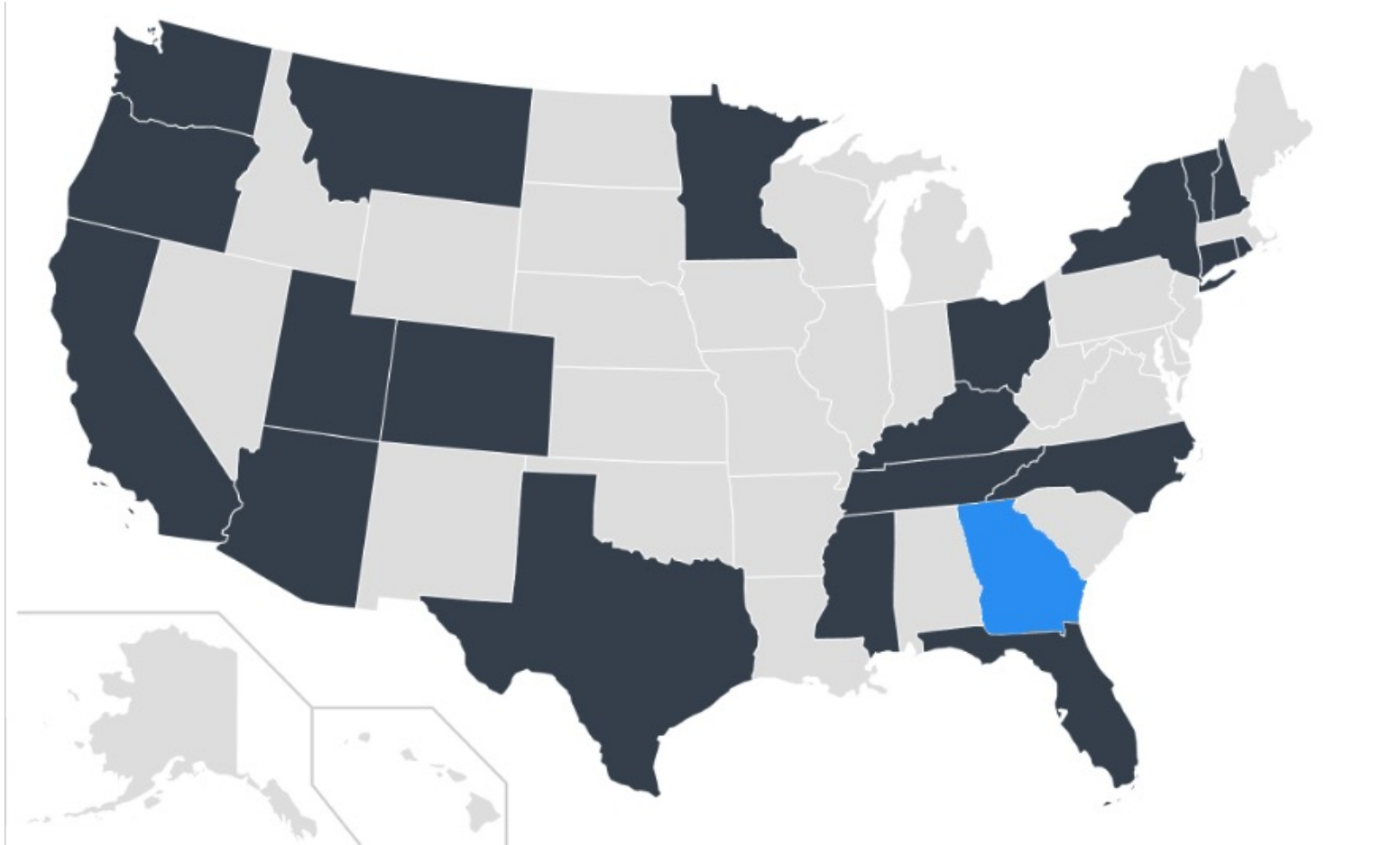Induction with HLPs

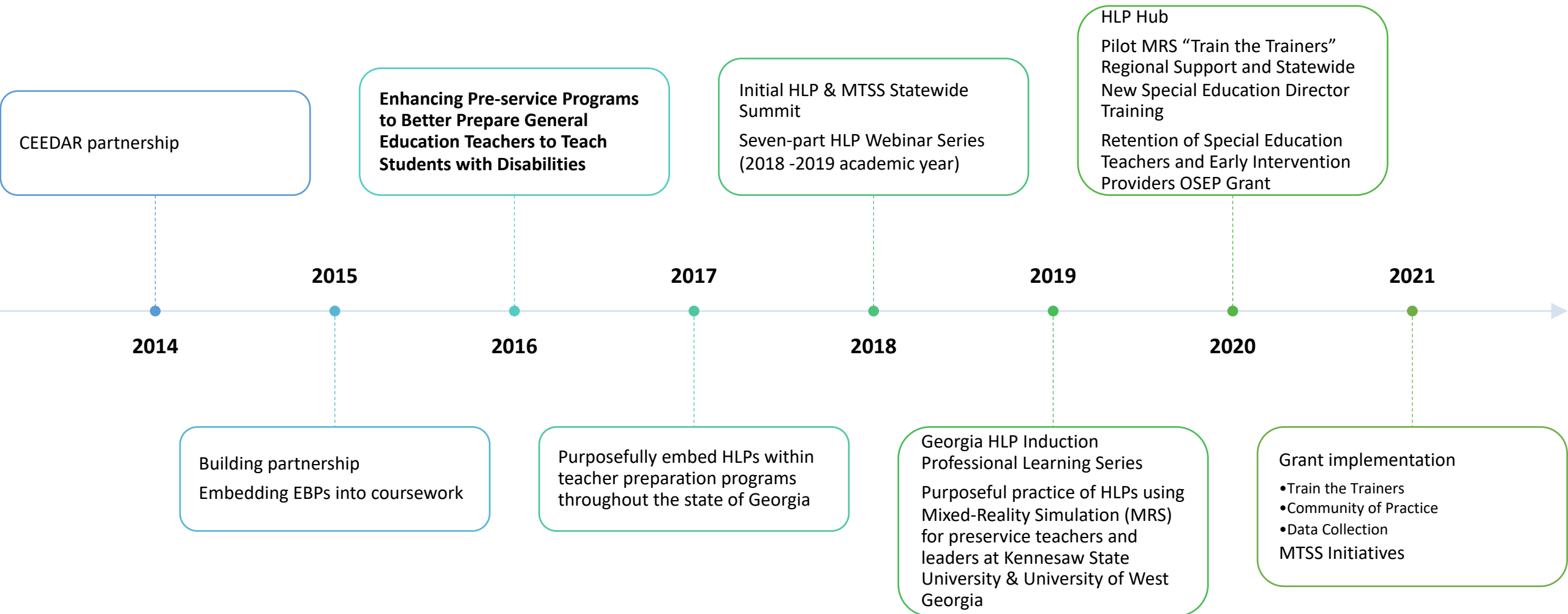Mixed Reality Simulations

CEEDAR's Mission

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

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

Initial HLP & MTSS Statewide Summit

Seven-part HLP Webinar Series (2018 -2019 academic year)

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

2015

2014

2016

2017

2018

2019

2020

2021

Building partnership

Embedding EBPs into coursework

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

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

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.

High-Leverage Practices
Working Together to Ensure ALL Students Receive an Equitable Education in Georgia

HLP #1: Collaborate with Professionals to Increase Student Success

Opportunity for Professional Learning

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

e following video captures the reflections of two co-teachers as they describe their laborative, co-teaching relationship and the effects on their students' learning. This video are bing questions listed below can be used to support the collaboration of professionals as they k 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).

Background on the Technology

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
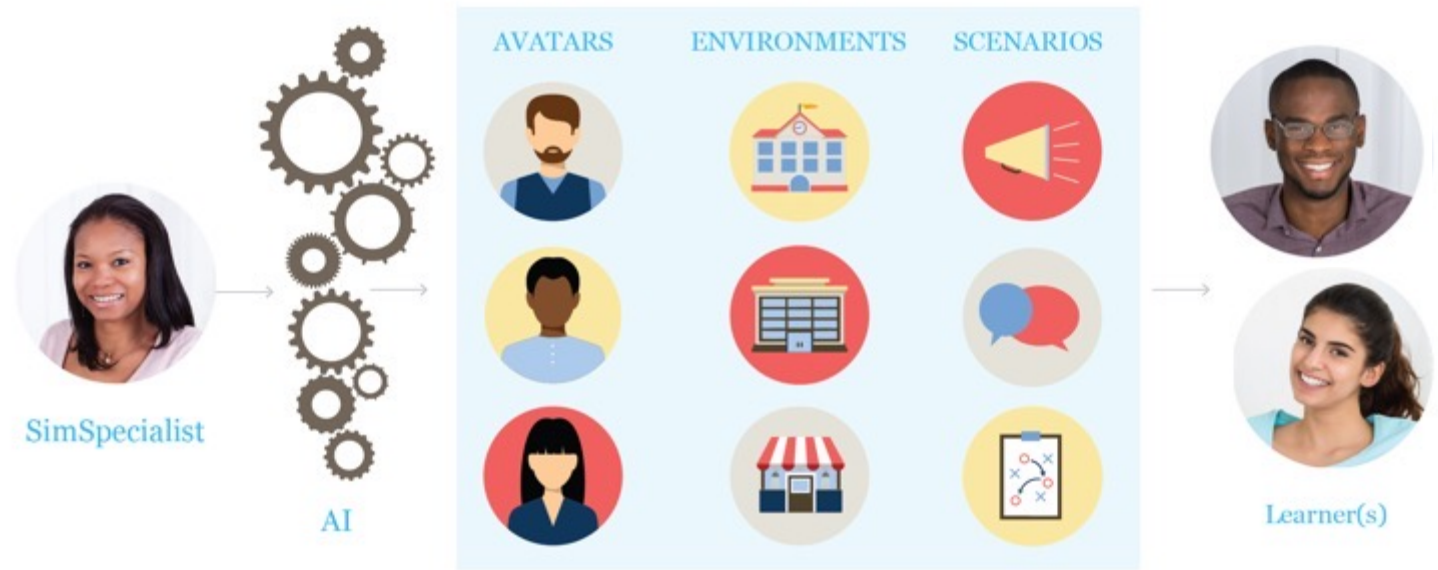
10 minute simulations with guided reflection and feedback

Georgia CEEDAR 2020

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

- https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/HighLeveragePracticesSpEd.aspx

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
- Independent Work: Teacher Planning
- PD: AVATAR Lab Practice, Debrief & Reflect
- Train the Trainer Community of Practice

Winter Booster Workshops: HLP Deep Dive & IEP Implementation
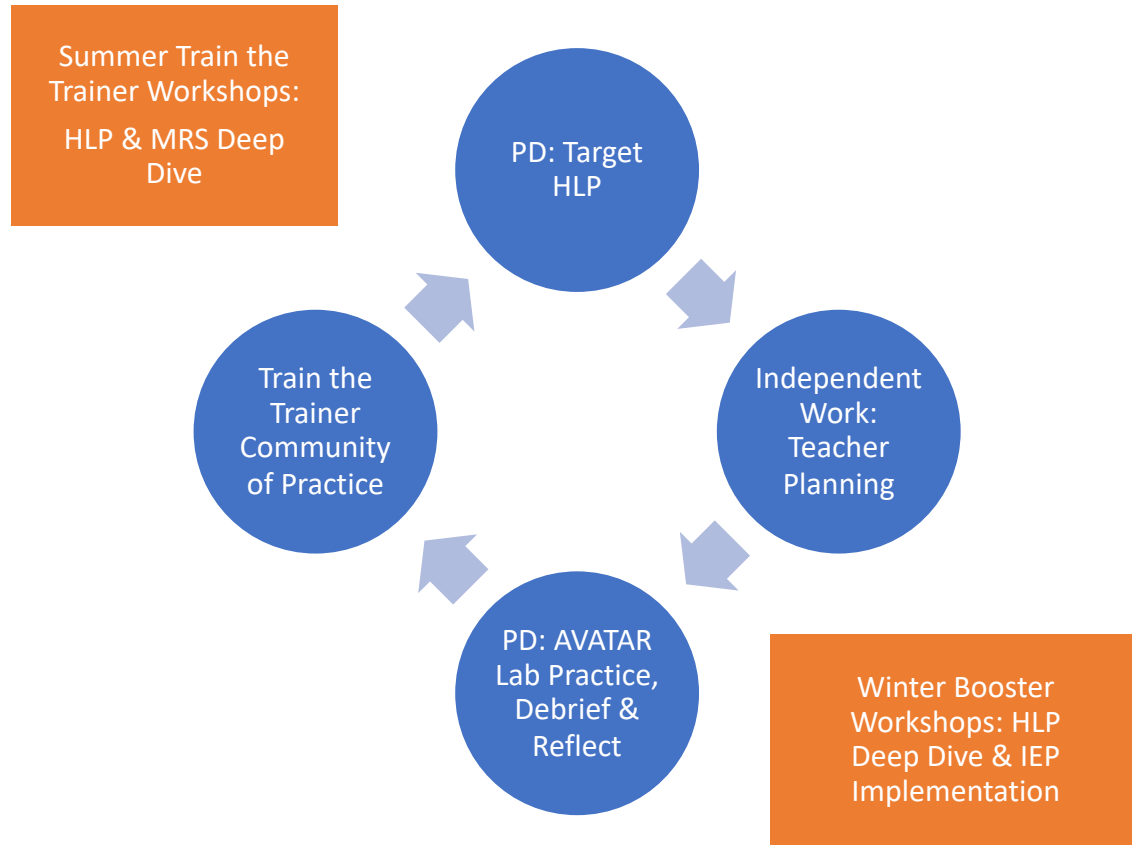
WHEN	WHAT (Trainer: GTL)	WHAT (Trainer: KSU)	WHAT (Trainer: GLRS)
September *Date decided by each GLRS to occur anytime before monthly checkpoint		MRS Session for Induction Teachers: "Meet the Students"	Teacher training: HLPs 16 & 18
September 8	Monthly checkpoint	Monthly checkpoint	
September *Date 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	
October *Date decided by each GLRS – sign up for lab time			MRS: HLP 22

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.

PLO
Professional Learning Opportunity

Download PDF Outline

Stage 1: Developing Prerequisite Knowledge

Stage 2: Planning Stage

Stage 3: Implementation Stage

Stage 4: Reflective Stage

Share this Guide

Using Simulation Environments for HLP #3: Collaborate with families to support student learning & secure needed services

Authors: Driver, M. K., Peterson-Ahmad, M. B., & Zimmer, K. (2020).

Definition: Mixed reality simulation (MRS) is a type of simulated interaction that is gaining popularity in teacher preparation. It is a well-validated approach for candidates in fields outside of education, including the military and medical field (McGaghie, Issenberg, Petrusa, & Scalese, 2010), and has been applied successfully in a small number of studies in education. MRS extends upon traditional role play and allows pre- and in-service teachers the opportunity to purposefully practice important teaching strategies they are learning about before, or alongside, their K-12 field experiences (Driver, Zimmer, & Murphy, 2008). The key

Questions?

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