Tightening the toolkit: Focusing reform on High Leverage Practices (HLP)

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Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR)
Disclaimer

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Overview

1. Developing and approving the HLPs
2. Description of the HLPs
3. Incorporating HLPs into teacher preparation programs
Collaboration

✧ Partnership between:
  – CEEDAR CENTER
  – Council for Exceptional Children
  – Council for Exceptional Children’s Teacher Education Division
Process for Developing HLP’s

✦ CEC Board Commissioned a High Leverage Practices Work Group
✦ First Meeting – January 2015
✦ Extensive CEC Member Input
Process for Developing HLP’s (cont.)

✧ CEC Representative Assembly Discussion at CEC Convention
  – Assumptions about CEC members’ needs re: teacher preparation
  – Use of HLPs in teacher preparation and professional development
  – Strategies for CEC members to learn about HLPs
  – Strategies to assist its members to determine how HLPs will be used by CEC

✧ CEC Board Approval – July 2016

✧ Dissemination to the field
HLPS 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 McHeady, 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
Dissemination of HLPs

✧ Marketing of HLPs
  – 2016-2017

✧ CEC Professional Standards Framing Paper Workgroup Consider HLPs
  – October 2016

✧ Presentation at TED Conference
  – November 2016

✧ Convention Program Advisory Committee (PAC) and Chairs Consider HLPs
  – Fall 2016
Dissemination of HLPs (cont.)

- CEC Webinar
  - December 2016

- Publication
  - January 2017 (CEC 2017 Premier Member Benefit)

- Microsite on CEC’s Website
  - January 2017

- TEACHING Exceptional Children Article
  - Spring 2017
Dissemination of HLPs

- Dissemination to External Partners and Organizations
  - Winter 2017
- CEC Podcasts of HLPs
  - Spring 2017
- Videos of HLPs
  - Summer 2017
- HLPS for Inclusive Classroom Book – Co-published
  - CEC/Routledge
  - Spring 2018
Developing the HLPs
Current Practice

- Curriculum is broad and not very deep
- Learning to use complex practices is often left to chance
Use HLPs to Provide Focus

✧ A limited number of complex teaching practices
✧ Core curriculum for teacher education programs
What type of practices?

- Effective in improving student outcomes
- Used frequently by teachers
- Broadly applicable across content areas
- Fundamental to effective teaching
What type of practices? (cont.)

- Limited in number (about 20)
- Grain size
- Novices can learn to use the practice
- Can be taught during preparation program
Goal

✧ Produce a teacher with a foundation of critical skills when entering the classroom
✧ Special education teacher as a data based problem solver
High Leverage Practices

✧ CEC approved a set of 21 HLPs for K-12 SPE teachers in July, 2016
✧ Grouped into four areas
  – Collaboration
  – Assessment
  – Instruction
  – Social/Behavior
Examples of HLPs

✧ Collaboration
  – Collaborate with other professionals to improve student success

✧ Assessment
  – Use assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes
Examples of HLPs (cont.)

✧ Social/Behavior
  – Conduct FBAs to develop individual student behavior support plans

✧ Instruction
  – Use explicit instruction
  – Use flexible grouping
INCORPORATING HLPS INTO TEACHER PREPARATION
Why practice?

Accounts for about 20-33 percent of the variance
Effective practice (cont.)

Allows for the development of fluent performance and situated knowledge
But, it takes
Spaced or Distributed

Spaced Practice Effects

Practice
Test

Spaced Learning Curve
Normal Learning Curve

Spaced Forgetting Curve
Normal Forgetting Curve

Designing mLearning, Clark N. Quinn, 2011
Cohesiveness
Scaffolded
Less authentic
- Fewer facets of practice highlighted
- Narrower participation of novice
- Greater opportunity for rehearsal

Analyzing a written case
Engaging in a live role play
Crafting a piece of practice
Enacting the practice with more support

More authentic
- More complete representation of practice
- More full participation by novice
- Closer to real time
And opportunities

Must be of high quality
Varied or interleaved
Modeling
Coaching & feedback
Analysis & reflection
INTEGRATING PRACTICE INTO YOUR PROGRAM
Consider

Coursework opportunities
Research-based strategies

- Video Modeling
- Role playing or microteaching
- Case-based instruction
- Video analysis
- Virtual simulations
FIELD-BASED EXPERIENCES
Research-based strategies (cont.)

✧ Structured tutoring experiences
  – Cincinnati experience

✧ Coursework aligned field experiences
  – Cal State Long Beach and Kent State

✧ Coaching
  – Bug in the year

✧ Video self-analysis
CREATING A SEAMLESS PRACTICE-BASED APPROACH TO PREPARATION AND INDUCTION
PARTNERSHIPS
Questions for you

✧ How many of you have partnership agreements with your local schools?

✧ How many of you have practicing teachers involved in those partnerships?
Questions for you (cont.)

✧ Do you have structured field experiences other than the internship?

✧ What connections are you making between practice opportunities and coursework?
References

- Learning to Teach Rubric

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