



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 McHedy, 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.)

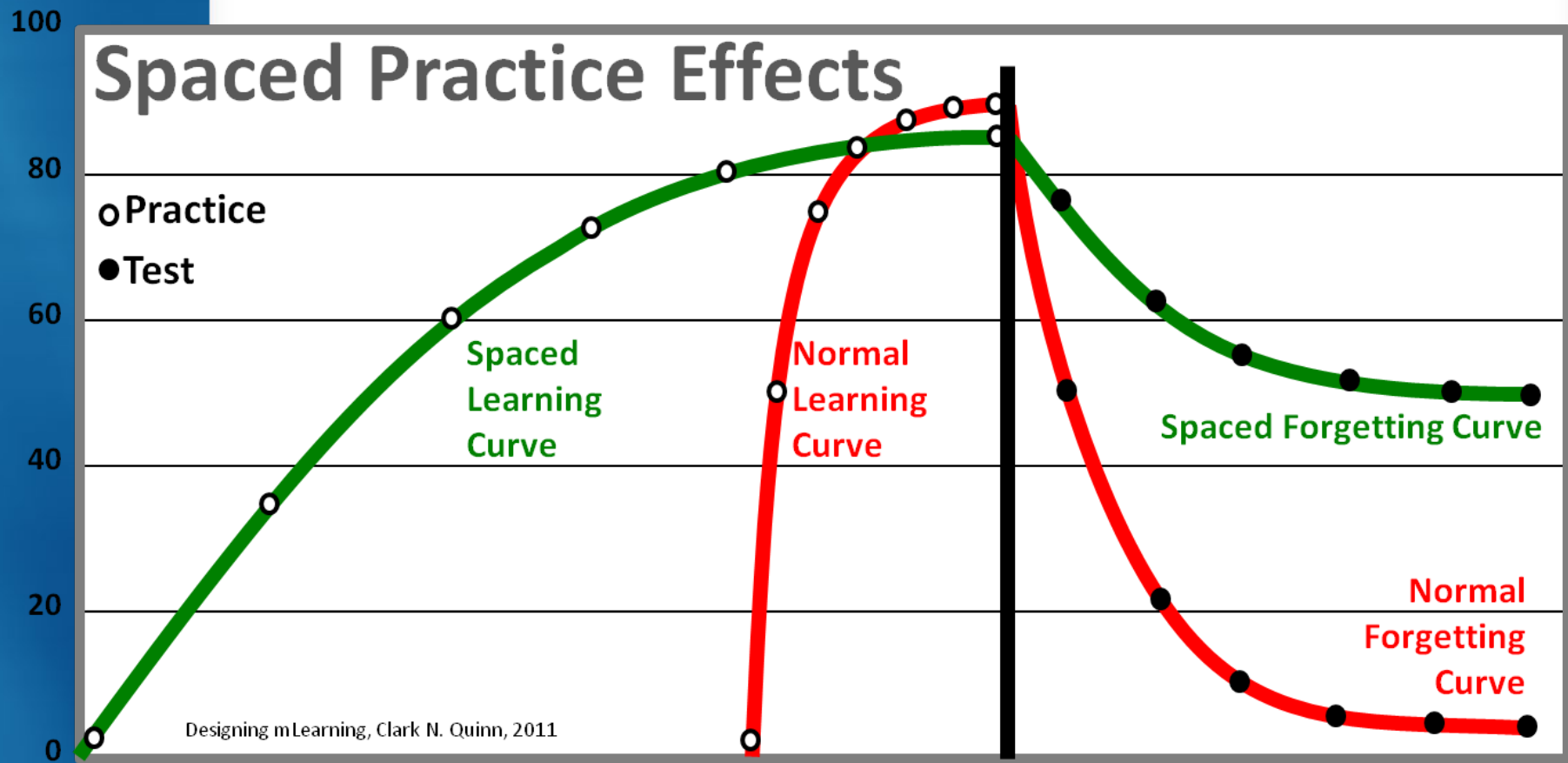
Allows for the development of fluent performance and situated knowledge



But, it takes



Spaced or Distributed

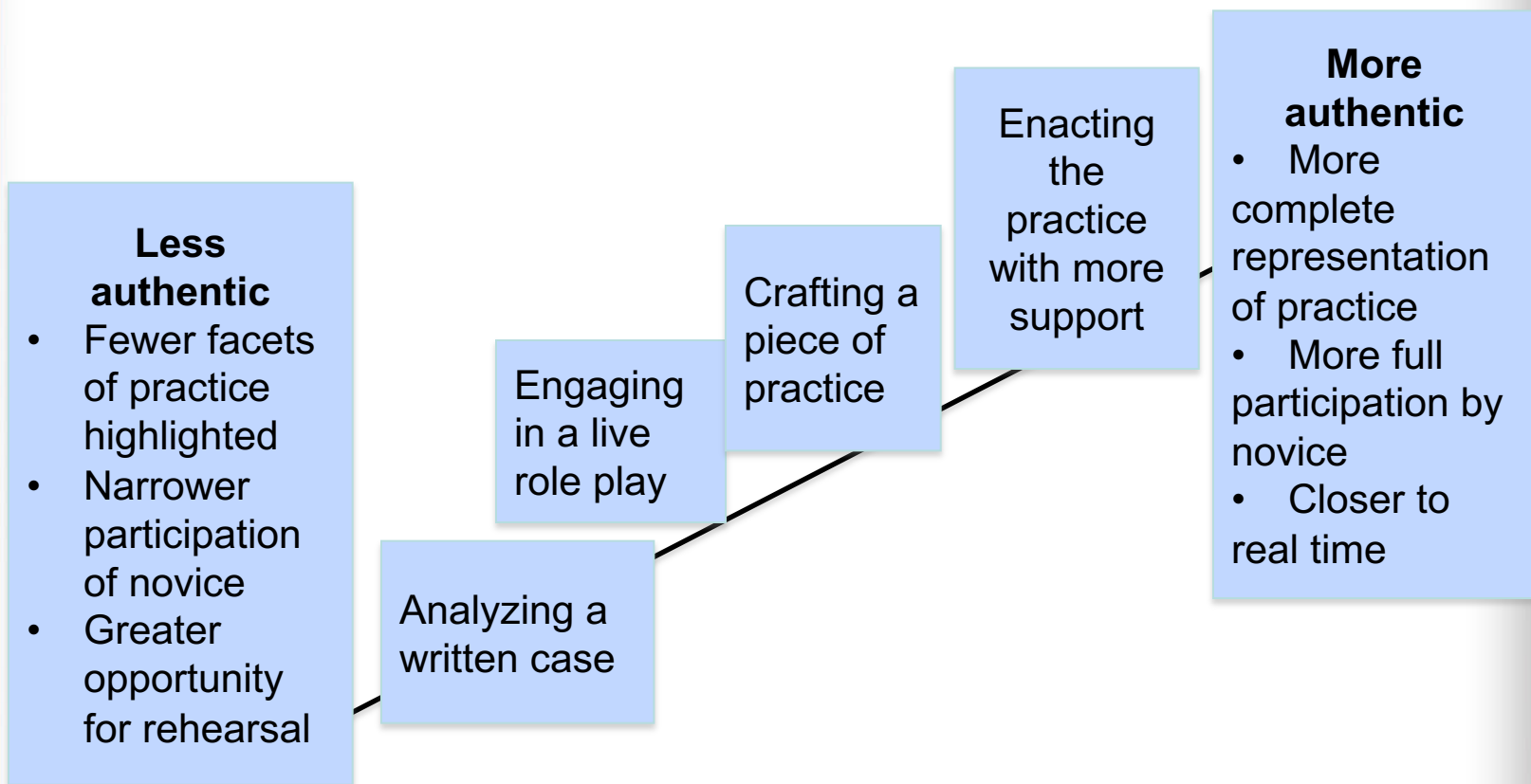


Cohesiveness



Scaffolded



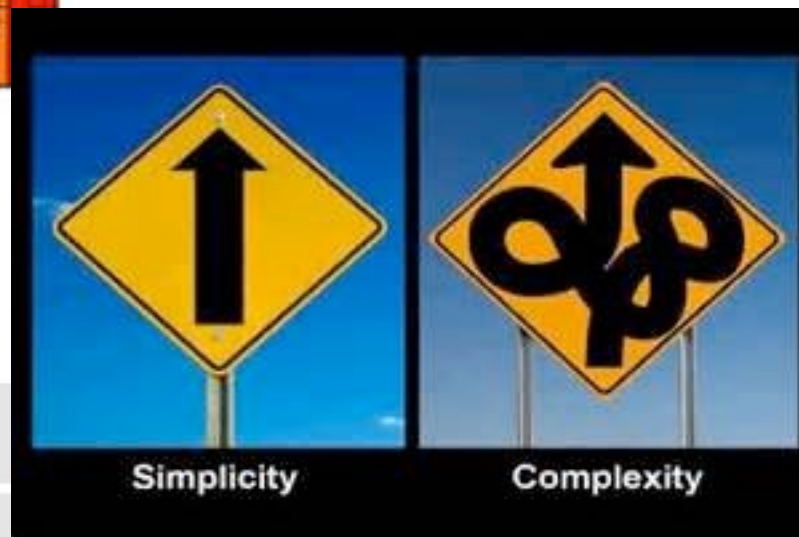


And opportunities



Varied or interleaved

Blocking vs interleaving



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



CEEDAR GTL tool



CEEDAR Reports

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?

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- ✧ Brownell, M. T., Chard, D., Benedict, A., & Lignugaris/Kraft, B. (in press). Preparing general and special education teachers for response to intervention: A practice-based approach. In P. Pullen & M. Kennedy (Eds.), *Handbook of response to intervention and multi-tiered instruction*. New York, NY: Routledge.

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- ✧ McLeskey, J. & Brownell, M. (2015). *High leverage practices and teacher preparation in special education* (Document No. PR-1). Retrieved from [High Leverage Practices in Special Education](#)

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