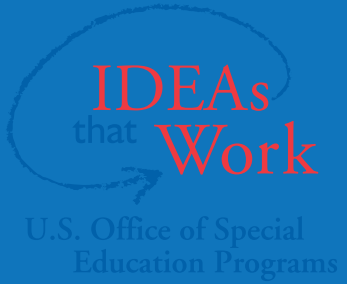




DEVELOPING MUTUALLY BENEFICIAL CLINICAL
PARTNERSHIPS TO PROMOTE INCLUSIVE TEACHING

PRESENTERS

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DISCLAIMER

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PRACTICE AND THE DEVELOPMENT OF EXPERTISE



TEACHER CANDIDATES AND PRACTICE

- Practice opportunities involving observation and feedback were related to teacher education graduates' value-added scores (Goodson et al., 2019)
- Coursework combined with coaching was more effective than coursework alone (Neuman & Cunningham, 2009)
- Teacher candidates assigned to effective mentors, determined by value added and observation scores, were more effective on those measures (Ronfeldt, Brockman, & Campbell, 2018)

NOT JUST AN PRACTICE OPPORTUNITY WILL DO!

- Focus on the critical aspects of effective teaching
- Involve modeling, feedback and analysis
- Scaffolded over time
 - Brownell, Benedict, Leko, Peyton, & Pua, 2019; Forzani, 2014)

CANDIDATES WILL BENEFIT . . .

- if there are opportunities to continue practicing, in more complex scenarios, the critical practices they are learning in coursework.

COHESIVE PRACTICE OPPORTUNITIES

- Depend on mutually beneficial partnerships that benefit schools, teacher candidates, teacher educators, and ultimately k-12 students.

MUTUALLY BENEFICIAL PARTNERSHIPS

- Characterized by:
 - Shared focus on critical skills (or high leverage and evidence-based practices) that will help students with disabilities learn in inclusive environments
 - Shared ownership for teacher education across the career continuum
 - Teacher educators and school based mentors who are well versed in instruction, coaching, and providing feedback

Create a common knowledge base of Evidence-based Practices (EBPs) and High-leverage Practices (HLPs) across curriculum (with SEA and LEA)

- ***Rationale:*** Applies to teachers and leaders. CAEP Standard 1: Content and Pedagogical Knowledge (Component 1.4)

Disseminate and scale models to enhance educator preparation and clinical based opportunities across state.

- ***Rationale:*** Addresses CAEP Standards 1, 2, and 3 as identified in previous goals.

Kentucky Blueprint Goals

What
resources or
supports will
you need to
support this
work?

Facilitation across stakeholders

Guidance in the development of
an observation instrument for
HLPs

Design of a communication plan
for all stakeholders

What
connections/
collaborations
will you make to
support this
work?

Strong connections with the
Kentucky Department of
Education

Strong connections with
Education Co-operatives

Strong connections with partner
school districts

New Direction for KEEP & KDE Partnership

A Path Forward: All Together for Every Student

High-Leverage Practices (TeachingWorks)

- 1. Explaining and modeling content, practices, and strategies
- 2. Eliciting and interpreting individual students' thinking
- 3. Specifying and reinforcing productive student behavior
- 4. Setting long and short-term learning goals for students
- 5. Providing oral and written feedback to students
- 6. Analyzing instruction for the purpose of improving it

Four Key Commitments

- 1. HIGH EXPECTATIONS for students and a belief that students can meet grade-level standards
- 2. Consistent opportunities to work on GRADE-APPROPRIATE ASSIGNMENTS
- 3. STRONG INSTRUCTION where students do most of the thinking
- 4. DEEP ENGAGEMENT in what students are learning

Initiatives to
Promote
Collaborative
Partnerships
and Effective
Mentors

University of Louisville

- Educator Rising/Dual Credit
- HLP Survey
- HLPs and clinical practice

University of Kentucky

- Clinical Advisory Council
- Clinical Practices
- Wildcat Virtual Teacher Network



UNIVERSITY OF
LOUISVILLE®



UofL Teaching and Learning Pathway Preview Day

The College of Education and Human Development (CEHD) at the University of Louisville is looking to incorporate these practices into our educator preparation programs. Although all are important, we are seeking your input on the practices we should initially target. Please sort the following items in the appropriate boxes: “Most critical for **future educators** to know/learn”, “Least critical for **future educators** to know/learn”, and “Neutral”.

Items

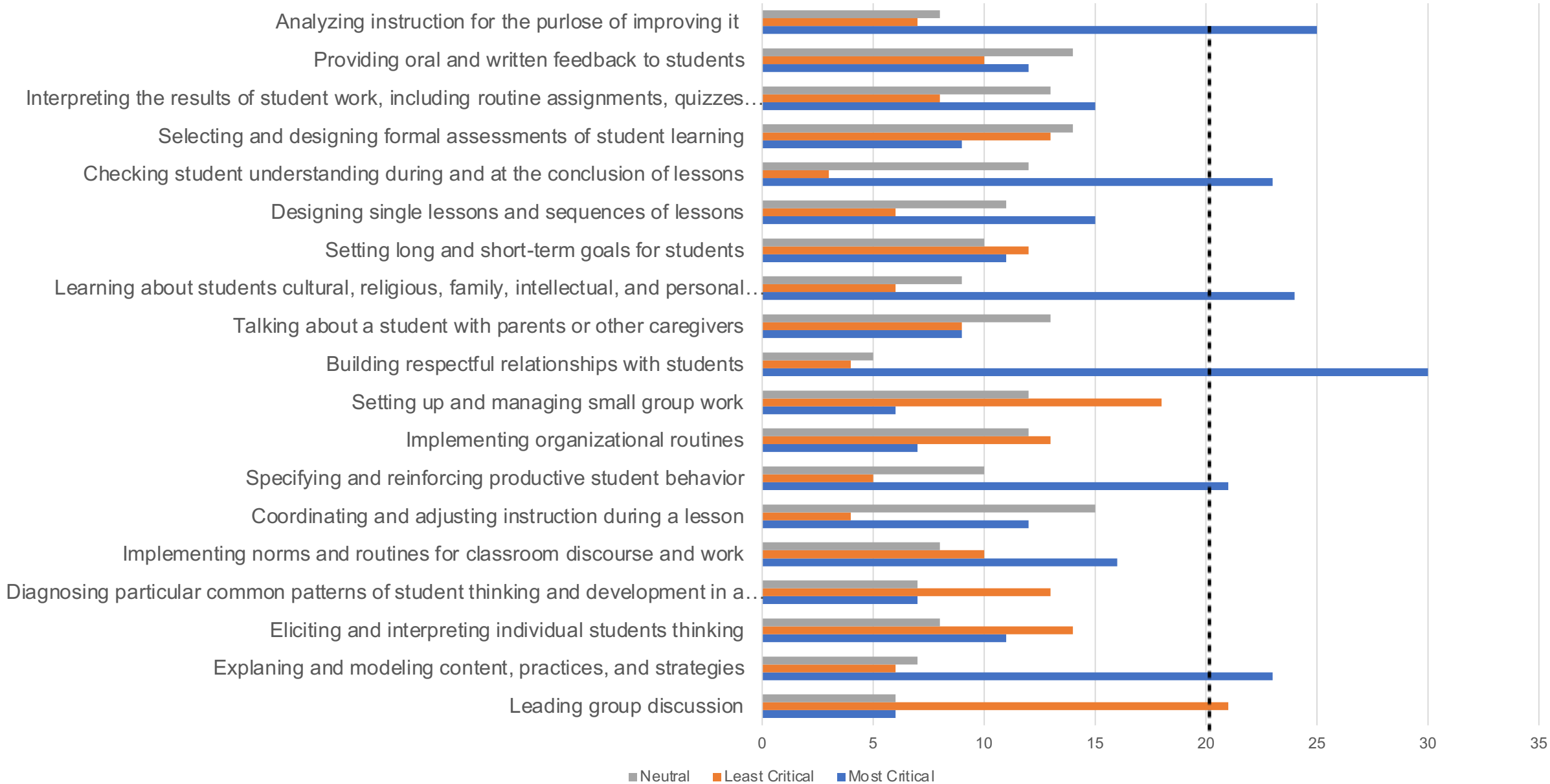
Most critical for future educators to know/learn	
Use strategies to promote active student engagement.	1
Provide Intensive instruction.	2
Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.	3
Conduct functional behavioral assessments to develop individual student behavior support plans.	4
Systematically design instruction toward specific learning goal.	5
Provide positive and constructive feedback to guide student learning and behavior	6
Establish a consistent, organized, and respectful learning environment.	7
Use explicit instruction.	8
Least critical for future educators to know/learn	
Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.	1
Teachers provide positive and constructive feedback to guide students' learning and behavior.	2
Teach social behaviors.	3
Identify and prioritize long- and short-term learning goals.	4
Organize and facilitate effective meetings with professionals and families.	5
Adapt curriculum tasks and materials for specific learning goals.	6
Collaborate with families to support student learning and secure needed services.	7
Neutral	
Use student assessment data, analyze instructional practice and make necessary adjustments that improve student outcomes.	1
Provide scaffolded supports.	2
Teach students to maintain and generalize new learning across time and settings.	3
Teach cognitive and metacognitive strategies to support learning and independence.	4
Use assistive and instructional technologies.	5
Use flexible grouping.	6
Collaborate with professionals to increase student success.	7



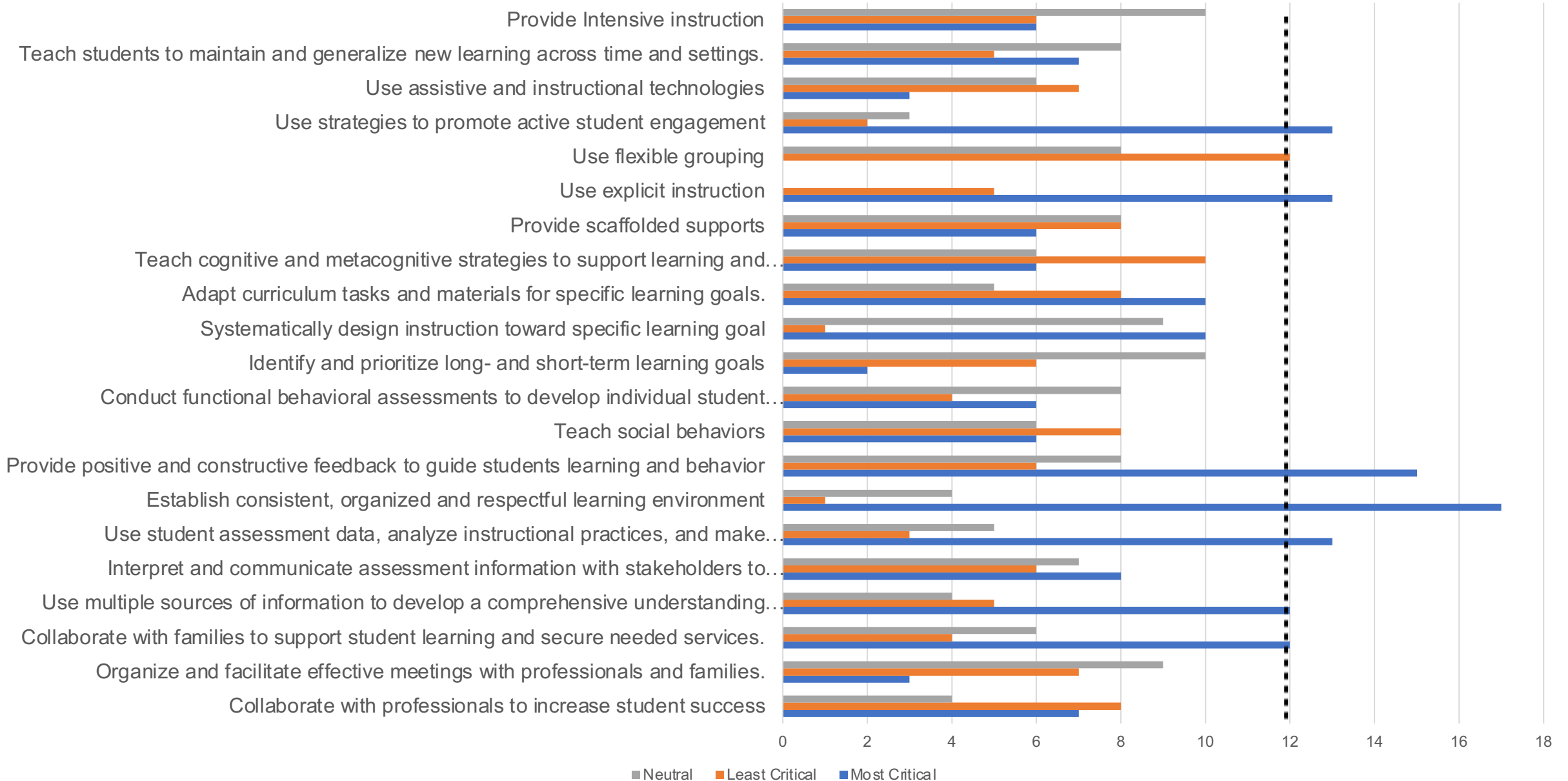
HLP Survey

- Online Survey sent to the following stakeholders
 - Faculty/Staff
 - Students
 - Cooperating Teachers/Principals
 - Educational Cooperatives

Gen Ed HLP: Total



SPED HLP: TOTAL



General Education

1. Building Respectful Relationships with Students (30)
2. Analyzing instruction for the purpose of improving it (25)
3. Learning about students cultural, religious, family, intellectual, and personal experience and resources for use in instruction (24)
4. Explaining and modeling content, practices, and strategies (23)
5. Checking student understanding during and at the conclusion of lessons (23)
6. Specifying and reinforcing productive student behavior (21)

Special Education

1. Establish consistent, organized and respectful learning environment (17)
2. Provide positive and constructive feedback to guide students learning and behavior (15)
3. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes (13)
4. Use explicit instruction (13)
5. Use strategies to promote active student engagement (13)

HLPs and Clinical Practice

- Examine the instructional practices pre—service and first year teachers are using during instruction
- Collaboration with university faculty, university supervisors, cooperating teachers
- Practicum (2 semesters)
- Student Teaching
- First Year Teaching
- 2 observations per semester



Clinical Advisory Council

- Representation from partner schools, district office, mayor's office, college of education, and local business owners
- Concern: Teachers Prepared to Work with Students in Trauma
- Concern: Teacher Shortage
 - Enrollment in EEPs in the commonwealth is down 13.2% (CPE, 2019)
 - Enrollment in EEPs across nation is down 25% (AACTE, 2018)

Changes in Practice

- Practice opportunities in Explicit Instruction
 - Video analysis
 - Microteaching
 - MURSION simulations
- Utilizing RESET – Explicit Instruction
 - Moylan, L.A., Johnson, E.S., Crawford, A.R., Zheng, Y. (2017). Explicit Instruction Rubric. Recognizing Effective Special Education Teachers (RESET), Boise State University: Boise, ID.

Student Teaching Data- Evaluation of the Student Teacher & Program

Spring 2017-Spring 2019



Comments about the preparation level of your student teacher:

- My ST is well prepared for the special education world. She has demonstrated **competency in data collection, behavior modification strategies, IEP writing, lesson development, communicating with families and staff**. She gives me hope for the future of special education teachers!
- ST was very prepared. The University should be proud. She had a thorough knowledge of **systematic instruction, changing student behaviors**, and was never afraid of any tasks. She will be a great teacher.
- My student teacher was very well prepared for her student teaching placement. I was extremely impressed with her willingness and eagerness to be **involved with students**.
- She was always prepared in the classroom, for **resource** and **co-teaching**.

Student Teaching Data- Evaluation of the Program

Spring 2017-Spring 2019 n= 62

Overall value of the student teaching experience in preparing you for your professional role.	$M = 3.86$
Overall value of seminars held during the student teaching semester in promoting your professional growth.	$M = 3.76$
Overall value of the TEP in preparing you for your professional role.	$M = 3.68$

Student Teaching Data- Evaluation of the Cooperating Teacher

Spring 2017-Spring 2019 n =57

Compatibility of the classroom in which you worked (e.g., **climate, philosophy, pedagogical approach**) with the TEP.

$M = 3.55$

Pedagogical expertise evidenced by the CT.

$M = 3.73$

Briefly describe ways you benefited professionally from working with your CT.

Witnessed specific ways that she **adapted materials and objectives** for all students based on their needs and abilities

My CT was able to show me how to effectively **take gen-ed curriculum and transfer it to the resource** setting with the most effectiveness for the students.

Saw interventions...and **continual collection and analysis of data** at least four times a week

Student Teaching Data- Evaluation of the Program

Spring 2017-Spring 2019 n= 62



Describe the aspects of your student teaching experience you found most beneficial in preparing you for your professional role.

- The day to teaching aspects- always being prepared for change, **data** taking, taking **behavior** issues head on and other daily tasks helped prepared me for taking on my own classroom.
- Having to **plan and implement instruction daily** has helped me to understand how to move through the curriculum and has helped prepare me for my future professional role

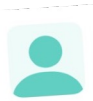
Describe the aspects of your student teaching experience you found most beneficial in preparing you for your professional role.

- The projects like **FBA, IEP, and Instructional programs** were most beneficial.
- I feel the most beneficial role has been providing me with the **opportunities and placements** to get into the field and **apply the knowledge** that I acquired within the lectures.

If there were aspects of the student teaching experience you thought were not adequately addressed, please provide specific examples.

- I wish we could stay in our placement for 16 weeks. 8 weeks is too short.
- I think student teachers should push to take over more responsibilities earlier on in the process--it helps in the long run in gaining experience.

Wildcat Virtual Teacher Network



Kera Ackerman 10:48 AM
<https://highleveragepractices.org/701-2-4-2-2/>

High-Leverage Practices i...

HLP #7: Establish a Consistent, Organized and Respectful Learning Environment

How the videos are designed: Introduction and definition of each HLP Brief review of the research Several brief videos of general education and special education teachers implementing the p...

Dec 6th, 2018 at 4:03 PM



Channon Horn 10:50 AM

What ways have you observed the teaching and reinforcement of positive behavior support strategies with high frequency in your classroom this fall?

Community

Support

Networking



Kera Ackerman 10:50 AM
<https://highleveragepractices.org/701-2-4-2-2/>

High-Leverage Practices i...

HLP #16: Use Explicit Instruction

How the videos are designed: Introduction and definition of each HLP Brief review of the research Several brief videos of general education and special education teachers implementing the pr...

Jun 21st, 2018 at 10:56 AM



Channon Horn 10:52 AM

What ways do you see explicit instruction utilized in the general education and resource setting? Are there similarities? Differences?

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