



MAKING HIGH LEVERAGE PRACTICES A HIGH
PRIORITY: GEORGIA'S APPROACH TO SCALING UP

PRESENTERS

- Meg Kamman: *University of Florida & CEEDAR*
- Kate Zimmer & Melissa Driver: *Kennesaw State University*
- DaShaunda Patterson: *Georgia State University*

TODAY

- CEEDAR and GA context
- Embedding HLPs in coursework and practice opportunities
- HLPs as part of the statewide plan for scaling up
- Strategies for engaging district partners in professional development
- Conversation about HLPs in different contexts



GA- CEDAR



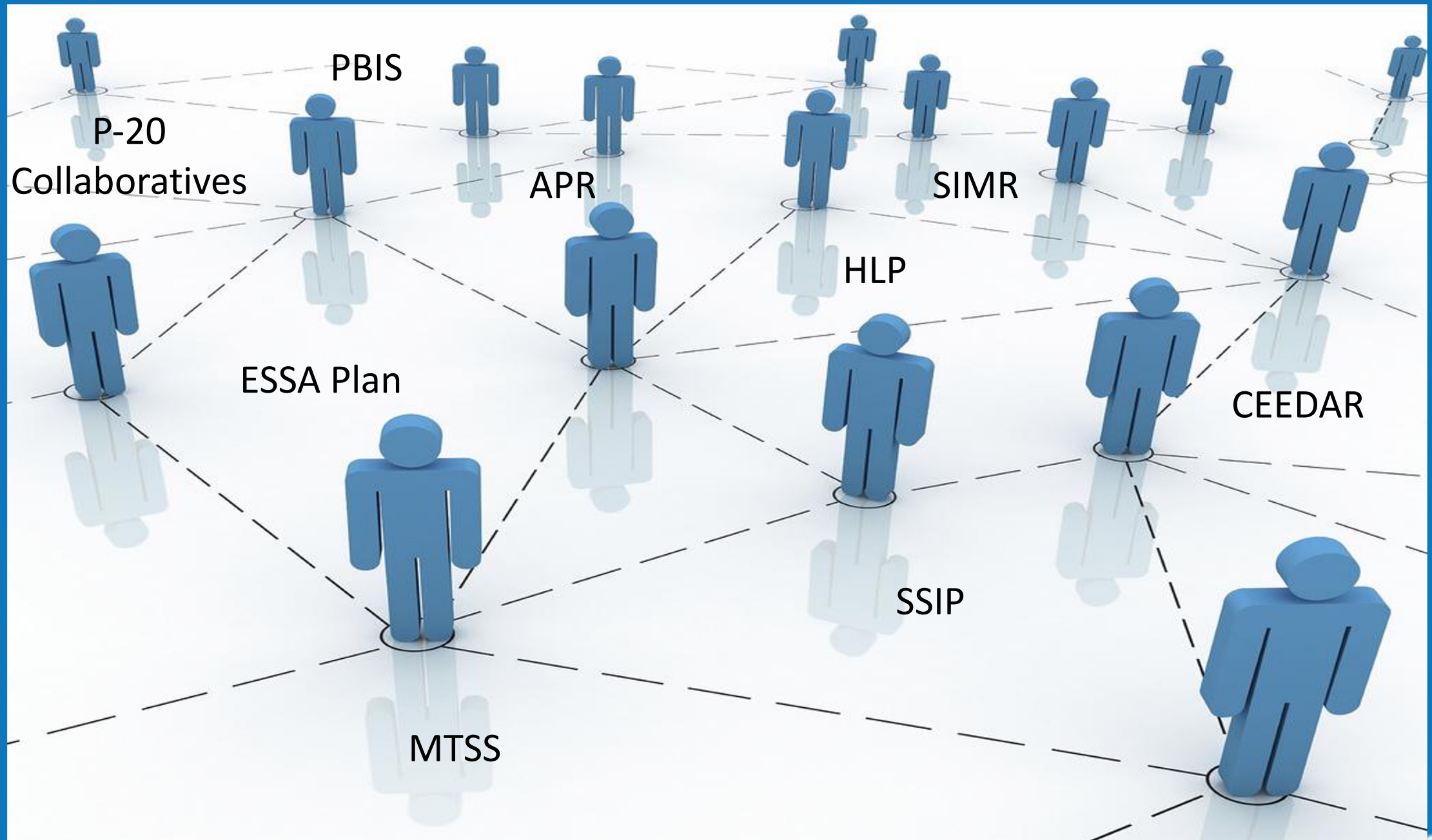
- Applied for Technical Assistance in 2014
- Accomplishments in teacher/leader preparation reform, preparation program evaluation and licensure.
- New goals added to include HLPs as part of statewide scaleup!



CURRENT PARTNERSHIP

- CEEDAR CENTER
- Georgia Department of Education
- Georgia Professional Standards Commission
- The University System of Georgia
- Columbus State University (CSU)
- Georgia State University (GSU)
- Kennesaw State University (KSU)





HIGH LEVERAGE PRACTICES



TeachingWorks
UNIVERSITY OF MICHIGAN

Great teachers aren't born.
THEY'RE TAUGHT.

About The Work of Teaching Support & Resources Publications & Presentations News & Events

Overview
Core Ideas
Origin & Evolution
High-Leverage Practices »
High-Leverage Content
Program Networks
National Observational Teaching Examination

High-Leverage Practices

HOME / THE WORK OF TEACHING / HIGH-LEVERAGE PRACTICES

PRINT PRINT SHARE

High-Leverage Practices

The heart of the TeachingWorks strategy is to ensure that all teachers have the training necessary for responsible teaching. We focus on a core set of fundamental capabilities that we call "high-leverage practices."

High-leverage practices are the basic fundamentals of teaching. These practices are used constantly and are critical to helping students learn important content. The high-leverage practices are also central to supporting students' social and emotional development. These high-leverage practices are used across subject areas, grade levels, and contexts. They are "high-leverage" not only because they matter to student learning but because they are basic for advancing skill in teaching.

EXPAND ALL HIGH-LEVERAGE PRACTICES

1. Leading a group discussion
READ MORE
2. Explaining and modeling content, practices, and strategies
READ MORE

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RECEIVE NEWS & UPDATES FROM TEACHINGWORKS

HIGH-LEVERAGE PRACTICES
IN SPECIAL EDUCATION

Council for Exceptional Children CEDAR CENTER



KSU EXAMPLE



Bagwell College of Education
Inclusive Education

KSU High Leverage Practice Session #1

Evaluating HLP Coverage in your Coursework

AGENDA

■ Welcome

- Introductions

■ Background

- Common Language and Understanding
- Introduction to the HLPs

■ Evaluating HLP Coverage

- NIC Review

■ Embedding HLPs in Program

Date: 3/30/18

Time: 12:30-2:00pm

Place of Meeting: BEB
128

Session Facilitators:

Things to Consider

Is it
introduced?

Is it
practiced?

Is it applied
in the field?

How do students demonstrate their knowledge, skills, and dispositions?



GSU EXAMPLE

**Preparing Teachers to Meet the Needs of All Learners:
Where are We and Where Do We Go From Here**
GSU Professional Education Faculty Retreat
April 29, 2016

9:15 – 10:45 OPENING SESSION (CEHD 150 and CEHD 1030)

Overflow Room (CEHD 1030): ECE: Birth-5, BSE ECE, UACM; A&S: Modern /Classical Languages and others as indicated on nametags

Welcome

- Joyce Many, Associate Dean of Undergraduate Studies and Educator Preparation
- Jeffery Pierre Desdune, Jr., Student BSE Middle Level Education

An Overview of Universal Design for Learning

- Judith Emerson, Department of Educational Psychology, Special Education, and Communication Disorders

Where Are We: Small Group Work I

- ECE: Birth – 5 Education, BSE ECE, UACM
- MSE Math, Science, Language and Literacy Education, Practicum/Student Teaching
- ESC: Special Education
- KH: Health and Physical Education
- A&S: Art Education, Music Education, Modern and Classical Languages
- EPS: Educational Leadership
- Perimeter, CEHD CORE: EDUC courses in USG Undergraduate Core
- *Participants not assigned to a small group are welcome to sit in with any group if they wish.*

11:00 – 12:00 BREAK OUT SESSION I

Universal Design for Learning

(CEHD 100)

- Judith Emerson, Department of Educational Psychology, Special Education, and Communication Disorders
- Julie Owens, Doctoral Student, Department of Educational Psychology, Special Education, and Communication

Technology, Teaching and Learning

(CEHD 116 – The Maker Lab)

- Jake Cohan, Division of Learning Technology
- Teri Holbrook, Department of Early Childhood and Elementary Education

Culturally Responsive Pedagogy

(CEHD 250)

- Brian Williams, Director, Alonzo Crim Center of Urban Educational Excellence, Dept. of ECEE
- Rhina Fernandes Williams, Department of Early Childhood and Elementary Education



Alignment Among Major Initiatives in Georgia



**CEEDAR
Center**

Increase collaboration across Institutes of Higher Education (IHEs), State Education Agencies (SEAs), and Local Education Agencies (LEAs) within general education, special education, leadership education.

Increase Outcomes for students with disabilities

Assist in organizing and sharing student data with Educator Preparation Programs (EPPs)



**Equity
Plan**

Increase collaboration across IHE, SEA, LEA within general education, special education, leadership education.

Increase Outcomes for students with disabilities

Assist in organizing and sharing student data with Educator Preparation Programs (EPPs)



**Network for Transforming
Educator Preparation (NTEP)**

Multi-tiered licensure

Alignment of Standards

Significant support in clinical preparation

Observation instrument of pre-service teachers



**State Systemic
Improvement Plan (SSIP)**

Increase graduation rates

Create data toolkit

Provide technical assistance to local education agencies in problem solving

Use regional coaches



CEEDAR / Equity Plan

Increase use of best/evidence-based practices to help minority students

Increase teacher's effectiveness in teaching reading and math



CEEDAR / SSIP

Align and focus efforts to increase student outcomes statewide



Equity Plan / NTEP / SSIP

Use student growth data to measure effectiveness and improvement

Utilize P-20 partnerships



CEEDAR / Equity Plan / NTEP / SSIP

Increase capacity to implement practices increase effectiveness of teachers and leaders

Increase use of best/evidence-based practices such as Universal Design for Learning

01

Achieved buy in from Key Stakeholders

- Deans and Chairs recognized value in work
- Resources were allocated to support the work
- Opportunities were created to sustain efforts

02

Engaged GSU Faculty and LEA partners simultaneously

- Professional Education Faculty Retreat
- Monthly Faculty Professional Development
- Regular sharing of work in formal and informal spaces

03

Established relevance of the efforts to individual programs

- Program leads submitted areas of internally identified needs
- Program improvement and development areas were aligned
- Documenting changes in program

THOUGHTS ?



SCALING UP

HLP Blueprint Goals

Develop and implement a professional development series across general education, special education, and school leadership at SEA, IHE and LEA to:

1. develop a common understanding of High Leverage Practices
2. increase opportunities for pre-/in-service teachers to learn and practice strategies for implementing high leverage practices in P-20 settings
3. embed HLPs in EPP coursework and practice opportunities
4. in-service teachers implement HLPs in instruction

HLP PLANS

[illegible]

PHASE I: PREP WORK & PLAN

Goals for this phase:

- Create HLP & MTSS Summit Agenda
 - Identify speakers
 - Local and national HLP and MTSS experts
 - Identify participants



PHASE I: SUMMIT'S PARTICIPANTS

- Participants
 - Representatives from all 19 P-20 Collaboratives
 - Representatives from all 9 RESAs
 - GaDOE Technical Assistance Personnel
 - Institutes of Higher Education (IHE) Faculty



GEORGIA HLP AND MTSS SUMMIT

The Georgia Department of Education, the University System of Georgia, the Georgia Professional Standards Commission, and the CEDAR 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	LOCATION
June 20, 2018 9:00am-3:30pm	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

Partnering Organizations

A special thanks to our participants and our partnering organizations who have helped to make this summit a success.

Disclaimer

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PHASE II: ANALYZE SUMMIT & STATE DATA

Goal: Create an outline of seven HLP supplemental materials and professional development webinars

How we did this:

- State Survey
- Analyzed the state data
- Summit Survey
- Selected targeted HLPs based on both data sets
- Considered feedback from other stakeholders



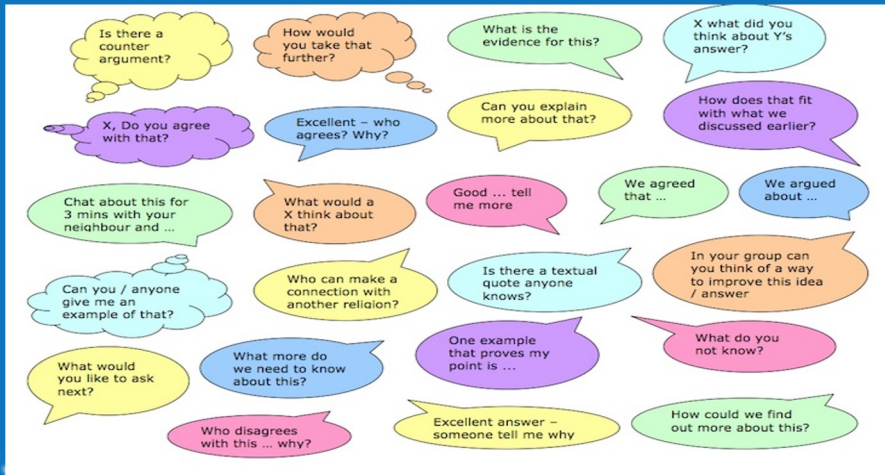
PHASE III & IV: FALL/SPRING WEBINARS & SUPPLEMENTAL MATERIALS

Goal: Increase knowledge of targeted HLPs, show how HLPs can easily be implemented throughout MTSS, and provide materials for purposeful practicing of implementation.



EXAMPLES OF SUPPLEMENTAL MATERIALS

EPP EXAMPLES



LEA MATERIALS

High-Leverage Practices in Special Education

HOME ABOUT THE HLPs K-12 PRACTICES BIRTH-5 PRACTICES RESOURCES **VIDEOS**

Videos

What do **High-Leverage Practices (HLPs)** look like in practice? The **HLP Video Series** can support teacher educators and new teachers with concrete, easy-to-access examples of HLPs in action, in real classrooms, with real students. The videos and supporting resources are easily and freely accessible online, offering a practical, real-world illustration of HLPs by teachers intentionally and explicitly using the practice to meet the specific needs of students in their classrooms. HLP videos highlight research-based practices that are captured in settings that resonate with diverse contexts, subject areas, grade-levels, and student needs. Moreover, the videos demonstrate practices across levels of intensity.

Start watching the new HLP Video Series:

- Welcome to our new series on High-Leverage Practices
- HLPs #8 and #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior
- HLP #12: Systematically Design Instruction Towards Learning Goals
- HLP #16: Use Explicit Instruction
- HLP #18: Use Strategies to Promote Active Student Engagement



DISCUSSION

- To support your HLP work, what supplementary materials would be helpful to you?
- And/or do you have any supplementary materials that you would like to share?



UPCOMING WEBINARS

Webinar Date	High Leverage Practices Webinar Topic(s)
January 23, 3:30 P.M.	18-Use Strategies To Promote Active Student Engagement
February 20, 3:30 P.M.	16—Use Explicit Instruction
March 20, 3:30 P.M.	15—Provide Scaffolded Supports

QUESTIONS & NEXT STEPS



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