



LEARNER READY DAY ONE: SYSTEMIC APPROACHES TO PREPARING AND SUPPORTING NEW TEACHERS

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LEARNER READY ON DAY ONE

- What can we reasonably expect teachers to know on their first day of teaching ?
- What does the science tell us about preparing novices?
- How can we better support novices in becoming experts?

IN OTHER WORDS . . .

- How can we set up a system that builds better teachers?



DO YOU REMEMBER . . .

- The first time you learned to drive a car, play an instrument, play a sport, etc.?
- What was your performance like?



IT'S BECAUSE YOU WERE A NOVICE



”they are prisoners of their own lack of experience and have no choice but to be relatively inflexible.”

- Berliner, 1992



CONSIDER MS. JONES, THE NOVICE

Ms. Jones knows that it is important to apply consequences consistently for rule infractions. When Johnny blurts out answers without raising his hand, she asks him first to stop, and when that doesn't work, she asks him to stay for five minutes of his recess. Johnny gets angry and walks out of class.

EXPERTS



- Make decisions that seem effortless, intuitive, and highly responsive to the situation at hand.

MS. KNOWLEDGEABLE, EXPERIENCED TEACHER

An experienced teacher, she has worked with many students like Johnny. While Ms. Knowledgeable has clear expectations for classroom behavior and is consistent in dealing with behavior, she recognizes that Johnny is impulsive and needs a somewhat different approach. She uses several strategies to help Johnny. When she asks a question, she teaches all the students to think 3 seconds before raising their hand. She even counts to three first before asking them to raise their hands. When Johnny blurts out an answer, she looks at him, puts her fingers to her lips to quiet him, and raises her hand to prompt him to do so too.

WHAT ALLOWS EXPERT DEVELOPMENT TO UNFOLD?

PRACTICE



WHY IS PRACTICE IMPORTANT?



Allows for the
development
of fluent
performance and
situated
knowledge



It takes 7-10 years to develop experts, and experience alone
is insufficient

AND TEACHING DEMANDS EXPERTS ON DAY 1

Student diversity

Challenging content

Multiple Roles

Collaboration

WHAT CAN WE DO?



ADVANCED BEGINNERS



- Rely less on rule-driven behavior and begin to use context to determine when to apply rules.

WHEN YOU WERE LEARNING

how many of you had a good teacher or coach?



What did that coach or teacher do to help you learn?

WHAT CHARACTERIZES EFFECTIVE PRACTICE?



3 OVERARCHING QUALITIES



EMPHASIS ON THE MOST IMPORTANT SKILLS

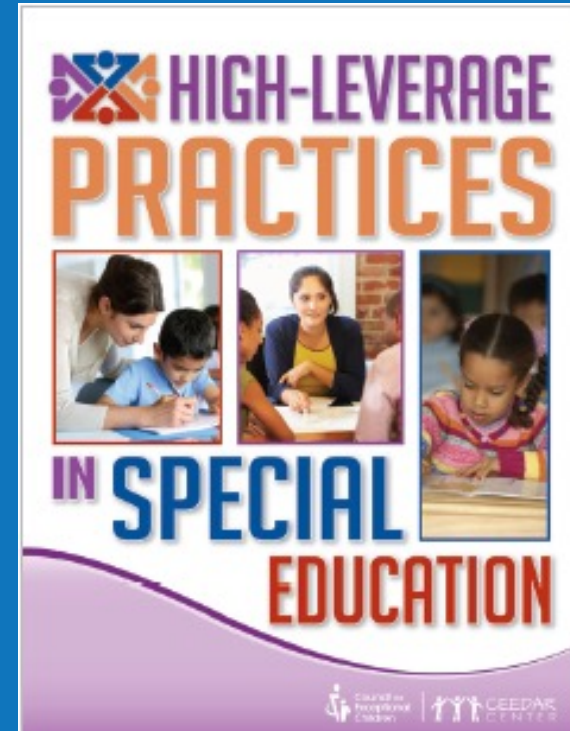
What every special educator
needs to know on Day 1
22 High-Leverage Practices for
special educators

Collaboration

Assessment

Social/emotional/
behavioral

Instruction



ESSENTIAL FEATURES OF DELIBERATE PRACTICE



MODELING

- Candidates provided examples of what expert performance looks like in practice.



SPACED LEARNING

- Candidates offered sustained & repeated opportunities to practice knowledge over a period of time.



VARIED LEARNING

- Candidates provided opportunities to practice knowledge and skills across varying contexts, with a diverse range of student learners.

ESSENTIAL FEATURES OF DELIBERATE PRACTICE



COACHING AND FEEDBACK

- Candidates provided explicit coaching and constructive feedback throughout practice opportunities.



ANALYZING AND REFLECTING

- Candidates engaged in analysis and reflection of practice to deepen their knowledge and expertise.



SCAFFOLDING

- Candidates provided opportunities to practice that gradually increase in complexity over time with fading support.

COHERENCE



COHERENCE



**Role Play HLPs in
Coursework**

**Structured Tutoring &
Video Self-analysis**

**Small
Group Field
Experience**

OTHER PRACTICE-BASED APPROACHES

- Video analysis
- Peer coaching
- Virtual coaching
- Lesson study
- Virtual simulations

PRACTICE BASED PARTNERSHIPS

Who?

Educator preparation programs (EPPs), their faculty, and the local districts

What?

Work collaboratively to incorporate the essential features of practice-based opportunities within and across EPPs

Why?

Create a seamless system of teacher development from EPPs into classrooms.

KENT STATE & STANTON MIDDLE SCHOOL PARTNERSHIP



GOALS OF PARTNERSHIP

- Improve implementation of MTSS instruction
- Improve inservice and preservice teachers instructional skills through collaborative learning opportunities
- Implement high leverage practices

PRACTICE-BASED STRATEGIES USED

- Four initial on-site professional development sessions to introduce data collection protocols, classroom management techniques
- Content acquisition podcasts
- Exemplar video models combined with interactive reflection
- Teacher and peer observation data

ENGAGEMENT STRUCTURE

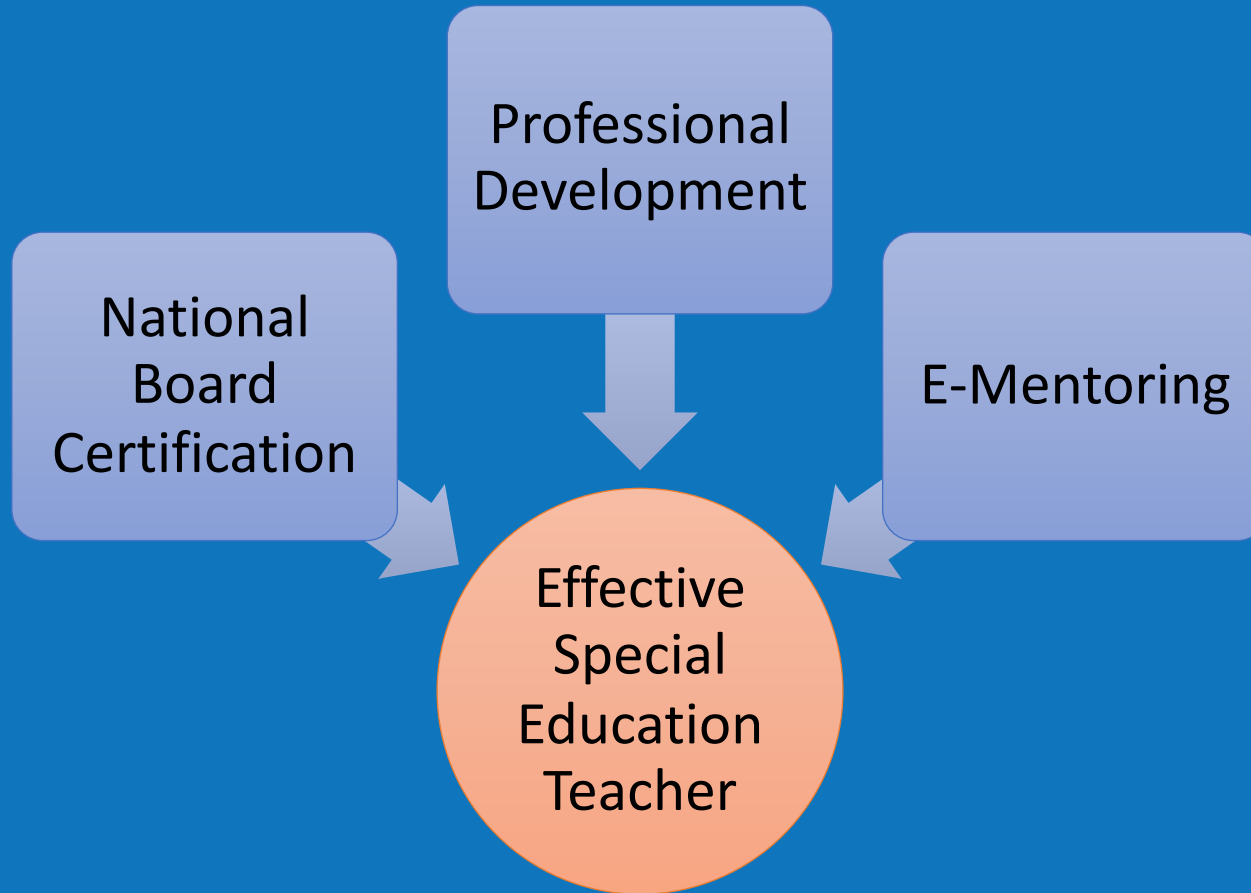
- Teacher candidates work in pods with cooperating teacher who is a strategy expert; they rotate to a new grade level every three weeks
- Strategies selected are based on data review
- Teachers & program faculty have data review meetings
- Faculty on site to observe during practice sessions and provide feedback
- Teacher candidates practice 8 universal, low intensity classroom management strategies

INDUCTION AS A SYSTEM FOR TEACHER EFFECTIVENESS

Since teacher candidates need continuous access to effective practice opportunities to become experts, **induction** that maintains opportunities to continue learning HLPs is important.



WEST VIRGINIA: EXAMPLE OF SYSTEMS OF SUPPORT



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- State Policy, District Implementation
- WV Connect
- Monthly virtual courses
 - Attended by beginning teacher and mentor
 - Content from State or University, aligned with effective practices
 - Mentor provides follow up as prompted through “mentor update”

MENTOR UPDATE

Helping Your Mentee Link PD to Practice

Your mentee recently attended professional development

Topic: Classroom and Behavior Management

At this PD session, mentees learned

- (1) About developing a Vision for the Classroom
- (2) Assessing the 3 classroom systems
 - a. Behavior
 - b. Ecology
 - c. Curriculum and instruction

PD

Suggestions for Follow-Up With Your Mentee

Conversation Starters

- (1) Ask your mentee if there was any new information they encountered in the PD, or was it just a review?
- (2) After filling out the Best Practices Checklist, are there any Best Practices you feel you are very strong in?
- (3) After filling out the Best Practices Checklist, are there any Best Practices you feel you need to focus on?

Activity

Use the classroom assessment form from the PD to evaluate the status of the behavior, ecology and curriculum and instruction in your mentee's classroom. What items are already in place? What items are not in place? Focusing on the highlighted items, help your mentee devise a plan to improve their classroom behavior and management.

Follow
Up

Classroom and Behavior Management

BEST PRACTICES CHECKLIST

Helping You Link PD to Best Practice

- ☐ Yes ☐ No 1) I have a clear vision for my classroom that includes the following: a) what I want my classroom to be like; b) what my classroom should look like; c) what I want my classroom to feel like to a class member or visitor; d) what I want my students to accomplish; and e) what I want to accomplish.
- ☐ Yes ☐ No 2) I have guidelines for my classroom and these guidelines are consistent with school-wide system, use assessment as guide, and are individualized.
- ☐ Yes ☐ No 3) I balance giving attention to appropriate behaviors and inappropriate behaviors.
- ☐ Yes ☐ No 4) In my classroom, I give more attention to the student that does it correct rather than the student that does it incorrect.
- ☐ Yes ☐ No 5) I do not use traditional strategies for dealing with inappropriate behavior, such as: time out, demerits or fines, detention, writing assignments, or reward deprivation.
- 6) When there is repeated inappropriate behavior in my classroom I:
- ☐ Yes ☐ No Re-teach expectations/rules
 - ☐ Yes ☐ No Change seating arrangements
 - ☐ Yes ☐ No Conference with parent or student
 - ☐ Yes ☐ No Use peer mediation
 - ☐ Yes ☐ No Develop student contracts
 - ☐ Yes ☐ No Provide choices
 - ☐ Yes ☐ No Remove tempting items from the classroom

READY FOR *EACH* LEARNER ON DAY ONE



CLOSING SYSTEMIC EQUITY GAPS

“Yet, too often, students from low-income families and students of color are less likely than their peers to attend a school staffed by excellent educators, and are more likely than their peers to attend a school staffed by inexperienced educators or educators rated as ineffective. These inequities are unacceptable, and it is essential that a priority be placed on working collaboratively to ensure that all children have access to the high-quality education they deserve, and that all educators have the resources and support they need to provide that education for all children.”

CLOSING LOCAL GAPS: GSU & ATLANTA METRO



As Educators

We work to ensure that every student lives up to his or her fullest potential.

As Researchers

We explore the needs of students from diverse backgrounds and establish best practices for improving their academic and career success.

As Clinicians

We serve vital roles in schools, hospitals, sports medicine clinics and community agencies to promote physical and mental well-being.

As Leaders

We contribute our research, teaching and service to the fields of education while addressing the most important educational issues facing Atlanta, the nation and the world.

- Hosted PD days for local teachers, administrators, and college faculty
- Identified priority areas related to college mission
- Reviewed and revised coursework to include EBP in a content area *PLUS*: UDL, CRP, and classroom management

ALL TEACHERS MUST BE PREPARED TO TEACH *EACH* STUDENT, WHICH MEANS THEY NEED...

- Opportunities to practice in varied settings
- Opportunities to observe and be coached by experts—with varied expertise
- To understand that EBP calls for ongoing collection of evidence and HLP should be leveraged to benefit the student not the teacher
- To be (culturally) responsive to the students in front of them



What is your state, university, or district
implementing to assist in
preparing/supporting effective beginning
special education teachers?

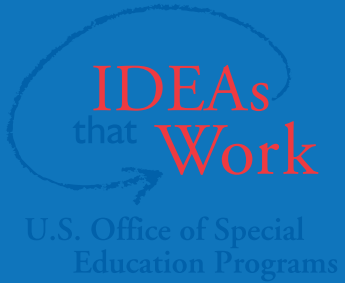
HELPFUL RESOURCES

- **cedar.org**
- Archived Webinars
 - Learning to teach: Practice-based opportunities in teacher education
 - Culturally responsive pedagogy in educator preparation programs
- Reports & Briefs
 - High-Leverage Practices in Special Education
 - Practice-Based Teacher Preparation Special Issues Brief
 - Culturally and Linguistically Diverse Students: What Educator Preparation Programs need to Do to Support Teacher Learning

HELPFUL RESOURCES

- **ncipp.org**
- Archived Webinars
 - Providing building-level support for special education teachers
 - E-mentoring for supporting beginning special education teachers
- Reports & Briefs
 - Development and Sustainability of School-University Partnerships in Special Education
 - Challenges in Special Education Teacher Induction—Why a Model is Needed for These Novices

DISCLAIMER



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