TYPCEEDAR CENTER

USING THE HLP VIDEOS TO ACTIVATE IMPLEMENTATION

DISCLAIMER

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INTRODUCTIONS

- James McLeskey
- Michael Kennedy
- Deb Ziegler

TODAY

- Why high leverage practices?
- Using videos to support candidate and teacher use of HLPs
- Resources from CEC to support candidate and teacher use of HLPs

WHY HIGH LEVERAGE PRACTICES?

"...**teacher education is undergoing a major shift**—a turn away from a predominant focus on specifying the necessary knowledge for teaching toward specifying teaching practices..." (McDonald, Kazemi, & Kavanagh, 2013, p. 378).

NCATE BLUE RIBBON PANEL REPORT (2010)

• "To prepare effective teachers for 21st century classrooms, teacher education must shift away from a norm which emphasizes academic preparation and course work loosely linked to school-based experiences. Rather, it must move to programs that are fully grounded in clinical practice and interwoven with academic content and professional courses" (NCATE, 2010, p. ii).

MAJOR SHIFT IN TEACHER PREPARATION

emphasis on standards and a curriculum for teacher preparation that focuses on what teachers need to know ABOUT core effective practices

emphasis on ensuring that candidates can USE a limited number of effective practices in classroom settings

HOW DO WE DO THIS?

- Learn from other professions
- How do professionals gain expertise in professions other than education?
- Anders Ericsson—*Peak: Secrets from the New Science of Expertise* (Ericsson & Pool, 2016)

THREE THINGS PROFESSIONS HAVE IN COMMON

- Step 1—identify essential practices
- Step 2—systematically train professionals to use these practices
- Step 3—assess performance

STEP 1—IDENTIFY ESSENTIAL PRACTICES--EXAMPLES

• Pilot

Perform normal and cross-wind approaches and landings

• Plumber

Install a faucet that does not leak

STEP 2—GAIN EXPERTISE (BENEDICT ET AL., 2016)

- Addresses specific identified practices (core practices or HLPs)
- Opportunities to learn
- Well structured experiences
- Authentic settings
- Support (scaffolding, models)
- Feedback (coaching, reflection)

MOVING FORWARD



We need to focus on a set of the most important practices

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HIGH LEVERAGE PRACTICES

These core practices provide the foundation for teacher education



HOW? PUTTING HLPS INTO PRACTICE







Let's make a video series!!!



Thank You To Our Partners Who Made This Video Possible:







Office of Special Education Programs U.S. Department of Education



Center on GREAT TEACHERS & LEADERS

at American Institutes for Research





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Dr. Wendy J. Rodgers

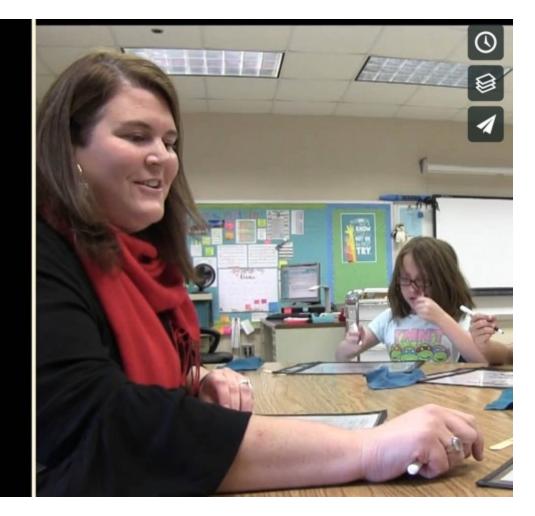


Dr. John Elwood Romig



Dr. Hannah Morris Mathews

Welcome to our new series on High-Leverage Practices (HLPs) for students with disabilities





HLP # 8 & #22:

Provide positive & constructive feedback to guide students' learning & behavior

High-Leverage Practices in Special Education



HLP #12:

Systematically Design Instruction Towards Learning Goals

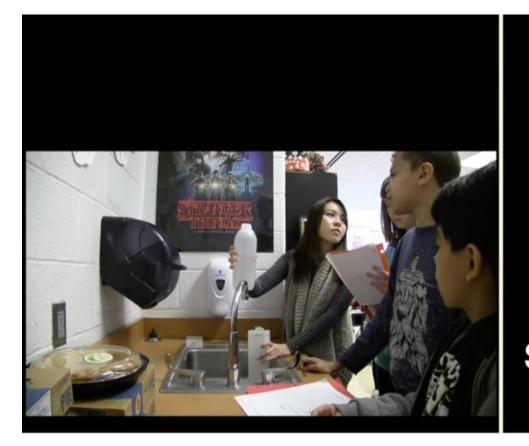
High-Leverage Practices in Special Education



HLP #16:

Use Explicit Instruction

6



HLP # 18:

Use strategies to promote active student engagement

High-Leverage Practices in Special Education

Coming Soon!!!



HLP # 7:

Establish a consistent, organized, & respectful learning environment

High-Leverage Practices in Special Education

Quick Review of Relevant Research

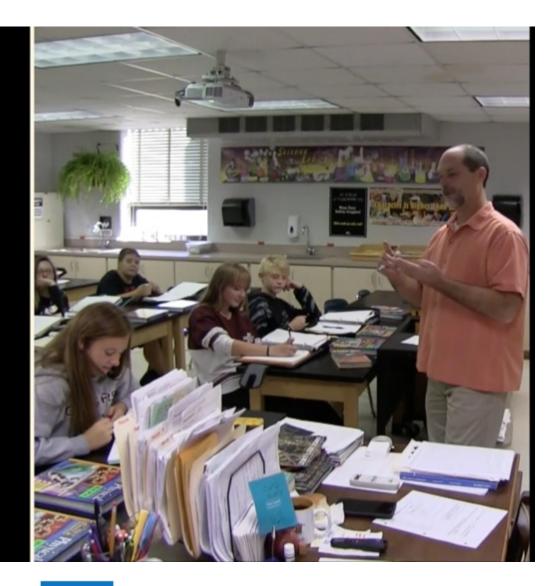


www.ExplicitInstruction.org

http://www.pubs.cec.sped.org/p6255/

Explicit instruction is effective

Hughes, Morris, Therrien, & Benson, 2017



Part 1: Detailed Introduction to the HLP



Special education teachers and other specialists should use data to form groups, and determine necessary intensity of instruction

Part 2: Break the HLP Into Component Parts For Demonstration

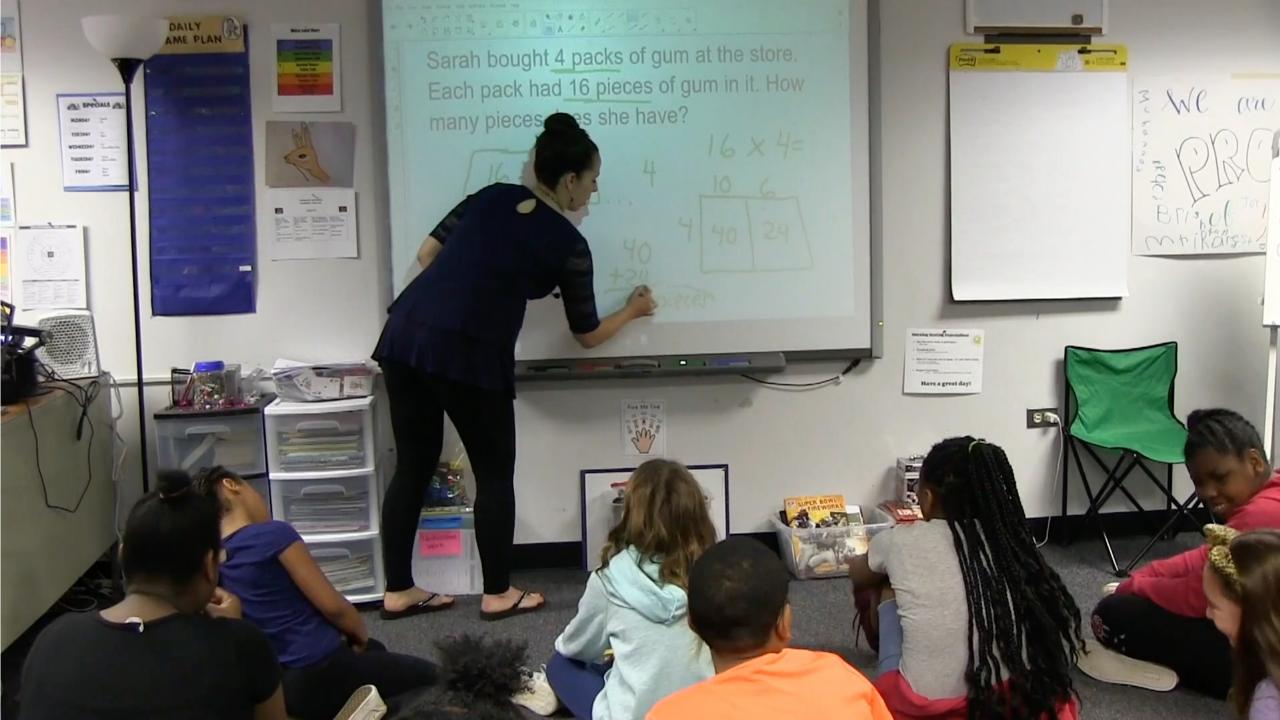
1. Use a logical sequence within lessons	2. Provide clear models and explanations of content
 Provide multiple	4. Provide a range of
opportunities to	examples and non-
respond & appropriate	examples to highlight
feedback	content being taught

Classroom expectations
 rules should be defined
 taught

2. Use a continuum of strategies to acknowledge appropriate behavior with high frequency

3. Optimize instructional time













- Attend or host heritage fair,

- Visit the community,

Invite parents to be involved in the classroom





See how Marshall is already halfway done with his? See if you can catch up."

INTENDED USES OF THE VIDEOS IN TEACHER PREPARATION COURSEWORK



Students can watch independently (& numerous times)



Or as a group

(during class/ PLC time)



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Facilitate/ stimulate discussions



Challenge students to implement the HLP(s) & give feedback



TAKE A SECOND TO CONSIDER:

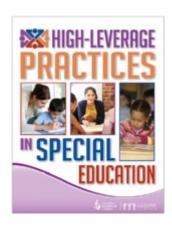
- How might you use videos such as these in your teacher education program?
- Or, your induction/professional development program?

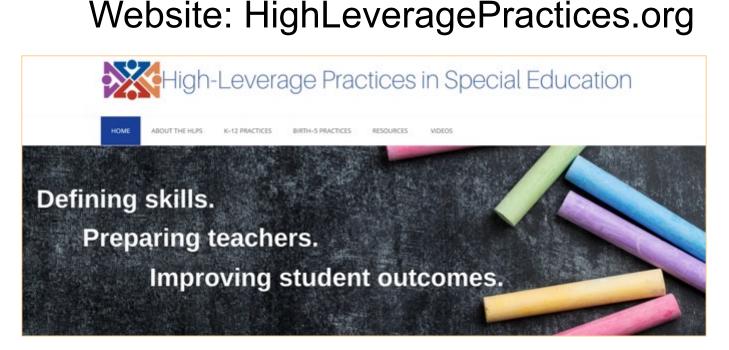




Where to Find HLP Resources













High-Leverage Practices Videos



Video Library

- Introduction Video
- HLPs #8 and #22: Feedback
- HLP #12: Systematically Design Instruction
- HLP #16: Use Explicit Instruction
- HLP #18: Student Engagement

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 practice

https://highleveragepractices.org/701-2-2/







22 High-Leverage Practices

	What Are HLPS	?
	"A set of practices that are fundamental to supportstudent learning, a	nd that can be taught learned and implemented by
	those entering the profession" (Windschitt, Thompson, Braaten & Stroug	
	What Were Criteria for HLP	Dounloomont?
	What were offend for hEP	Development?
	 Focus directly on instructional practice. 	
	 Occur with high frequency in teaching. Research based and known to foster student engagement and lear 	mina
	Broadly applicable and usable in any content area or approach to to	
	 Skillful execution is fundamental to effective teaching. 	
	What Are the HLPs for Spe	cial Educators?
	boration Collaborate with professionals to increase student success.	Instruction 11. Identify and prioritize long- and short-term learning
	Organize and facilitate effective meetings with professionals and	acals.
	families.	12. Systematically design instruction toward specific
3.	Collaborate with families to support student learning and secure	learning goal.
	needed services. ssment	13. Adapt curriculum tasks and materials for specific
	Use multiple sources of information to develop a comprehensive	learning goals.
	understanding of a student's strengths and needs.	 Teach cognitive and metacognitive strategies to support learning and independence.
5.	Interpret and communicate assessment information with	15. Provide scaffolded supports.
	stakeholders to collaboratively design and implement educational	16. Use explicit instruction.
~	programs.	17. Use flexible grouping.
6.	Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.	Use strategies to promote active student
oci	al/Emotional/Behavioral	engagement.
	Establish a consistent, organized, and respectful learning	 Use assistive and instructional technologies. Teach students to maintain and generalize new
1	environment.	 reach students to maintain and generalize new learning across time and settings.
8.	Teachers provide positive and constructive feedback to guide	21. Provide Intensive instruction.
	students' learning and behavior.	22. Teachers provide positive and constructive
	Teach social behaviors. Conduct functional behavioral assessments to develop individual	feedback to guide students' learning and behavior.
10.	student behavior support plans.	
	Windschill, M., Thompson, J., Braaten, M., & Stroupe, D. (2012). Proposing science. Science Education, 00(5), 878-903.	a core set of instructional practices and tools for teachers of
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	Council for Exceptiona 2900 Crystal Drive, Si	
	Exceptional Arlington VA 22202	- 3557 CEEDAR







High-Leverage Practices in Special Education CEC's Division of Early Childhood Recommended Practices (Birth-Age 5)

• Also included:



- DEC Recommended Practices (RP)
- DEC RP with Embedded Examples
- DEC RP Glossary
- DEC RPs with Interactive Glossary







Initiatives to Date

- Sharing HLPs with external partners and organizations
 - U.S. Congress, U.S. Governors, U.S. Department of Education, Chief State School Officers, State Directors of Special Education, State Directors of Certification and Licensure, Education Associations and Organizations, and OSEP TA & D Centers









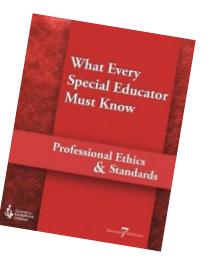






Initiatives to Date

 CEC work group considering the integration of HLPs into the next iteration of CEC Initial and Advanced Professional Preparation Standards (Fall 2017-2019)

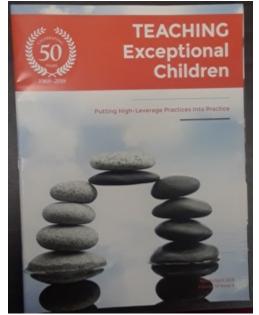




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Initiatives to Date

Teaching Exceptional Children Special HLP Edition – "Putting HLPs into Practice" – March/April 2018





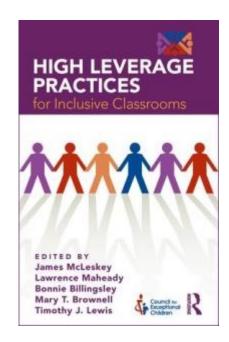




Initiatives to Date

High-Leverage Practices for Inclusive Classrooms - Co-published, CEC &

Routledge









What's Next?

Additional High-Leverage Practices videos

 High-Leverage Practices Introductory Web-Based Professional Development Toolkit for School Leaders (In development)









We Want to Hear From You!

- How are you addressing high-leverage practices in your university preparation program?
- How are you addressing high-leverage practices in your SEA/LEA professional development program?













Questions?





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References

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