Infusing High-Leverage Practices (HLPs) in Educator Preparation Programs: Strategies and Recommendations

Melinda Leko

Meg Kamman

Lindsey Hayes

Amy Colpo

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CEEDAR Center: ceedar.org

Every Student Deserves An Equitable Opportunity To Achieve.

We Help States And Educator Preparation Programs:

Reform
Educator and Leader Preparation Programs

Revise
Licensure Standards to Align with Reforms

Refine
Personnel Evaluation Systems

Realign
Policy Structures and Professional Learning Systems

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Introductions

- Please share your name, institution/organization, state, and what interests you most about this pre-conference session

Review Agenda

- HLP Refresh Overview

- Individual Workshop Time and consultation

- Pair and Share

Revised and Updated HLPs
"HLP Refresh"

Accessing the e-book

After about 10 years

We have learned a few things

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Rationale for Refresh

Declarative vs Conditional Knowledge

Declarative Knowledge
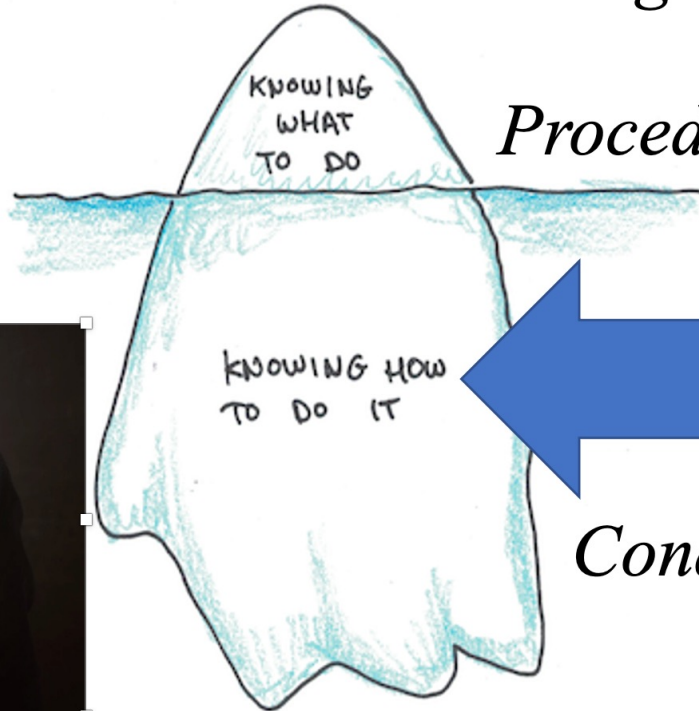
Procedural Knowledge

Conditional Knowledge
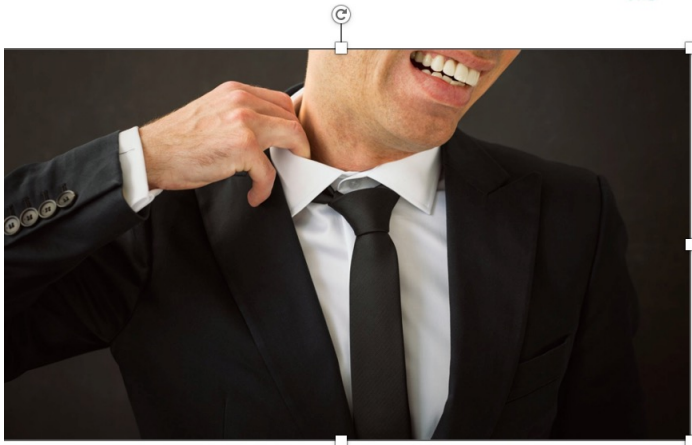
Too many practices/impossible to master all

Overlap/redundancy among practices

How does it all fit together?

We didn't/don't pay enough attention to how the HLPs work together, support one another, and interface with EBPs and other practices.

TEAMWORK
BECAUSE WE SOMETIMES MAY NEED A HAND

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Not enough (or any) focus/emphasis on culturally focused pedagogy

Differences between Elementary & Secondary

So what happened?

Six Pillar Practices

Embedded Practices Support Pillars and other EBP Implementation

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Collaboration

Data-Driven Planning

HLP Pillars

HLP 1
Collaborate with professionals to increase student success.
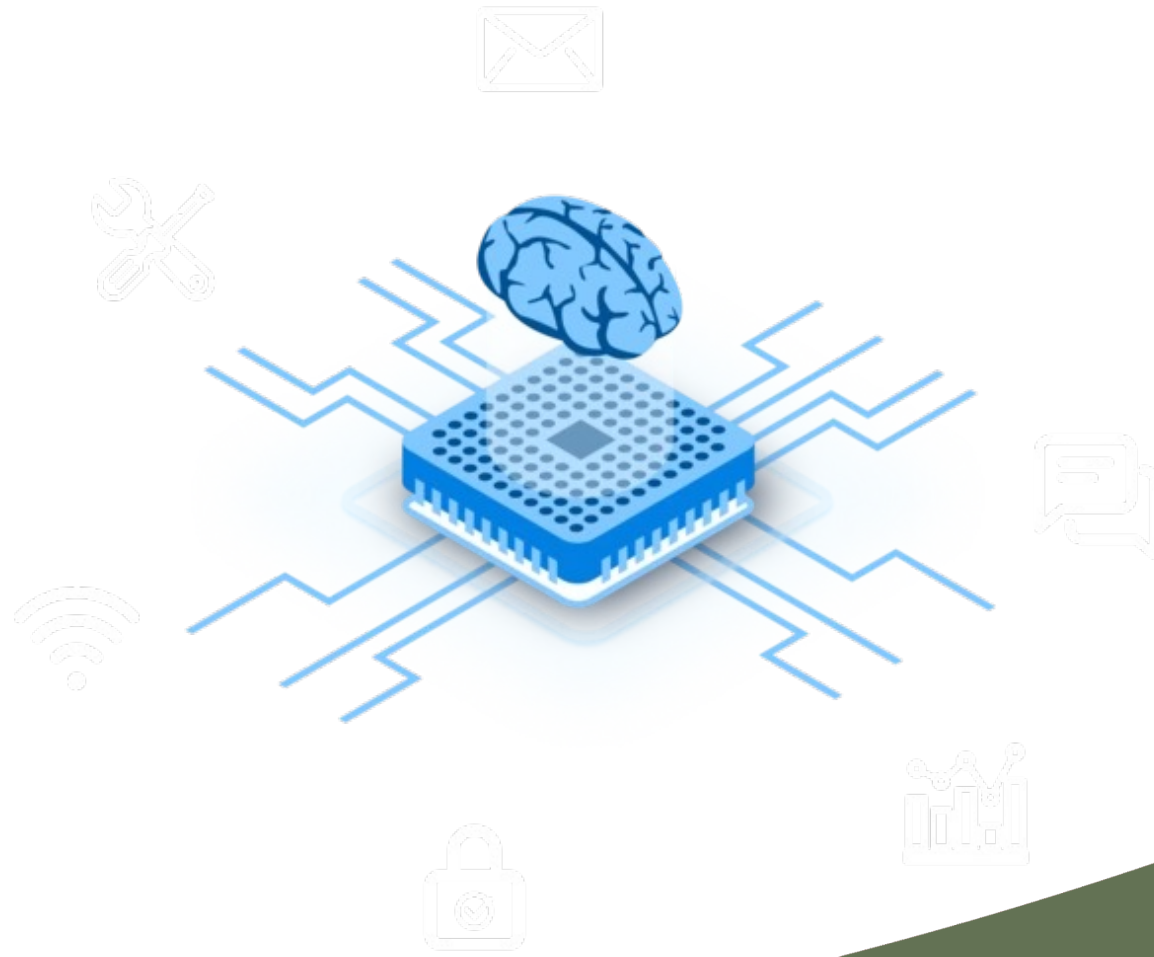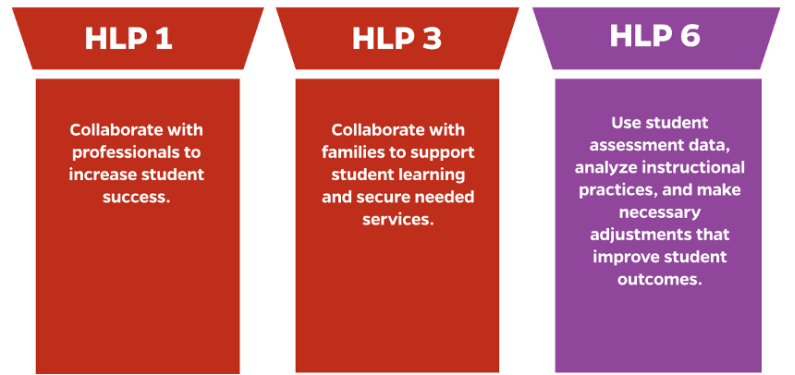
HLP 3
Collaborate with families to support student learning and secure needed services.

HLP 6
Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Embedded HLPs

HLP 2: Organize and facilitate effective meetings with professionals and families.

HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.

HLP 5: Interpret and communicate assessment information to collaboratively design and implement educational programs.

HLP 11: Identify and prioritize long and short-term learning goals.

HLP 12: Systematically design instruction toward a specific learning goal.

Instruction in Behavior and Academics

Intensify and Intervene as Needed

HLP Pillars

HLP 7
Establish a consistent, organized, and responsive learning environment.

HLP 16
Use explicit instruction.

HLP 20
Provide intensive instruction for academics and behavior.

What to teach
HLP 9: Teach social behaviors.

HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.

HLP 21: Teach students to maintain and generalize new learning across time and settings.

How to teach
HLP 13: Adapt curriculum tasks and materials for specific learning goals.

HLP 15: Provide scaffolded supports.

HLP 17: Use flexible grouping.

HLP 18: Use strategies to promote active student engagement.

HLP 19: Use assistive and instructional technologies.

HLP 8/22: Provide positive and constructive feedback to guide students' learning (HLP 22) and behavior (HLP 8).

Embedded HLPs

HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans.

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Infused Culturally Informed Pedagogies and Practices (CIPP)

Four Domains

Collaboration

Data Driven Planning

Instruction for All

Intensification

- Old Domain 1: Collaboration
- New Domain 1: Collaboration
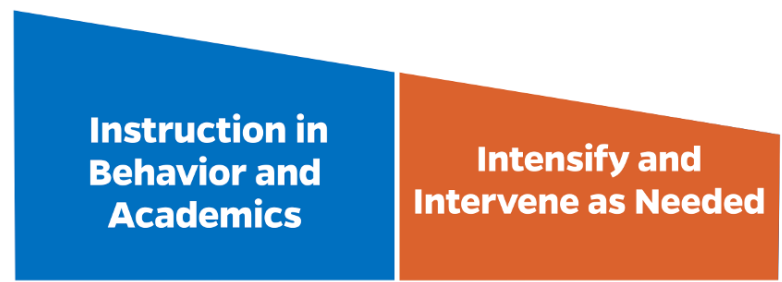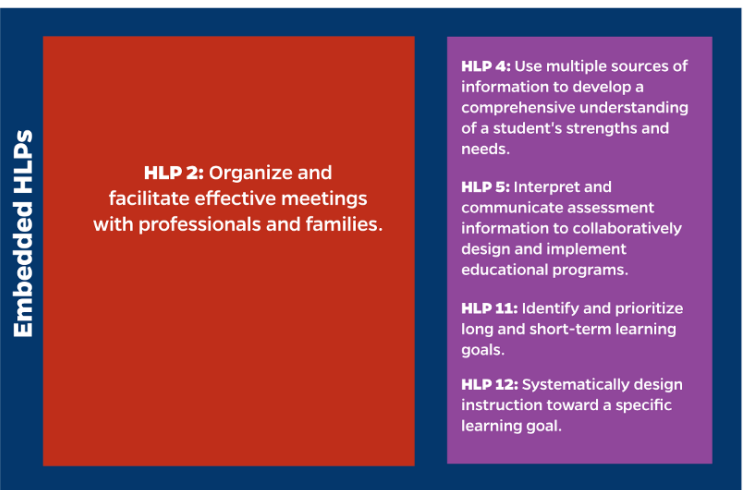
Collaboration
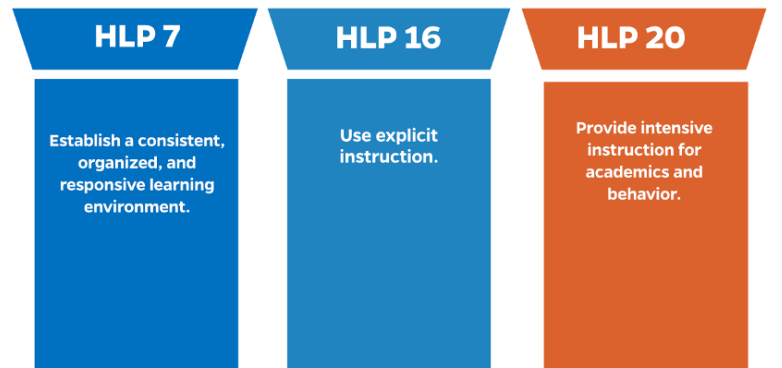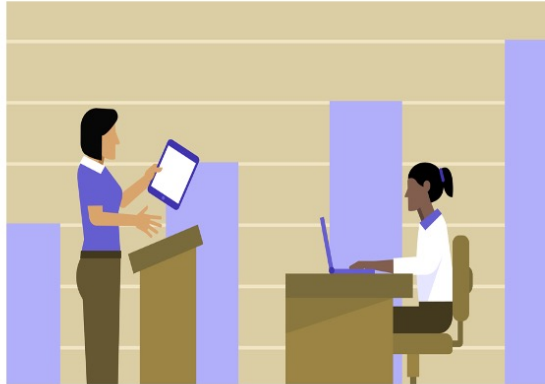

HLP Pillars

HLP 1

Collaborate with professionals to increase student success.

HLP 3

Collaborate with families to support student learning and secure needed services.

Embedded HLP

HLP 2: Organize and facilitate effective meetings with professionals and families.
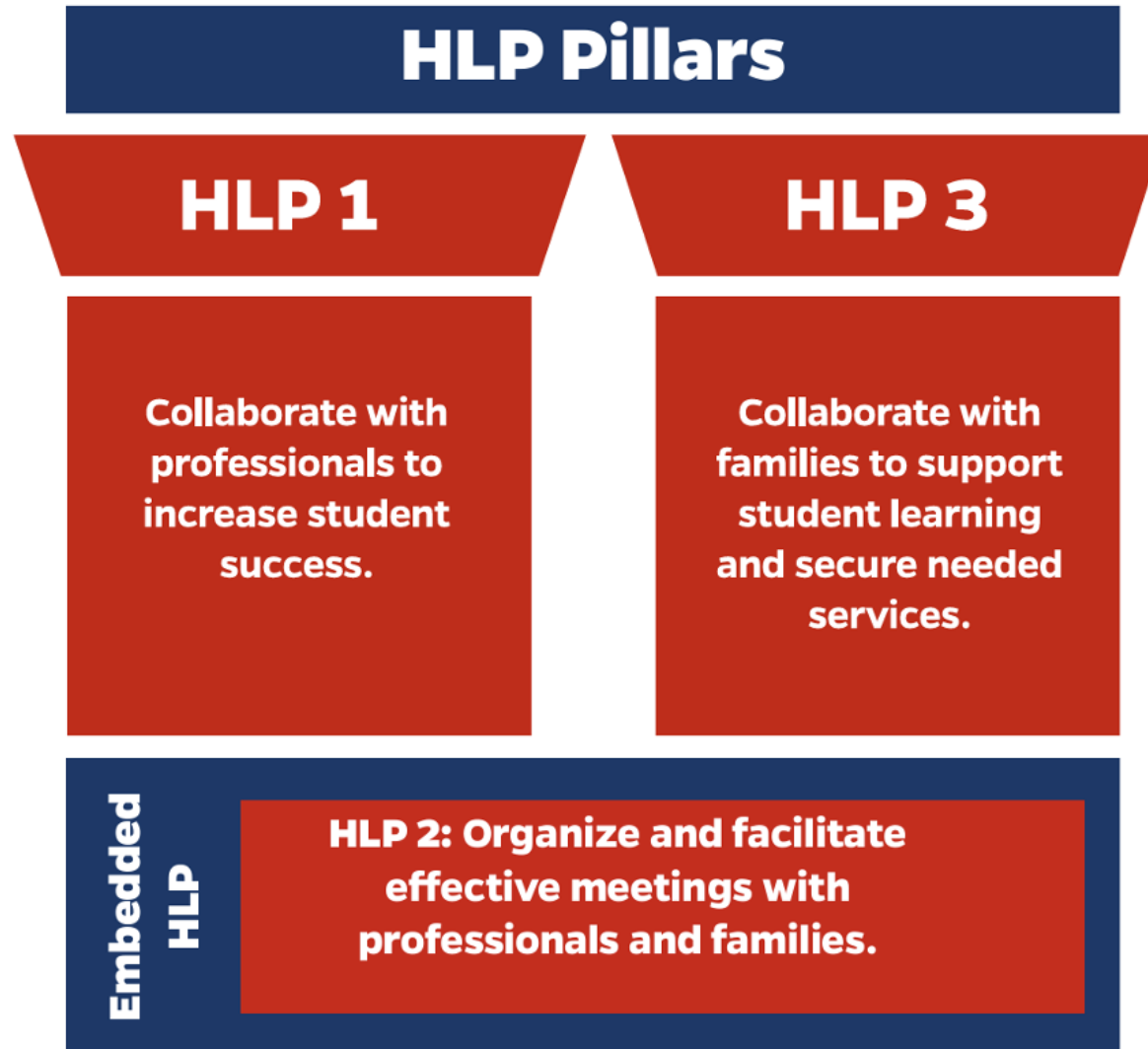
Course Example:

Reflection: My Collaboration

Collaboration	Successes	Areas for improvement
Professionals		
Cultivating positive relationships		
Shared problem solving		
Co-teaching considerations		
Families		
Ongoing communication-topics		
Ongoing communication-modes		
Ongoing communication-supports needed and resources available		

Strengthening collaboration with professionals and families

Course Example: Video Analysis
Learning to prepare for & facilitate IEP meetings

	Yes or No?	Positive Examples or Suggestions for Improvements?
Prepare		
Set a clear goal		
Right participants		
Facilitate		
Establish a welcome and positive tone		
Promote discussion, equal voice, and contributions		
Maintain efficiency by consensus building and staying on task		
Ensure members understand any data		
Summarize what is accomplished		
Discuss follow up activities		
Other		

Observe a model IEP meeting

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Old Domain 2: Assessment

New Domain 2: Data Driven Planning

[No Title]

Domain 2: Data-driven Planning

HLP Pillar

HLP 6

Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Embedded HLPs

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Cycle of Data-Driven Planning

- Collect Multiple Sources of Data
- Interpret and Communicate Data
- Create Long and Short-term Learning Goals
- Systemically design instruction toward a specific learning goal
- Collect Multiple Sources of Data
- Interpret and Communicate Data
- Adjust instruction to meet student needs

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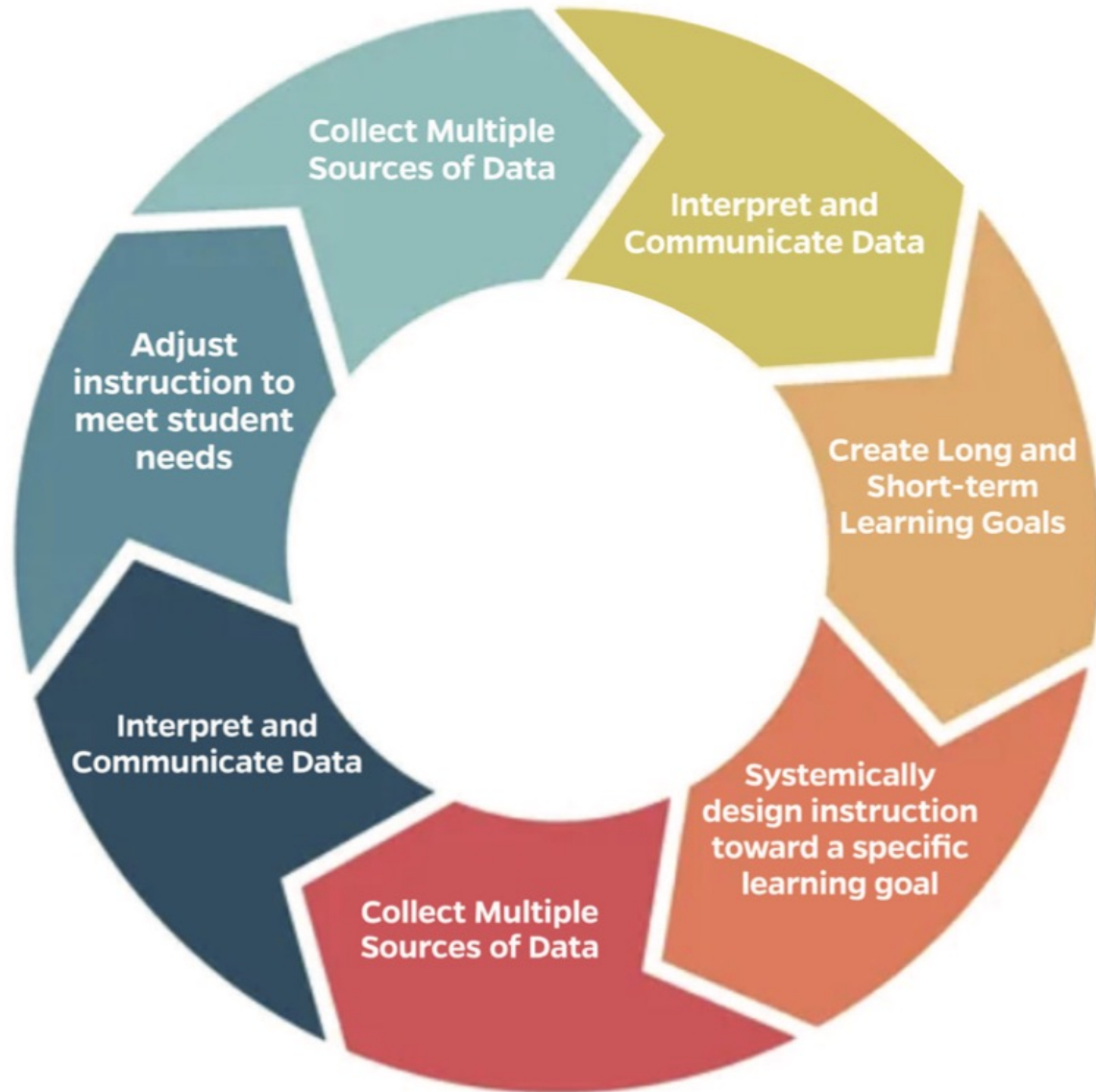
Course Example—Case Study

1. Thoroughly describe how student A is progressing in reading including:
   a. A brief description of the data you are using, what kind of data, what information this kind of data provides and how it is useful
   b. How could you organize this data?
   c. An overview of the progress student A made.
   d. What are her strengths?
   e. Needs?
   f. In what area could you monitor student A using CBM? Why? How would you do this? (goal? timeframe?)
   g. What informal measure would help you to better understand student A's reading?

Case Study Continued…

1. Create a parent letter for student A. The letter should include:
   a. Grades and or information for *at-a-glance* for reading, science, and math.
      i. Your brief comments about how to interpret the achievement graphs over the year.
   b. A brief description about
      i. what the student has achieved
      ii. areas for improvement/future learning
      iii. what the teacher/school will do to support the student' learning
      iv. what parents can do at home to help the student' progress
.

Old Domain 3: Social/Behavioral

New Domain 3: Instruction for Behavior & Academics
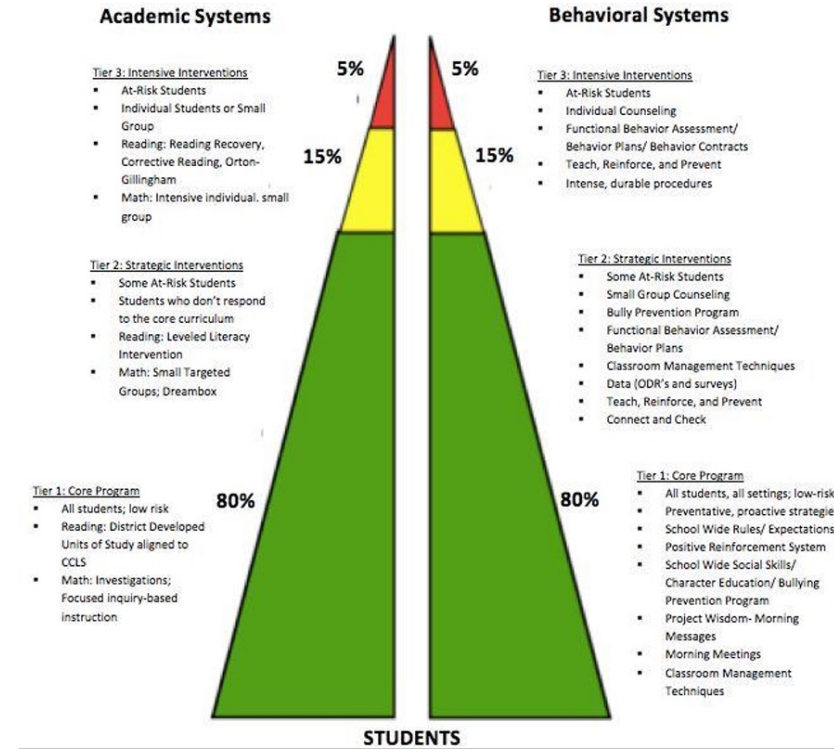
Domain 3: Instruction in Behavior and Academics
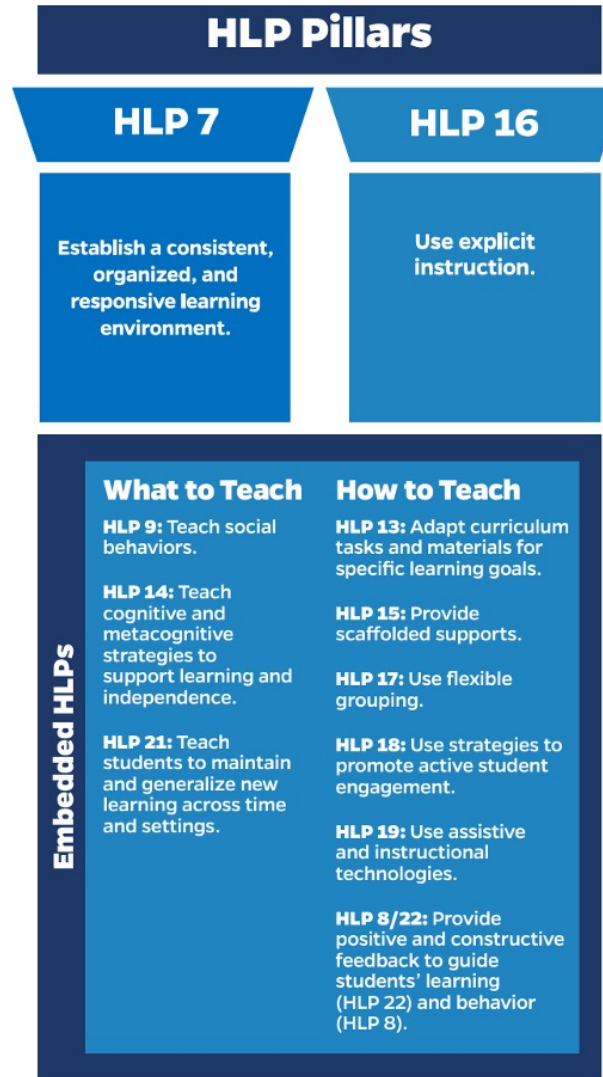
Course Example: Structured Video Analysis Utilizing HLP Videos (HLP 16) and PLO
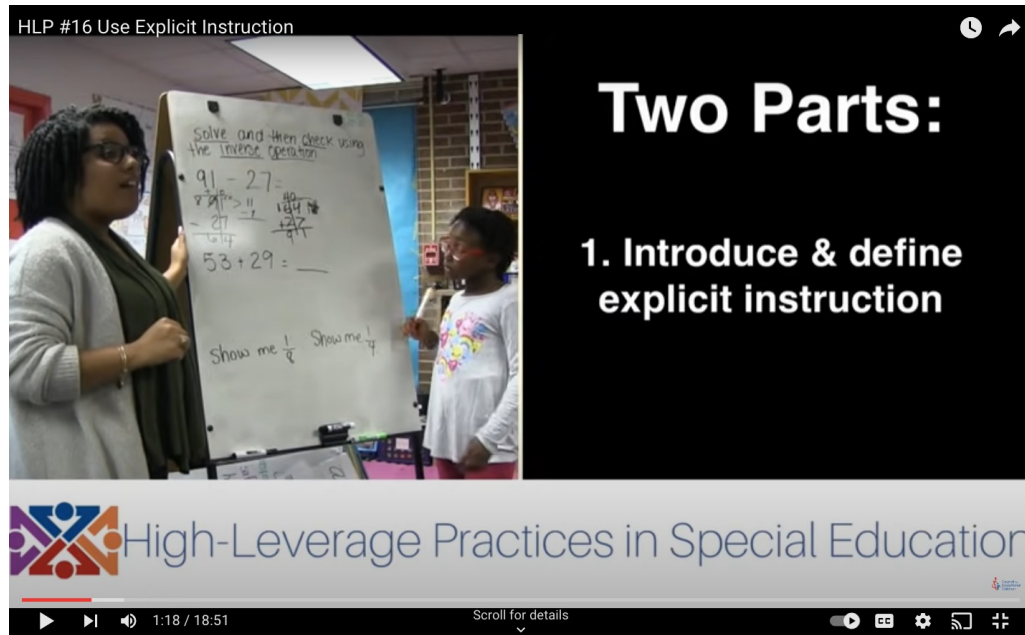
- ***Pre-video probing questions***
  - Describe a time when you used explicit instruction or observed a teacher using it.
  - What were the effects of explicit instruction on students' learning?

- ***During video probing questions***
  - *Pause at minute 14:35.* The third key component — Provide multiple opportunities to respond and appropriate feedback — is demonstrated by Ms. Kahn.
  - As teachers consider the third key component, they may wonder, "How will this work when my curriculum and/or daily schedule has already been developed?" How would you respond to this teacher to help him/her integrate the third key component?

Course Example (Continued)

- ***Post-video probing questions***
  - The video briefly mentioned the importance of teachers using data to make informed decisions in terms of intensifying their instruction. Provide examples of when you used data to intensify your instruction to support your students' learning (or when you observed a cooperating teacher use data to intensify instruction in your placement).

New Domain 4: Intensify and Intervene when Needed
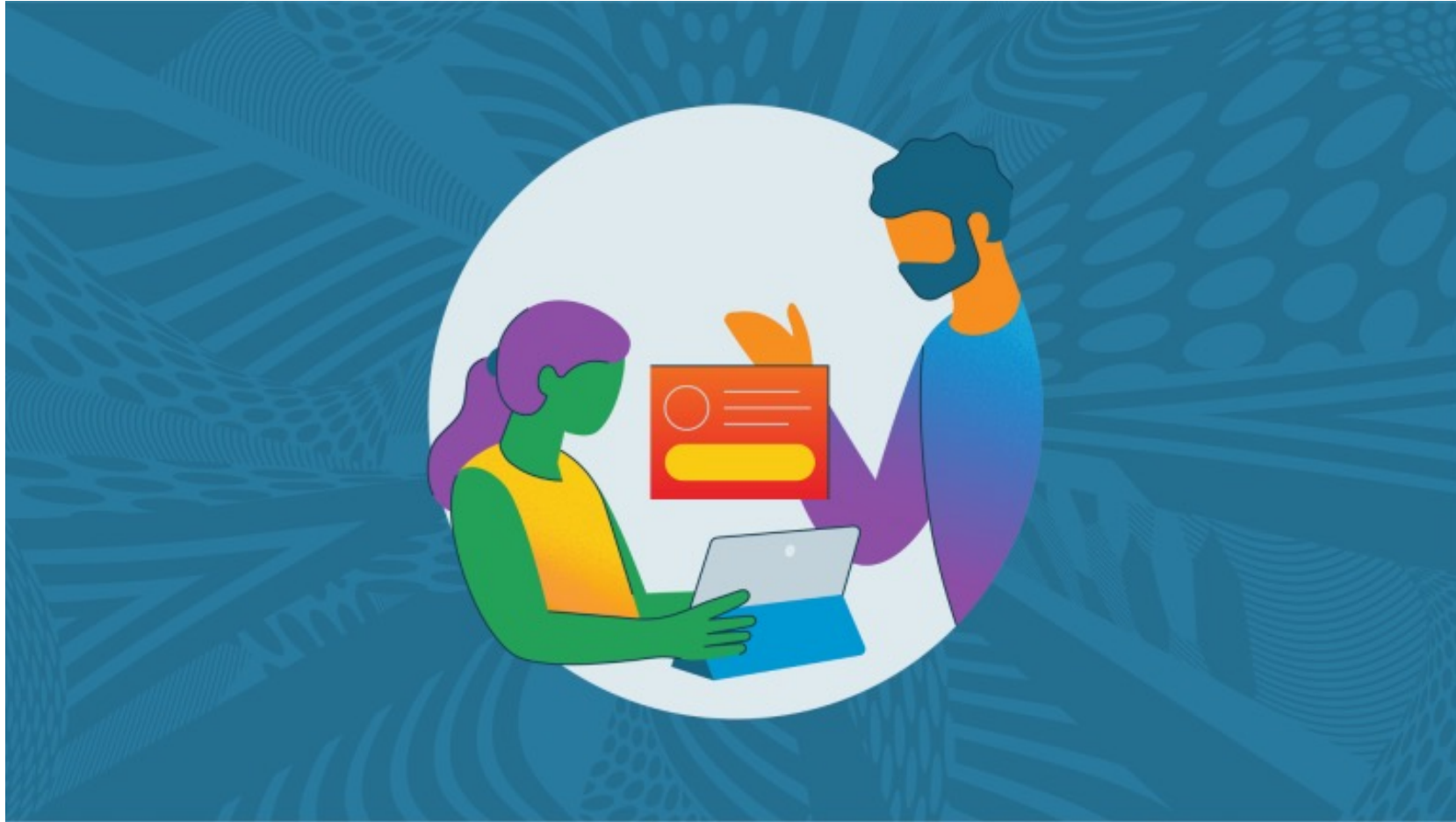
Domain 4: Intensify and Intervene

Strengthening Intensive Intervention Preparation: A Guide for Teacher Preparation Faculty

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Lindsey Hayes, MEd

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research
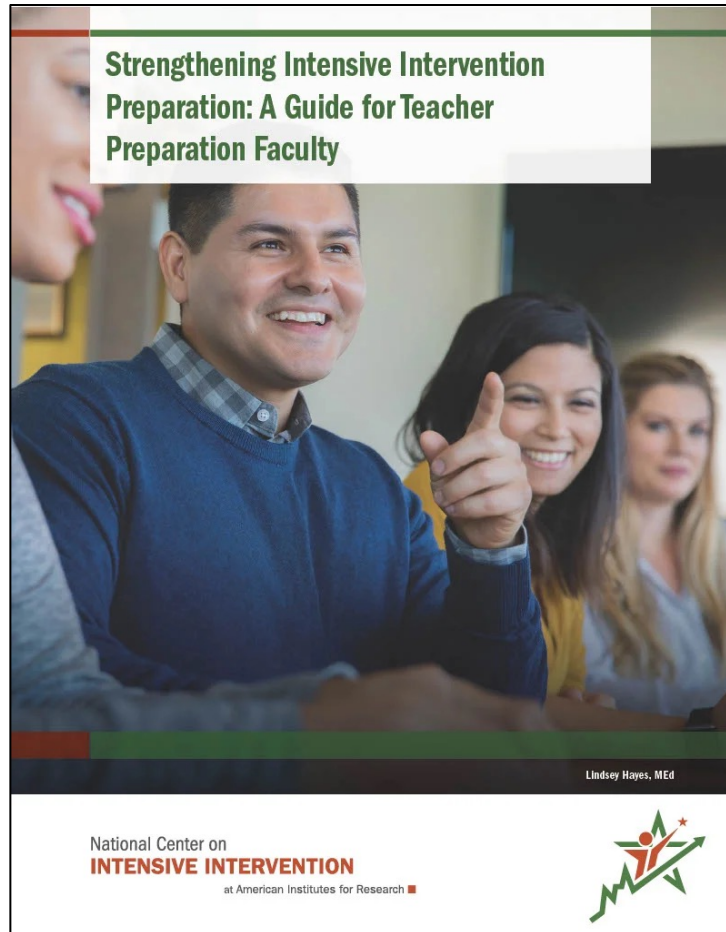
- **This guide for faculty** explains how to incorporate intensive intervention content and skills into teacher preparation experiences via:

  - Introductory courses

  - Methods courses

  - Assessment courses

  - Clinical and practicum courses

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Course Examples: Methods Courses

- Faculty incorporate National Center on Intensive Intervention course content resources in reading, mathematics, behavior, and explicit instruction into course design and delivery

- Candidates review, critique, and reflect on exemplar intensive intervention lesson plans in literacy, mathematics, and behavior strategies before creating their own

- Candidates administer a diagnostic assessment, summarize the results, make data-based instructional recommendations, and reflect on the process

Course Example: Assessment Courses

Candidates evaluate an existing intervention tool or platform using the Taxonomy of Intervention Intensity or select a new intervention tool or platform for their instructional setting.

Dimension	Definition	Rating (0–3)	How could you intensify?
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above 0.25 indicate that an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).		

Dimensions*

Dimensions*
Strength
Dosage
Alignment
Attention to transfer
Comprehensiveness
Behavioral support
Individualization

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Course Example: Practicum Courses

- Candidates develop an [individualized intervention plan](#) for a student or small group of students (resource: [Intensification Strategy Checklist](#)).

- Candidates implement the plan and conduct progress monitoring.

- This could become part of a semester-long case study or portfolio project.

Dosage
Increase opportunities for practice and corrective feedback.
- ☐ Increase the length of intervention sessions.
- ☐ Increase the number of intervention sessions per week.
- ☐ Decrease the group size.
- ☐ Increase the total number of sessions.
- ☐ Decrease the heterogeneity of the groups (group students with similar performance levels).
- ☐ Consider an intervention setting with fewer distractions.
- ☐ Embed additional practice and feedback sessions throughout the day.
- ☐ _____

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Pillar HLPs

- Collaborate with colleagues
- Collaborate with families
- Make data driven decisions
- Use explicit instruction
- Create a respectful and organized learning environment
- Use intensive instruction for academics and behavior

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Program Level Reform

CEEDAR Roadmap for Education Preparation Reform

- The *Roadmap for Educator Preparation Reform* is a planning framework intended to guide and support educator preparation programs (EPPs) to integrate evidence-based and high-leverage practices within and across coursework and field experiences. The roadmap highlights the major guidelines that EPPs should consider throughout the reform process and provides supporting facilitation guidance, examples, resources, and tools from EPPs that have engaged in and benefited from this process.

CEEDAR Course Enhancement Modules

- **Course Enhancement Modules (CEM)** include usable resources for faculty and professional development providers to include in effective opportunities for teachers and leaders to learn about and use evidence-based practices. Each CEM is designed to be used in whole or in part to support teacher and leader learning at the pre-service and in-service levels.

- CEMs include:
  - Classroom & Behavior Management
  - Culturally Relevant Education
  - Evidence-based Reading Instruction for K-5
  - Evidence-based Transition Planning & Services
  - MTSS for Mathematics
  - School Leadership for Students with Disabilities
  - ...and more!

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IRIS Modules

High-Leverage Practices

Developed by the Council for Exceptional Children and the CEEDAR Center, high-leverage practices are 22 essential special education techniques that all K-12 special education teachers should master for use across a variety of classroom contexts. Learn more about these practices in the guidance document High-Leverages Practices in Special Education.

This interactive alignment tool, developed in collaboration with CEEDAR, identifies which IRIS resources provide information on HLPs.

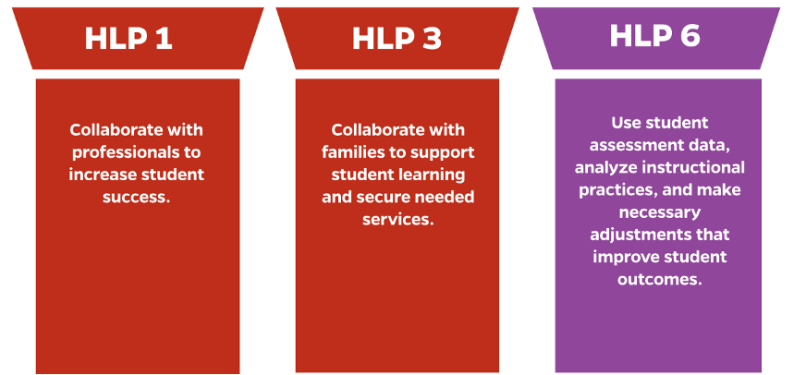## Assessment (23)

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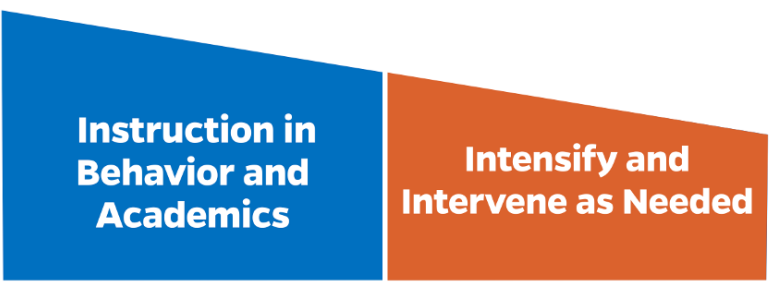
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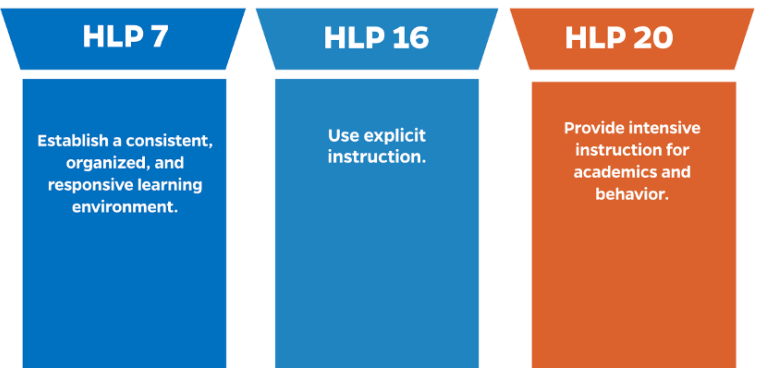
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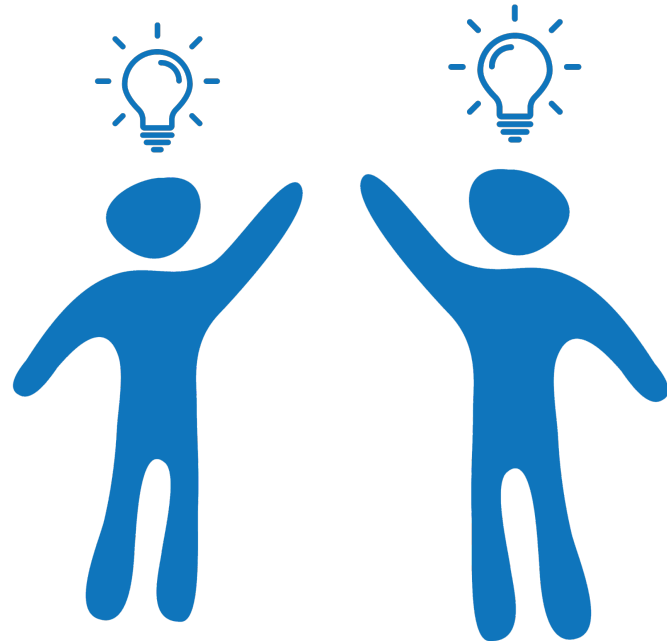
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Individual Workshop Time

- Now you have time to consider how you can make revisions/reforms to your program

- Feel free to consult with us!

- Refer to the e-book for CIPP and examples of elementary vs secondary

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Collaboration Time

- Pair with someone and share what you have planned so far
  - (15 min per partner)

Share Outs

- Lessons learned?
- Next steps?
- Accomplishments?

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Wrap Up

Questions?

Contact us-

Meg Kamman: mkamman@coe.ufl.edu

Lindsey Hayes: lhayes@air.org

Melinda Leko: leko@ufl.edu

Amy Colpo: acolpo@coe.ufl.edu

HLP Palooza

Wednesday, April 24, 2024 | 1:30 – 7:00 PM ET

- Join us at the inaugural HLP Palooza!
- 14 live sessions based on content from the 2nd edition of *High-Leverage Practices for Students with Disabilities (Revised & Updated).*
- 3 time blocks of sessions
- Attend live and/or get the recordings

exceptionalchildren.org/HLPpalooza

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