

**Bringing Evidence-Based
Practices and High Leverage
Practices Together Through
Practice-Based Learning
Opportunities**

Our Presenters



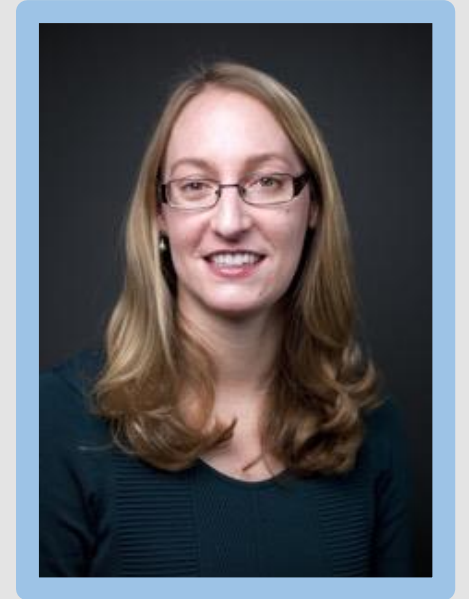
Mary Brownell
CEEDAR Center,
University of Florida



Melinda Leko
CEEDAR Center
University of Florida

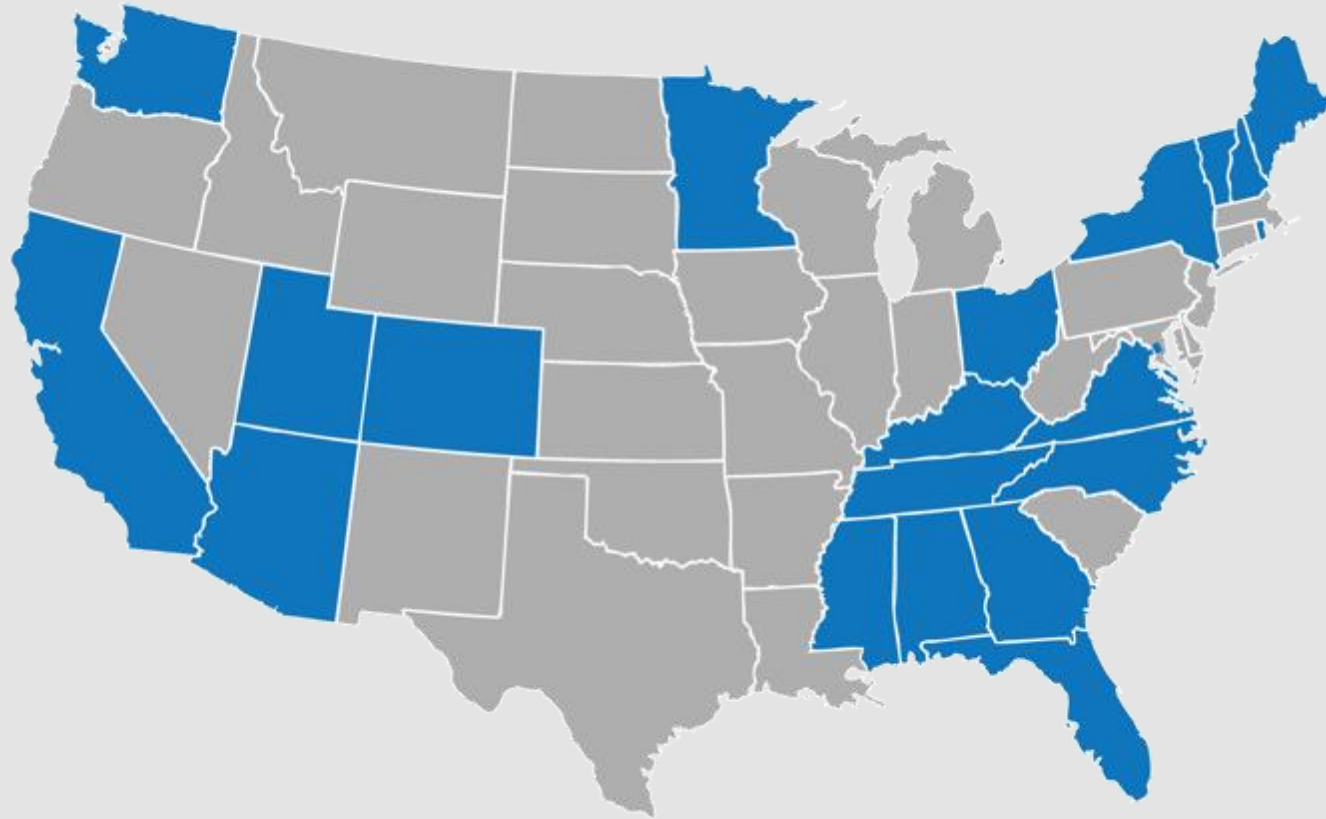


**Jennifer
Drake Patrick**
CEEDAR Center
University of Florida



Lindsey Hayes
CEEDAR Center
American Institutes
for Research

CEEDAR States



CEEDAR 3.0 Priorities/Goals

1. Increased EPP capacity, in collaboration with SEA and LEAs, to offer high-quality instruction for teacher and leader candidates
2. Improved SEA capacity, in collaboration with EPPs and LEAs, to track and evaluate the impact of policy on the ability to attract, prepare and sustain teachers and leaders, and change policy when appropriate
3. Increased SEA, EPP, and LEA capacity to use multiple data sources to inform continuous improvement of personnel preparation systems to attract, prepare, and retain teachers and leaders
4. Increased capacity of SEAs, EPPs, and LEAs, and other state organizations to collaborate and implement plans that sustain and scale up reform efforts

CEEDAR's Winning Aspiration

Every student with a disability has an equitable opportunity to achieve.



To achieve this
aspiration, we
need



Polling Questions

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Presentation Objectives



Introduce the IES Practice Guide: *Providing Reading Interventions for Students Grades 4-9*



Describe the difference between evidence-based and high leverage practices (EBPs & HLPs)



Demonstrate how Practice-based Learning Opportunities can be structured to integrate EBPs and HLPs



Apply your knowledge to courses in your program

What are HLPs & EBPs?

HLPs

- Foundational to effective teaching/delivery of teaching
- Cut across content
- Cut across age levels
- e.g., explicit instruction

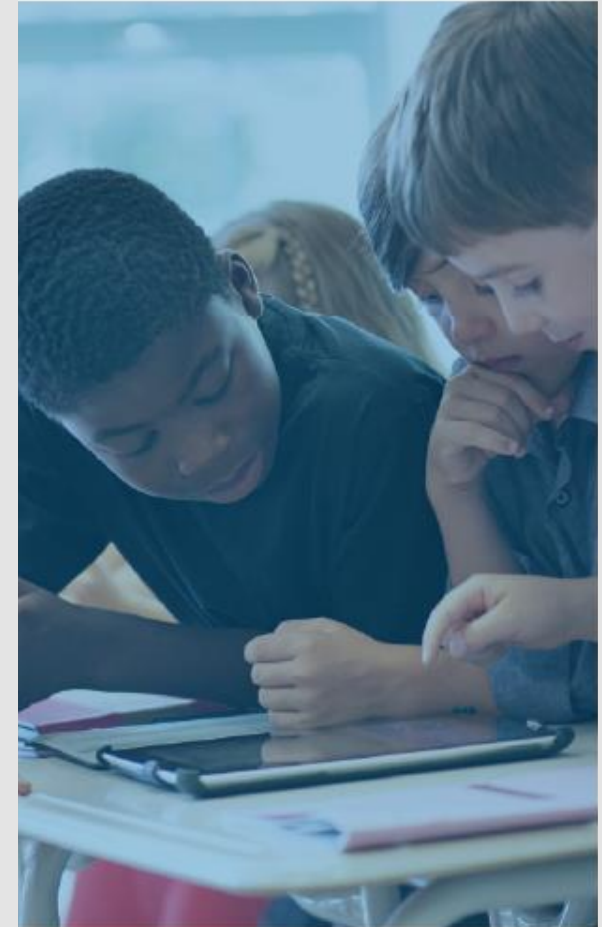


EBPs

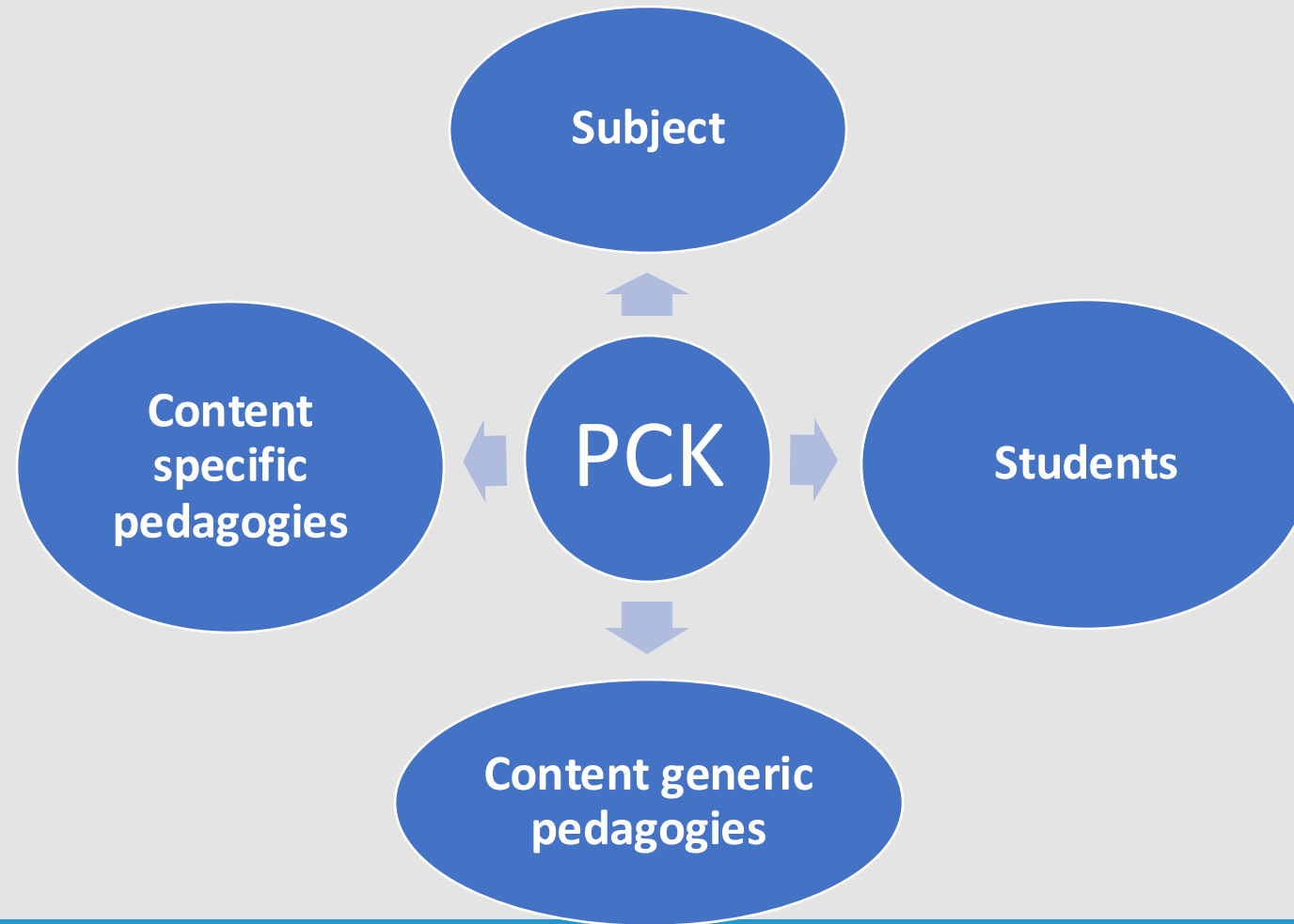
- Specific to content
- Established through experimental research
- Can be more specific to age level
- e.g., Summarization strategy

Why is it important to help candidates practice both?

- ✧ Instruction is not a content free exercise
- ✧ HLPs support the effective enactment of EBPs
- ✧ Both are important components of pedagogical content knowledge



What is pedagogical content knowledge?



Deep Pedagogical Content Knowledge



The cornerstone of
expertise



Allows teachers to be
responsive to students

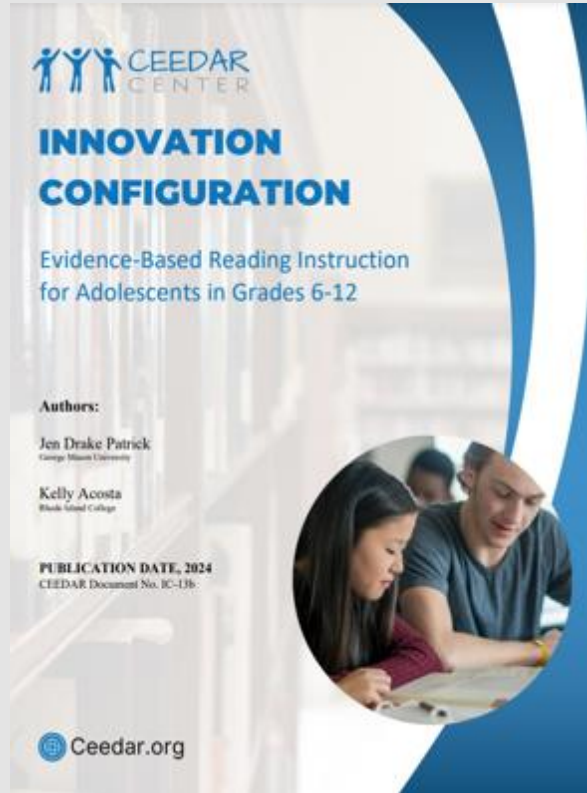


Takes time to develop

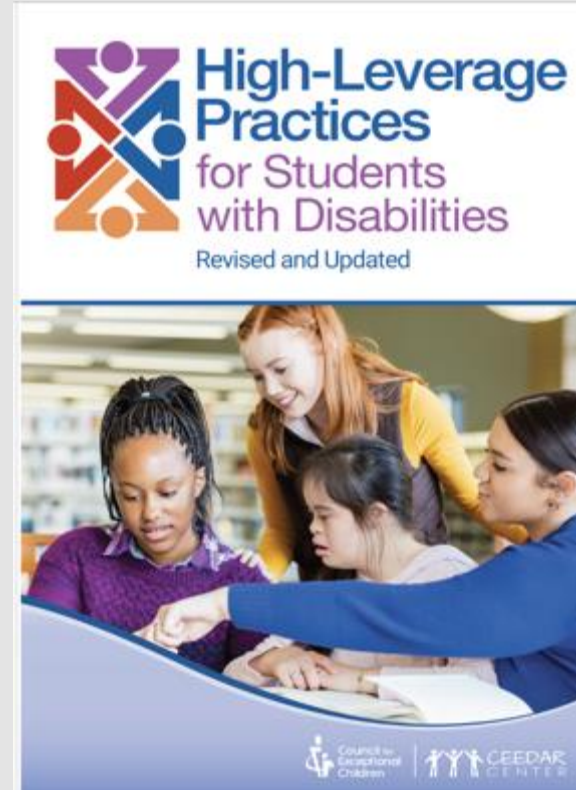
Initial preparation:



Focusing on Critical EBPs & HLPs



<https://cedar.education.ufl.edu/wp-content/uploads/2024/08/Secondary-Literacy-IC.pdf>

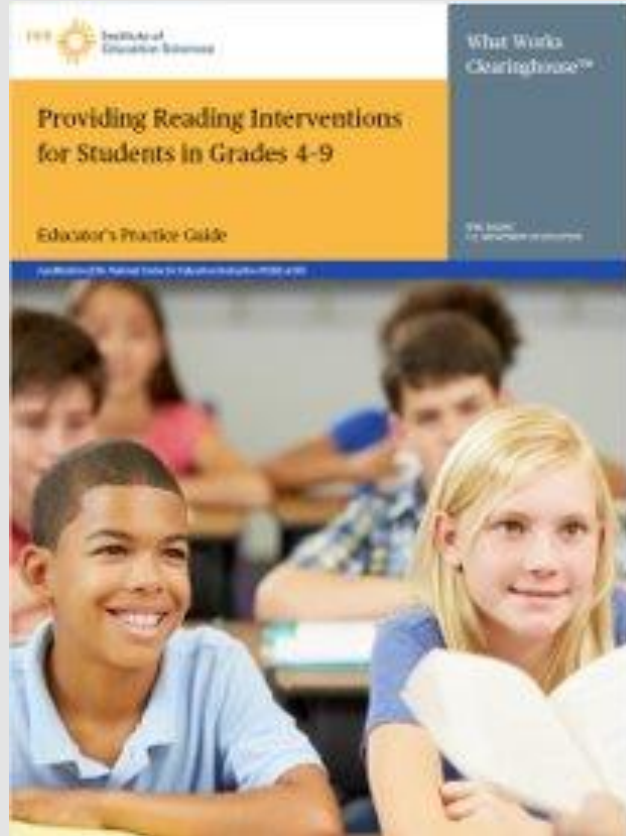


<https://cedar.education.ufl.edu/high-leverage-practices/>



Institute for Education Sciences Practice Guides

- Practice guides are publications that present recommendations for educators to address challenges in their classrooms and are based on reviews of research, the experiences of educators, and the expert opinions of nationally recognized experts.



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How is evidence determined for guides?

- Three levels of evidence
 - Strong
 - Moderate
 - Minimal

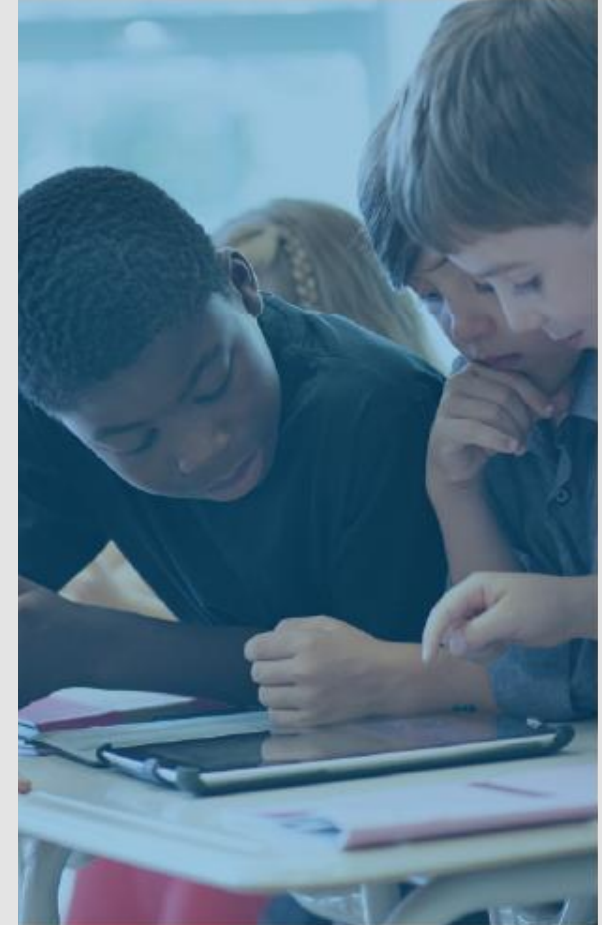


Strong Evidence

- Multiple studies meet What Works Clearinghouse design standards and demonstrate practices improve student outcomes
- Consistent evidence that practices improve student outcomes for a diverse population of students

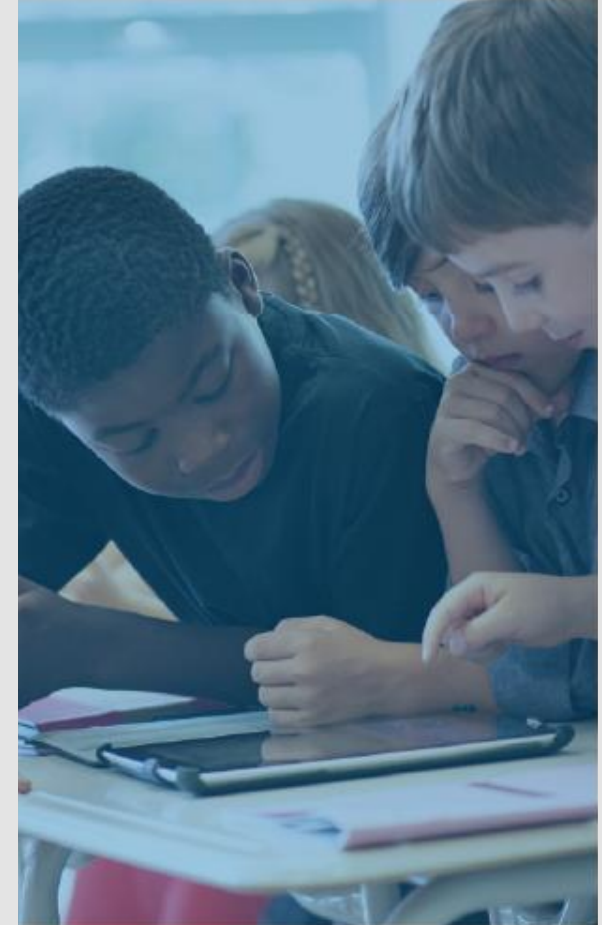
Moderate Evidence

- Some evidence that the practices improve student outcomes
- Ambiguous evidence that improvement in student outcomes is the direct result of the practices or if findings can be replicated with a diverse population of students



Minimal Evidence

- At least one study that meets WWC design standards and demonstrates that the practices improve student outcomes
- No consistent evidence that demonstrates the practices' positive effects, because it has not been studied or there is weak or conflicting evidence of effectiveness



Structure of IES guide

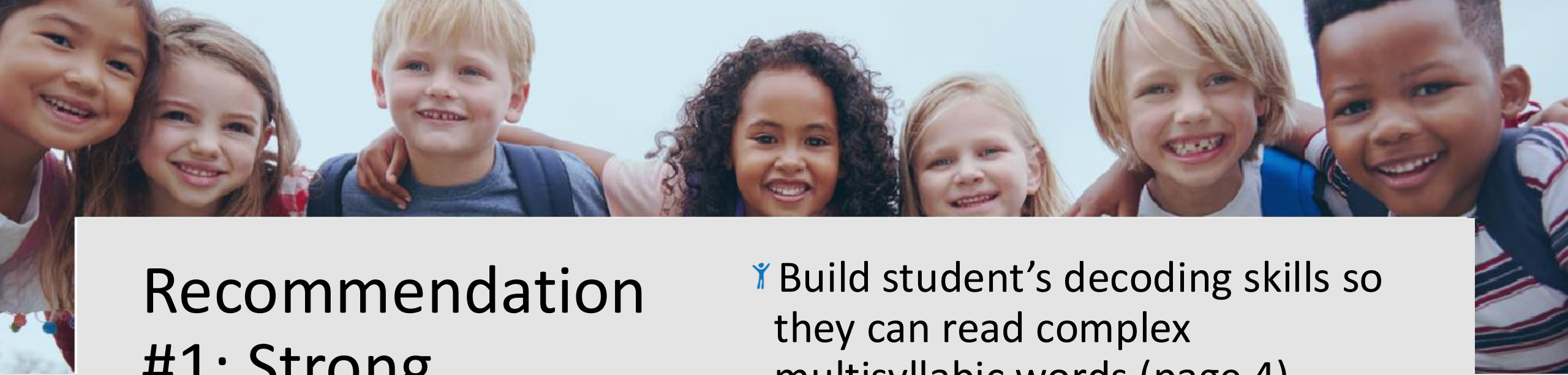
States recommendation

Describes why it is important

States number and quality of studies supporting the recommendation

States goal of the recommendation

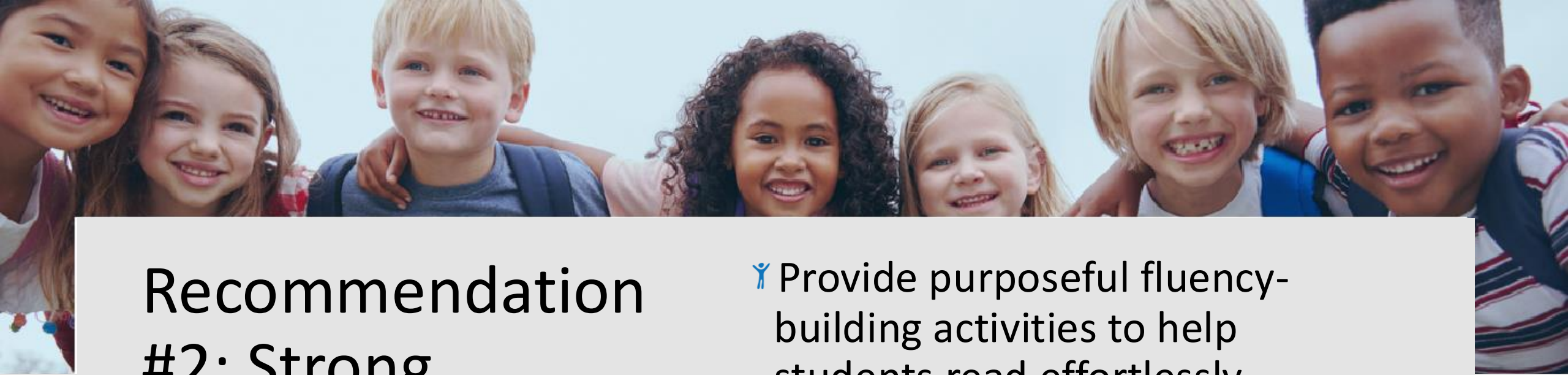
Discusses steps for executing the recommendation, including examples with strategies



Recommendation #1: Strong

👤 Build student's decoding skills so they can read complex multisyllabic words (page 4)

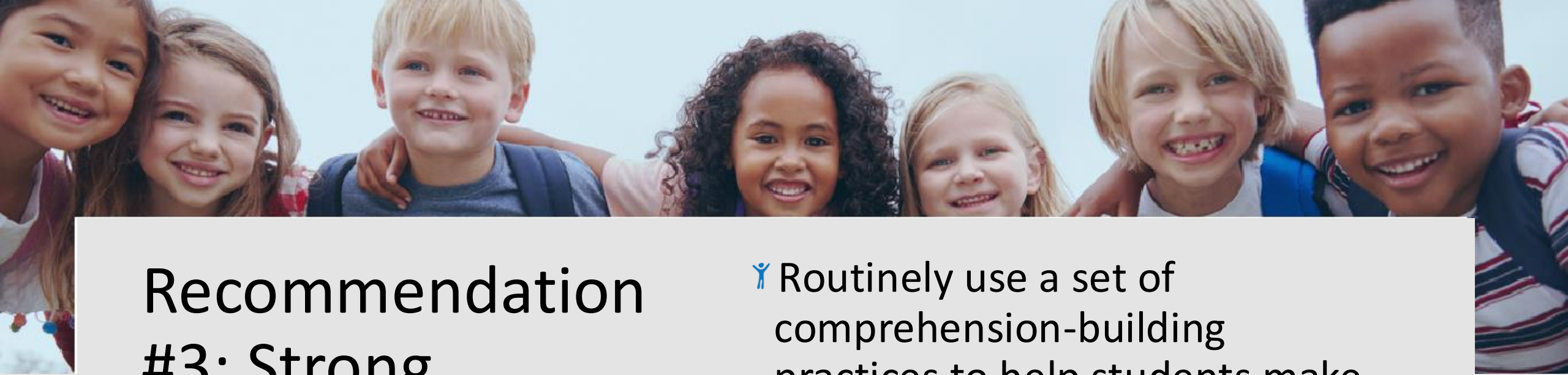
e.g., Exponential



Recommendation #2: Strong

✧ Provide purposeful fluency-building activities to help students read effortlessly

e.g., Repeated reading



Recommendation #3: Strong

- ✧ Routinely use a set of comprehension-building practices to help students make sense of the text

Recommendation #3

- ✧ Build students' word and world knowledge so they can make sense of text
- ✧ Provide students opportunities to ask and answer 3 different types of questions to better understand text
- ✧ Teach students a routine for determining the gist of a short section of text
- ✧ Teach students to monitor their comprehension as they read

Build student's word/world knowledge

- ✧ Teach a small set of words that are critical and conceptually central to the passage:
- ✧ The American Revolutionary War was a time when the colonists had a **conflict** and fought Great Britain. The colonies got their freedom and became an independent country called the United States of America. One of the reasons that the colonists had a conflict with Great Britain is that they felt they were not represented in the British government. The British government was making new laws and making the colonists pay more taxes, but the colonies had no say in them. The colonists said, "No taxation without representation." They wanted to have some say in the British government if they had to pay excessive taxes and live by British law. The war did not happen right away. First, there were protests and arguments. Then there were some small fights between the colonists and the local British army. Things just got worse and worse over the years until the colonies and Great Britain were at war. (see page 25)

Provide students opportunities to ask and answer different types of questions to better understand text

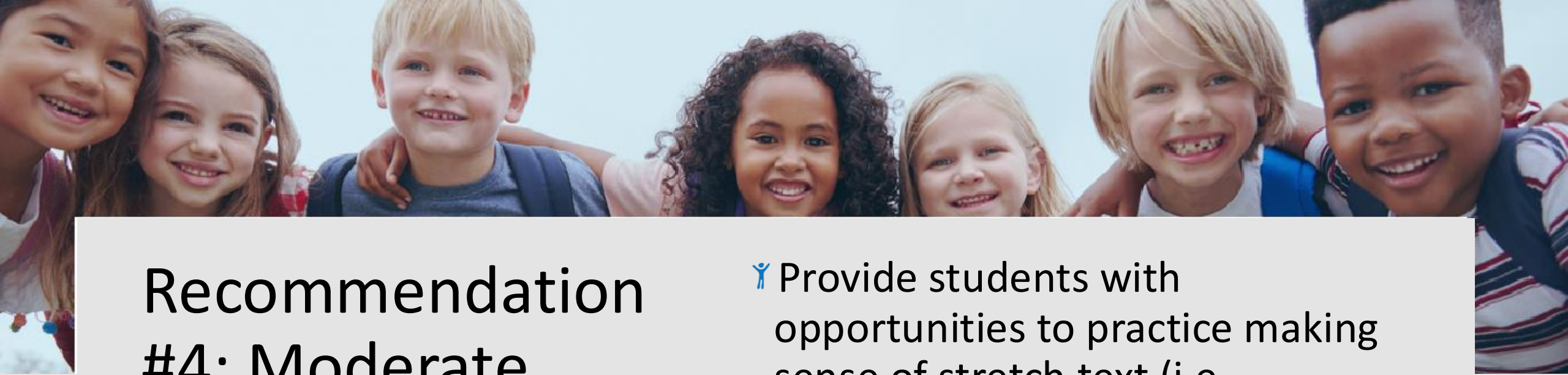
Right there questions	The information needed to answer the question is considered “right there” because often the words in the question and the words used to answer the question are in the same sentence.
Think and search questions	The information needed to answer the question is in different parts of the text so the student needs to “think and search” to figure out the answer.
Author and Me Question	To answer the question, the student must connect information in the text with information they learned or read previously.

Teach students a routine for determining the gist of a short section of text

- ✧ Identify and mark the most important person (referred to as the *who*), place, or thing (referred to as the *what*) in a section of text.
- ✧ 2 Mark and then list the important information about the most important person, place, or thing.
- ✧ 3 Synthesize or piece together the important information to formulate a gist statement.
- ✧ 4 Write the gist statement in your own words.
- ✧ 5 Check that the gist statement includes all the important information in a short, complete sentence that makes sense.

Teach students to monitor their comprehension as they read

-  Help students determine when they do not understand the text
 - Start at the sentence level
 - Have students ask if the sentence makes sense?
 - Have students underline words they do not understand?



Recommendation #4: Moderate

- ✧ Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information

Provide students with opportunities to practice making sense of stretch text

- ✧ Select complex texts that are in the upper range or slightly above students' independent reading
- ✧ Choose points to stop for discussion and clarification; create discussion questions in advance
- ✧ Identify words to teach prior to reading

A deeper dive into Get the Gist

- ✧ See page 47 – 58
- ✧ Discuss the two to three (maybe more) HLPs you might focus on to teach Get the Gist if teacher candidates are early in their programs.
- ✧ How might you help candidates practice GET the GIST and the HLPs?
- ✧ Report responses to the larger group & ask questions

Practice-based learning opportunities

- ✧ Effective opportunity to learn how to use a(n) HLP and EBP



<https://cedar.education.ufl.edu/plos/>

FEATURES OF EFFECTIVE PRACTICE-BASED LEARNING OPPORTUNITIES (PLOS)



MODEL



Give FEEDBACK



ANALYZE



SELF-REFLECT

Let's take a deeper dive



Content-Specific Simulated Interaction PLO



- <https://cedar.education.ufl.edu/portfolio/content-specific-simulated-interaction/>

In this PLO

- Candidates learn to create gist statements using the Paraphrasing Strategy
 - Read the paragraph
 - Ask yourself: What is the main idea? What are 2-3 details that support the main idea
 - Put it in your own words (summarize the paragraph)

Four parts of the PLO

- Developing prerequisite knowledge
- Planning the lesson
- Enacting the lesson
- Evaluating the lesson
- <https://cedar.education.ufl.edu/portfolio/content-specific-simulated-interaction/>

Other PLOs that align with reading EBPs



Microteaching PLO



Mixed-Reality Simulation for HLP #6



Using Simulation Environments for HLP #14

Increasing practice . . .

- Requires thoughtful consideration about including course content



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Framework of Considerations

- Select one EBP from each recommendation
- Create three PLOs that are more comprehensive (e.g., simulated interactions)
- Select EBPs based on candidates' level of knowledge (e.g., 1st year or more senior students)
- Consider 2-3 HLPs as a focus for implementing the EBPs in the PLOs
- Select additional EBPs in each area that you may model in class or use video analysis to learn how to use HLPs to implement the EBPs

Group Activity

- Select one EBP within one of the recommendations
- Discuss how you would go about designing one of the more comprehensive PLOs to support learning the EBP and HLPs used to implement it
- Select other EBPs for which you might use less intensive PLOs
- What are one or two steps you might take to apply the information from today?
- Be ready to share your work/thoughts

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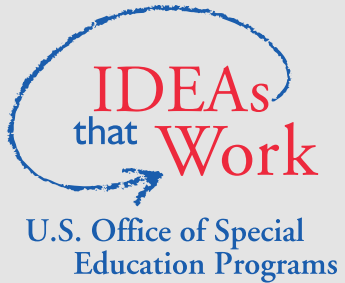
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