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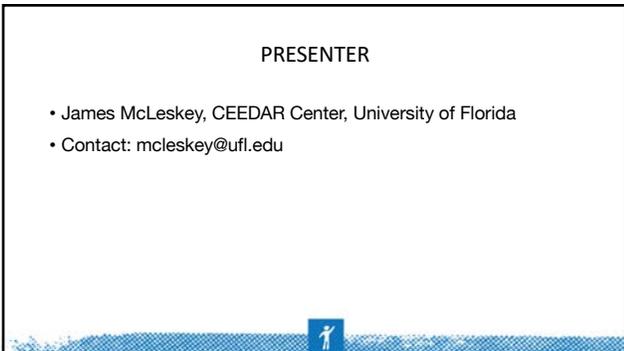
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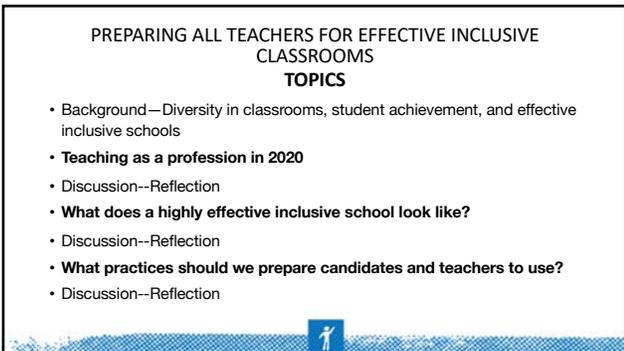
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**WHO STRUGGLES TO LEARN?**

- Students who struggle to learn can come from any background, but.....
- Disproportionate numbers of students from certain groups struggle to learn
  - Disabilities
  - Students from low SES backgrounds
  - Ethnic minorities
  - English language learners



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**DEMOGRAPHICS OF INCLUSIVE (AND NON-INCLUSIVE) CLASSROOMS IN THE US**

- Demographics in US classrooms
  - 53% non-white (2019)
  - 52% low SES (2019)
  - 10% ELL (2016)
  - 13% disability (2016)



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**DEMOGRAPHICS OF INCLUSIVE (AND NON-INCLUSIVE) CLASSROOMS IN OH**

- Demographics in OH classrooms
  - 28% non-white (53% in US)
  - 49% low SES (52%)
  - 3% ELL/LEP (10%)
  - 14% disability (13%)



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WE CAN CONCLUDE

- Classrooms are very diverse
- A majority of students in most classrooms in the US are considered 'diverse'
- Disproportionate numbers of these 'diverse' students struggle to learn



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WHAT DO WE DO?

- Teachers are the most important factor influencing student achievement that we as educators have any control over.
- Hattie (2003) claims that "teachers account for about 30% of the variance" in student learning.
- All teachers need to know how to effectively teach students who struggle to learn.
- Requires both teacher preparation and professional development to get them there—a continuum of professional learning.



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WHAT DO WE DO?

- Prepare teachers for the students who walk into their classrooms
- **Prepare all teachers to use practices that have the most impact in improving student outcomes**
- To begin—*what can we learn from other professions?*



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### WHAT IS A PROFESSION?

- The word “profession” means different things to different people.
- At its core, a profession(al) is meant to be an indicator of two things--trust and expertise.
- Traditionally, a professional derives income based on expertise or specific talents, as opposed to a hobbyist or amateur.



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### DEFINITIONS OF A PROFESSION

- A paid occupation that requires prolonged training to gain formal qualifications.
- An occupation, trade, craft, or activity in which one has a professed expertise in a particular area.



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### HOW DO TEACHERS GAIN EXPERTISE?

- We are the only profession that has not developed a set of agreed upon core practices....
- What can we learn from other professions?
- How do professionals gain expertise in professions other than education?



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### HOW DO PROFESSIONALS GAIN EXPERTISE?

- Research on the development of expertise in professions
- Anders Ericsson—*Peak: Secrets from the New Science of Expertise* (Ericsson & Pool, 2016)



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### THREE THINGS PROFESSIONS HAVE IN COMMON

- Step 1—identify essential practices
- Step 2—systematically train professionals to use these essential, **foundational** practices
- Step 3—assess performance (not addressed today, but obviously important)



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### WHAT CAN WE LEARN FROM OTHER PROFESSIONS?

- Plumber
- Airline Pilot
- Physician
- Nurse
- Cosmetologist



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**STEP 1—IDENTIFY ESSENTIAL, FOUNDATIONAL PRACTICES--PILOTS**

- Conduct pre-flight inspection
- Perform normal and cross-wind approaches and landings
- Execute straight turns and climbing turns
- Perform effective visual scanning
- Avoid a runway incursion
- AND SO FORTH



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**STEP 2—GAINING EXPERTISE—CORE PRACTICES**

- Focus on a limited number of core practices
- Expertise is not gained by reading or talking about practices
- Learn to use the practices through well-structured opportunities to practice particular skills in authentic settings with support and feedback (i.e., coaching)
- Not everything a professional must learn, but the most important foundational practices (routines of practice)



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**EXPERTISE IN EDUCATION**

- Practice Based Teacher Preparation (Benedict et al., 2016)
- High Quality Professional Development (Joyce & Showers, 2002)



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### WHAT WE HAVE LEARNED EXPERTISE IN EDUCATION

- Address specific identified practices (core practices, EBP, and/or HLPs)
- Provide many opportunities to learn these practices
- Use well structured experiences
- In authentic settings (approximations or actual)
- Support (scaffolding, models)
- Feedback (coaching, reflection)




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### RESEARCH ON TEACHER PROFESSIONAL LEARNING (JOYCE & SHOWERS, 2002)

TRAINING COMPONENTS	OUTCOMES		
	% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use new Skills in the Classroom		
	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
...+ Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in Classroom	95%	95%	95%




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### RESEARCH ON TEACHER PROFESSIONAL LEARNING

- Several researchers have suggested that it **takes 20-100 hours for a teacher to learn to use a complex practice in the classroom** (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Guskey & Yoon, 2009; Neuman & Cunningham, 2009).
- We can only prepare candidates to use a **very limited number** of practices in classrooms
- The more we **talk about** a broad range of practices, the less time we have to prepare candidates to **use** practices in classrooms.




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RESPONSES FROM TEACHER EDUCATION ACROSS DISCIPLINES

- "...**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).



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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).



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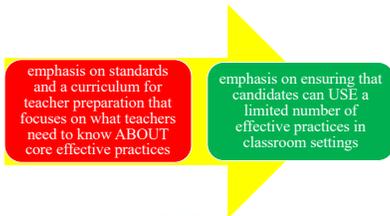
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MAJOR SHIFT IN TEACHER PREPARATION



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SMALL GROUP DISCUSSION

- Is this a direction that could improve teacher preparation and professional development of teachers? It is worthwhile to move in this direction?
- Identify a small number of essential practices
- Rigorously prepare professionals to use these essential, **foundational** practices in classrooms.
- Make room in our preparation programs to do this.




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DEBRIEF--SMALL GROUP DISCUSSION

- Should we...
- Identify a small number of essential practices....
- Make room in our programs....
- Rigorously prepare professionals to use these essential, **foundational** practices....
- Worthwhile to do this?




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INFORMING OUR DISCUSSION:  
A CASE STUDY OF AN EFFECTIVE INCLUSIVE SCHOOL

- This effective inclusive school focused on improving classroom instruction for all students who struggled to learn
- No claims regarding generalization of these results
- Intended as a starting point for today's discussion regarding the most important practices for teachers in effective inclusive classrooms




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BACKGROUND: WORK ON SCHOOL CHANGE AND INCLUSIVE SCHOOLS

- Could find many schools that were highly inclusive, but very few that were both **highly inclusive** and **highly effective**
- Excellent and equitable
- Generally, inclusive schools improve outcomes, but not **sufficiently** (McLeskey & Waldron, 2006; McLeskey & Waldron, 2011; McLeskey, Waldron, Spooner, & Algozzine, 2014; Waldron & McLeskey, 1998)
- An intractable problem—developing effective inclusive schools



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LOCATING EFFECTIVE INCLUSIVE ELEMENTARY SCHOOL

- Most examples of effective inclusive schools are not widely known outside a particular community
- No large data sets in states at the time to support the search
- Searched in the UK (England had a large data set)
- Searched in the US
- Located one elementary school



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CREEKSIDE ELEMENTARY SCHOOL

- Well above local, state and national averages on students included in general education classrooms (100% were included 80% of more of the school day)
- Well above local and state averages on student achievement in reading and math for all students, SWD, high poverty.



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CREEKSIDE ELEMENTARY SCHOOL

- 49% free and reduced lunch
- 17% SWD
- 32% non-white students



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CREEKSIDE ELEMENTARY SCHOOL CASE STUDY

- Qualitative case study
- Interviews, observation, document analysis



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CREEKSIDE ELEMENTARY SCHOOL CASE STUDY  
**TWO MAJOR THEMES**

- **Student support and instructional quality**
  - Meeting the needs of *all* students
  - *Providing high-quality instruction for all students*
  - *Immersing teachers in professional development opportunities*



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**CREEKSIDE ELEMENTARY SCHOOL CASE STUDY  
TWO MAJOR THEMES**

- **Administrative and organizational features**
  - Very efficient but flexible use of resources
  - Shared decision making
  - *Data drive everything*



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**CREEKSIDE ELEMENTARY SCHOOL CASE STUDY  
SELECTED SUB-THEMES**

- **Providing high quality instruction for all students**
  - High quality instruction in general education classrooms
  - Providing high quality instruction for students with disabilities in all settings (including separate, small groups)
  - Characteristics of high quality instruction (similar to core practices)



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**CREEKSIDE ELEMENTARY SCHOOL CASE STUDY  
SELECTED SUB-THEMES**

- **Immersing teachers in high quality PD opportunities**
  - Take every opportunity to improve teacher practice
  - Collective participation of teachers (e.g., PLCs)
  - Learning from one another by creating your own experts
  - Coaching support in classrooms



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CREEKSIDE ELEMENTARY SCHOOL CASE STUDY  
SELECTED SUB-THEMES

- **Data drive everything**
  - Teachers and administrators are 'flooded' with data
  - School staff developed their own data system tied to curriculum/expectations
  - Data were used to inform all decisions (e.g., changes in instruction, PD, use of resources, classroom organization and use of supports)



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CONCLUSIONS

- Many teachers came from a well-regarded, dual certification preparation program
- Teachers were not well prepared for supporting effective inclusive classrooms (both general and special education teachers)
- CES had a laser focus on improving the practice of teachers with HQPD
- Practices reflected what we know about effective instruction to accelerate student learning (e.g., flexible grouping, engagement strategies, intensive instruction, explicit instruction, scaffolded supports, use of technology)



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SMALL GROUP DISCUSSION

- What are the 2 or 3 most important implications of this case study if we are to prepare candidates for effective inclusive schools?



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DEBRIEF--SMALL GROUP DISCUSSION

- What are the most important implications of this case study if we are to prepare candidates for effective inclusive schools?



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MOVING FORWARD



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



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CORE PRACTICES

- Provide a foundation (or core curriculum) for effective teaching for struggling learners.



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CORE PRACTICES ACROSS DISCIPLINES

- Mathematics--Ball and colleagues
- Science—Windschitl and colleagues
- Elementary education, reading, foreign language
- None have a particular focus on teaching students who struggle to learn



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WHAT PRACTICES ARE MOST IMPORTANT FOR EFFECTIVE INCLUSIVE CLASSROOMS?

- Closest information currently available
- List of HLPs for K-12 special education teachers
- 22 practices (see Handout)
- Collaboration (3)
- Assessment (3)
- Social/Behavior (4)
- Instruction (12)



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WHAT PRACTICES ARE MOST IMPORTANT FOR EFFECTIVE INCLUSIVE CLASSROOMS?

- These practices were identified for K-12 SPE teachers, but...
- Many of these practices were identified to support students who struggle to learn in general education classrooms (i.e., instruction at tiers 1 and 2)
- Many teacher education faculty have commented that ALL teachers should learn to use many of these practices
- While some may be more applicable to tier 3 instruction



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### CRITERIA FOR IDENTIFYING HLPS

- Occur with high frequency in teaching
- Research-based and known to foster student engagement and improved learning outcomes for students who struggle
- Broadly effective across content areas and developmental levels
- Skillful execution is fundamental to effective teaching for students who struggle to learn



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### WHAT PRACTICES ARE MOST IMPORTANT FOR EFFECTIVE INCLUSIVE CLASSROOMS?

- These are practices that support the learning of students who struggle to learn, including those with disabilities.
- They are intended to be the **most effective** practices in supporting and accelerating learning for **any** student who struggles to learn.



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### HLPS AND EBPS

- Let's briefly discuss HLPs in relation to Evidence Based Practices (EBPs)
- Begin with ESSA requirements



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### EVIDENCE BASED INTERVENTIONS (ESSA, 2015)

- ESSA recommends **evidence based interventions** which include evidence-based activities, strategies, and interventions.
- Evidence based practices (EBPs) are then identified for use with students at a particular developmental/age level in a specific content area.
- EBPs selected based on evidence from high quality research (e.g., randomized trials).



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### RELATIONSHIP BETWEEN HLPS AND EBPS

- Best described as **Complementary**
- HLPS and EBPs combine in a way to enhance one another
- Consider the selection criteria for HLPS



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### CRITERIA FOR IDENTIFYING HLPS

- Occur with **high frequency** in teaching
- **Research-based** and known to foster student engagement and **improved learning outcomes for students who struggle to learn**
- **Broadly effective** across content areas and developmental levels
- Skillful execution is **fundamental to effective teaching for students who struggle to learn**



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### RELATIONSHIP BETWEEN HLPS AND EBPS

- Identifying HLPs was, in some sense, an attempt to identify building blocks for EBPs
- HLPs are foundational (a necessity) for successfully implementing EBPs
- Also HLPs are practices that can be used when EBPs are not available in a content or developmental level



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### RELATIONSHIP BETWEEN HLPS AND EBPS

- Key issues to consider--
  - EBPs should be delivered with fidelity
  - EBPs are not effective for all students



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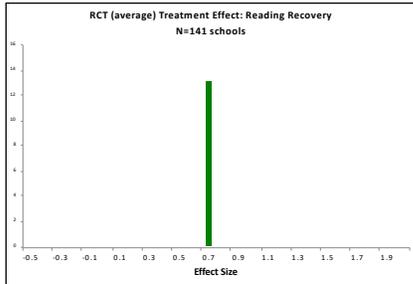
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RCT (average) Treatment Effect: Reading Recovery  
N=141 schools



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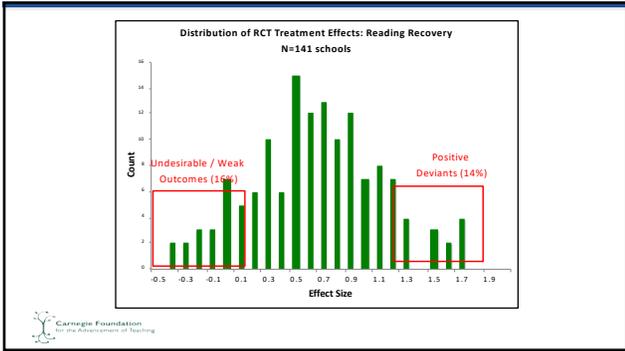
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**WHAT DO TEACHERS DO WHEN EBPS DO NOT WORK?**

- Use teacher judgment to adjust/improve the EBP
- Must understand building blocks of EBPs to adjust and actually improve the practice for a student when it is not working well
- That is where HLPs come in

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**EXAMPLES OF FOUNDATIONAL INSTRUCTIONAL PRACTICES**

- Formative assessment (HLP 6)
- Teach strategies that support learning (HLP 14)
- Provide scaffolded supports (HLP 15)
- Use explicit instruction (HLP 16)
- Flexible grouping (HLP 17)
- Promote active student engagement (HLP 18)
- Provide intensive instruction (HLP 20)
- Provide feedback to guide learning (HLP 22)

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RELATIONSHIP BETWEEN HLPs AND EBPS

- The intention of HLPs is to have teachers learn to use them and how to adjust their components to meet individual student needs based on formative assessment of student progress
- Teachers who are prepared to use HLPs are then better prepared to appropriately adjust components of EBPs
- Teachers also need to practice HLPs with different content so they can understand how to adjust them, so EBPs provide good practice opportunities for HLPs



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WHAT **INSTRUCTIONAL** PRACTICES ARE MOST IMPORTANT FOR EFFECTIVE INCLUSIVE CLASSROOMS?

- Today, let's focus only on **instructional practices** that are most important for ALL teachers to support struggling learners
- HLPs provide a useful starting point....
- Which of the 12 instruction HLPs are most important for ALL teachers



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DISCUSSION: HLPs FOR STUDENTS WHO STRUGGLE TO LEARN

- Which of the instruction core practices or HLPs are most important for teachers in effective inclusive classrooms?
- To teach candidates to use them well, need to focus on a limited number of these practices.
- Which practices 2, 3, 4 at most should ALL teachers learn to use during their preparation program?



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DEBRIEF DISCUSSION--HPLS FOR STUDENTS WHO STRUGGLE TO LEARN

- Which instruction core practices are most important for ALL teachers in effective inclusive classrooms?



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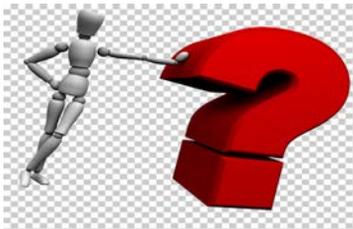
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QUESTIONS?



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### OUR PARTNERS



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