Fostering Educator Expertise through Practice-based Preparation

Melinda Leko, University of Florida

Kyena Cornelius, Minnesota State University-Mankato

Dana Wagner, Minnesota State University-Mankato

Keri DeSutter, Minnesota State University-Moorhead

Shirley Johnson, Minnesota State Moorhead

IDEAs that Work

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

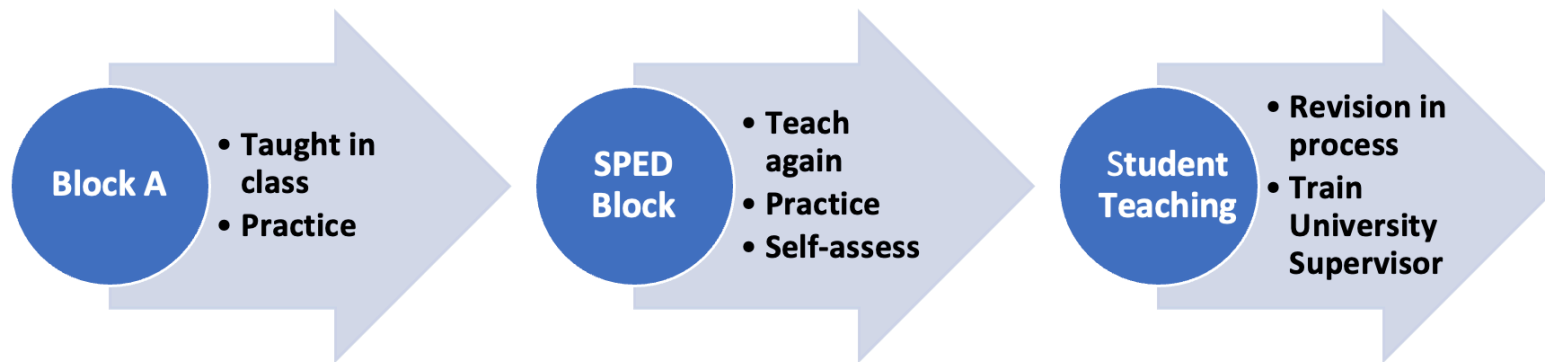# 2023 OSEP Leadership and Project Directors' Conference

Minnesota State University Moorhead Practice Based Learning: HLP Instructional Sequence

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE
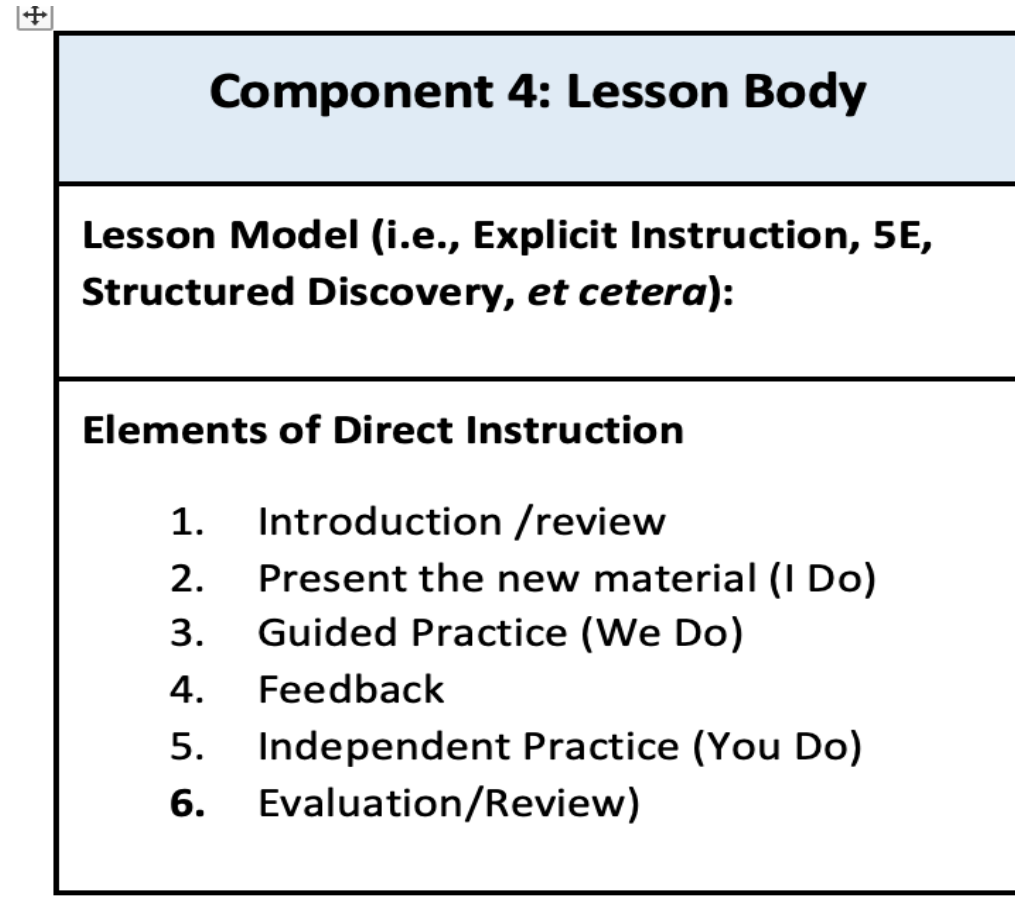
Explicit Instruction (HLP 16) Learning Sequence

Block A
- Taught in class
- Practice

SPED Block
- Teach again
- Practice
- Self-assess

Student Teaching
- Revision in process
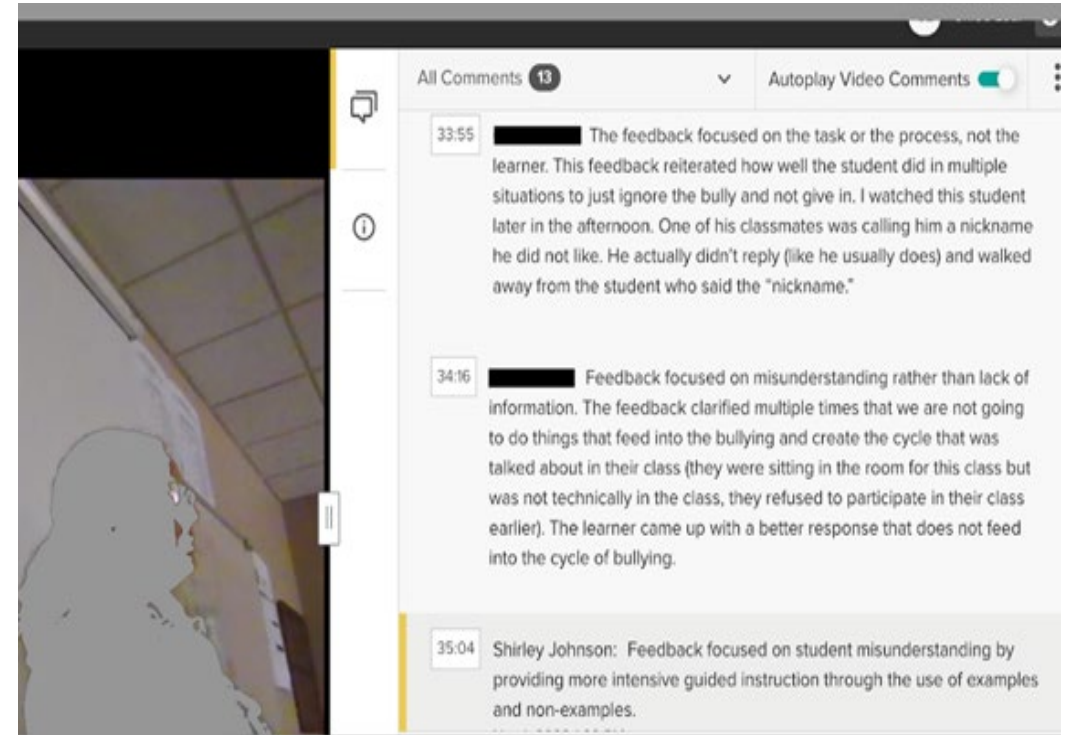- Train University Supervisor

Block A

- ❖ Simplified Explicit Instruction taught in class (I do, We do, You do)
- ❖ Candidates practice developing a lesson with Common Lesson Plan Template
- ❖ Candidates practice teaching lesson in field experience

Component 4: Lesson Body

Lesson Model (i.e., Explicit Instruction, 5E, Structured Discovery, *et cetera*):

Elements of Direct Instruction

1. Introduction /review
2. Present the new material (I Do)
3. Guided Practice (We Do)
4. Feedback
5. Independent Practice (You Do)
6. Evaluation/Review)

Special Education Block

❖ Teach the elements of Explicit Instruction (HLP 16)
❖ Candidates develop a lesson/unit for students with disabilities using Common Lesson Plan Template
❖ Candidates practice teaching lesson in field experience
❖ University Supervisor provides feedback using HLP Observation
❖ **Candidates record lesson using GoReact providing evidence of their use of explicit instruction**
❖ Candidates complete HLP Self Assessment

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

CEEDAR Resources Utilized

- HLP Videos

- Self-assessment tool
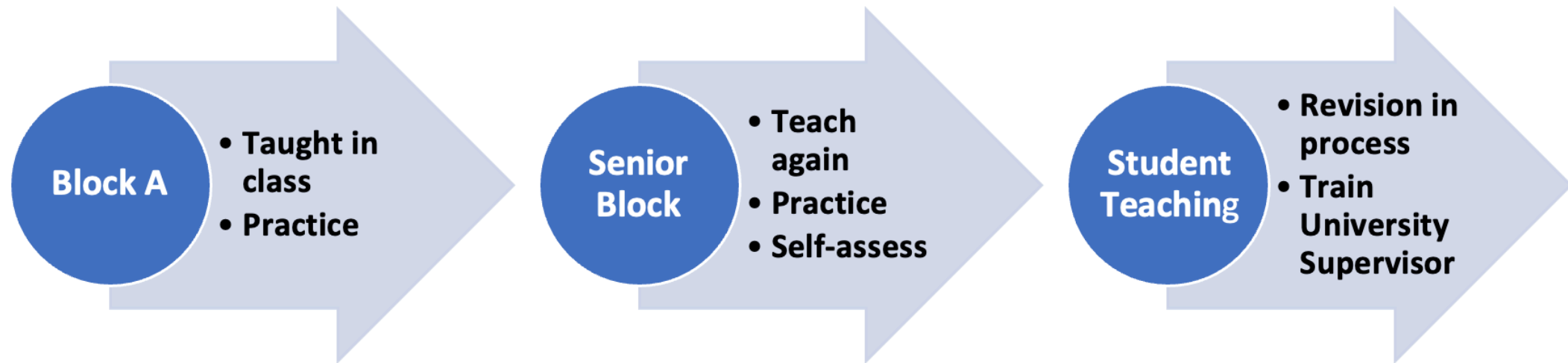
- Coaching/Observation tool

Revising

Next step
- ➢ Implement university wide lesson plan template
- ➢ Train university supervisors
- ➢ Revise assignments to assess the use of HLPs more directly

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

Positive and Corrective Feedback (HLP 8 and 22) Learning Sequence

Block A
- Taught in class
- Practice

Senior Block
- Teach again
- Practice
- Self-assess

Student Teaching
- Revision in process
- Train University Supervisor

Lessons Learned, Challenges, Solutions, Next Steps

- Intentional use of the HLP self-assessment tool by targeting the HLPs that our SPED program focused on.
- Incorporation of CEEDAR observation tool for feedback
- Including self assessment tool as part of program assessment data.
  - What is the accuracy of implementation?
  - How accurate are candidates in their self-assessment?
- •GoReact is highly beneficial for implementing and evaluating PLOs.
  - Add peer feedback to the process

Questions

- Dr. Shirley Johnson, Special Education Undergraduate Coordinator
  johnssh@mnstate.edu

- Dr. Keri DeSutter, Director of Teacher Education
  desutter@mnstate.edu

MINNESOTA STATE UNIVERSITY MOORHEAD

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

Minnesota State University, Mankato

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

Program Description and Background

Undergraduate Cohort Model
➢ Cross-categorical mild/moderate licensure program

Literacy Courses
➢ Elementary Methods
➢ Secondary Methods

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

HLPs & EBPs in the Literacy Coursework

- HLPs in the Literacy Methods Courses

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

    14 - Teach cognitive and metacognitive strategies to support learning and independence.

    16 - Use explicit instruction

    18 - Use strategies to promote active student engagement

    20 - Provide intensive instruction

    22 - Provide positive and constructive feedback to guide students' learning and behavior.

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE
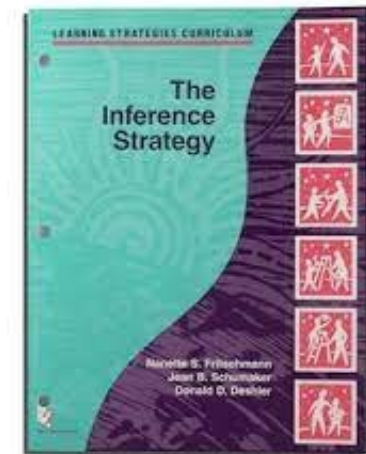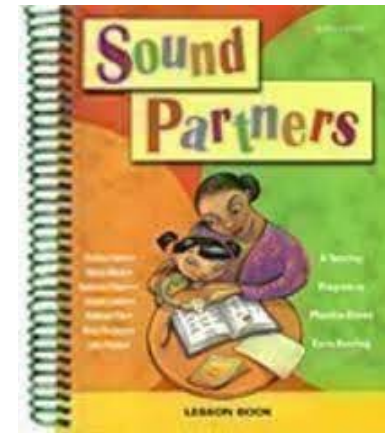
Practice Based Learning Opportunities

- Microteaching

- Performance feedback

- Structured video analysis

Preparing Candidates for the PLOs

Content Mastery

Faculty Model

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

Candidate Practice

IDEAs that Work

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

Performance Feedback

- Effective performance feedback should be immediate, specific, positive, corrective when needed (Cornelius & Nagro, 2014).
- Provided by faculty, peers and candidates themself using multiple observation tools:
  - Implementation Fidelity Checklists with Qualitative Feedback
  - Rating Scales of High-Leverage Practices
  - Direct Observation of Teacher/Student Interactions (based off of the COSTI; Doabler et al., 2015; Smolkowski & Gunn, 2012)

IDEAs that Work

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

Implementation Fidelity Checklists

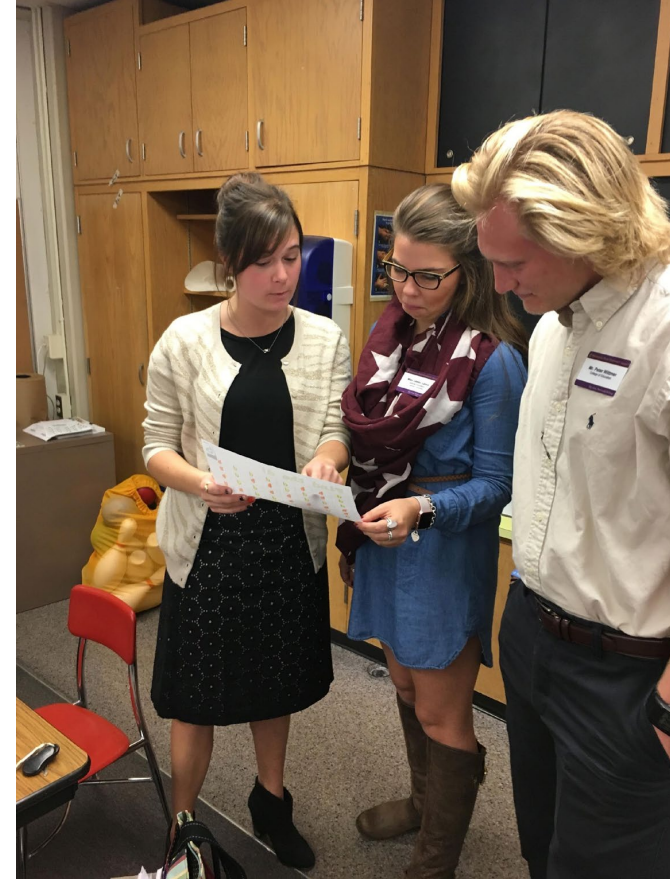| Lesson element	Yes	No	Notes
Reviews errors from previous lesson			
Gives advance organizer • Lesson purpose, Expectations • Displays cue card 5			Description/Demonstration
Defines "predicting" and "Predicting Questions" Displays cue card 13			
Distinguishes between "Think and Seek" Predicting and "Self-Questioning" Questions			Student Engagement
Gives examples of Predicting Questions Displays cue card 14			
Talks about key words in Predicting Questions Displays cue card 15			
Provides rationales for making predictions while reading			Feedback
Explains the characteristics of a good answer to a Predicting Question Displays cue card 8			
Explains how to use the INFER Steps with Predicting Questions Displays cue card 1 • Interact with the questions • Note what you know • Find the clues • Explore any supporting details • Return to the question			

Component	Criteria	Yes	No
Word Reading	Provides a correct and clear demonstration of sounding out the first word without stopping between sounds		
	Provides clear and correct prompts for student to sound out each word in the first line		
	Gives direction for student to sound out the rest of the words without prompting		
	Asks students to isolate beginning, middle and ending sounds with a variety of sounds		
	Asks students to write three words with varying beginning, middle, and ending sounds		
	Prompts student to segment each word before writing it and read each word after writing it		
	Does not move on until student responses are firm		
	Provides appropriate immediate correction procedure for all errors		
	Provides follow-up practice for all errors		
	Provides specific positive praise		
	Maintains a brisk pace throughout word reading		
	Spends an appropriate amount of time on word reading		

Peer Feedback Using a Checklist

Lesson element	Yes	No	Notes
Displays passage 1 and questions Demonstrates the Interact Step for the first question	x		Description/ Demonstration
Demonstrates the Note Step for the first question	X		• The content was accurate and complete.
Demonstrates the Interact and Note Steps for the remaining questions	X		• I think that as you teach the strategy more, it will become more automatic and feel a bit more natural.
Demonstrates the Find the Clues Step for all the questions	X		• There was enough detail where the student could understand, but not too much detail that it got overwhelming or boring.
Demonstrates the Explore any Supporting Details Step	x		• You use an enthusiastic and engaging tone when presenting the lesson.
Demonstrates the Return to the Question Step	x		• Pacing was good. I didn't get bored.

Student Engagement

- You did an excellent job of providing opportunities for the student to respond.
- One thing to possibly work on would be to find a way to provide follow up practice.
- The way this lesson was set up, there were a lot of verbal responses. There could be opportunities to add some written responses.
- The questions for these lessons are very structured, so you followed that well.

Feedback

- The way that you provide feedback is positive and immediate. I think that your feedback was specific.
- Again, finding a way to insert follow up practice would be something to consider.
- You do a good job of making students feel good about their participation even if they were incorrect.

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

Candidate Effectiveness Implementing The Inference Strategy

Evaluator	Percentage of essential elements M (SD)	Commonly missed elements
Self Evaluation	53.85-100 83.26 (17.88)	Demonstrating a step with additional questions
Peer Evaluation	53.85-100 86.32 (14.34)	Items related to independent practice
Faculty evaluation	53.85-100 85.51 (16.30)	Review and preview

Rating scale of High-Leverage Practices

During a model, describes/explains the skill/strategy/concept with a think-aloud AND demonstrates the skill/strategy/concept and use of appropriate supports *(description; think-aloud; demonstration using appropriate supports; examples/nonexamples; relevant; correct; clear and concise; complete)* • Was the description accurate? Yes No • Was the demonstration accurate? Yes No	0 1 2
Promotes Active Engagement • Sufficient variety of response strategies • Consistently uses a lively pace to maximize instructional time (adheres to 3 second rule) • Process-oriented prompting and questioning when needed	0 1 2
Uses voice, non-verbals, and proximity to promote engagement	0 1 2
Unguided practice is a valid assessment of the lesson objective *(aligned with lesson objective AND completed independently)* • Only known skills (i.e. sounds/words, numbers/skills) are represented • New skills (i.e. sounds/words, numbers/skills) are over represented	0 1 2
Collects data to demonstrate student proficiency before leaving guided practice Monitors academic progress and collects data at multiple points in the lesson • Records all student errors (number and type) during the lesson and collects unguided practice data Yes No Uses data to make instructional decisions throughout the lesson • Provides more practice if response is not firm Yes No • Provides appropriate error correction and delayed test if there is an error and reviews errors at the end of the lesson. Yes No	0 1 2

Direct Observation of Teacher/Student Interactions

Student Teacher Interactions																		
Teacher Demonstration/ Prompt																		
Opportunity to Respond																		
Student response (correct/error)																		
Appropriately corrected error																		
Provided appropriate follow up practice																		
Provided appropriate affirmation																		

Direct Observation Tool for Project TEAM

Interventionist ▮▮▮▮▮ Content _Reading_ Date of Lesson _10/1_ Observer ▮▮▮

During a model, describes/explains the skill/strategy/concept with a think-aloud AND demonstrates the skill/strategy/concept and use of appropriate supports (description; think-aloud; demonstration using appropriate supports; examples/nonexamples; relevant; correct; clear and concise; complete)	0 (1) 2
• Was the description accurate? (Yes) No	
• Was the demonstration accurate? (Yes) No } Initially demos great skills ē thinks @ start of video. See comment @ bottom of page re: "O" sound	

Promotes Active Engagement	0 (2)
• Sufficient variety of response strategies	
• Consistently uses a lively pace to maximize instructional time (adheres to 3 second rule) Nice pacing noted!	
• Process-oriented prompting and questioning when needed	

Uses voice, non-verbals, and proximity to promote engagement Great rapport established!	0 1 (2)

Unguided practice is a valid assessment of the lesson objective (aligned with lesson objective AND completed independently)	0 1 (2)
• Only known skills (i.e. sounds/words, numbers/skills) are represented Reviewed a good blend of known &	
• New skills (i.e. sounds/words, numbers/skills) are over represented unknown. ≈ 75% known.	

Collects data to demonstrate student proficiency before leaving guided practice	0 (1) 2
Monitors academic progress and collects data at multiple points in the lesson	
• Records all student errors (number and type) during the lesson and collects unguided practice data Yes (No) Not clear.	
Uses data to make instructional decisions throughout the lesson	
• Provides more practice if response is not firm (Yes) No – Doesn't always have student repeat correct sound/word (reviewing correction)	
• Provides appropriate error correction and delayed test if there is an error and reviews errors at the end of the lesson. (Yes) No. Goes back to review previous errors.	

Student Teacher Interactions	got	?	Sad	Mock		Mat			Dot	Bot			Tom	Mac	Mad	can	cut		?	?	hot	mock	Tom	Dot	Mat	Cut	?
Teacher Demonstration/Prompt	l								Dot	Bot			l	l	l						l	l	l	l	l	l	l
Opportunity to Respond		l	l	l	l	l			l	l			l	l	l	l	l	l			l	l	l	l	l	l	l
Student response (correct/error)		E	E	C	E	E	C		C	C	C	C		C	C		C	C	C		C	C	C	C	C	C	C
Appropriately corrected error		l	l		l	l	l																				
Provided appropriate follow up practice				l			NO practice																				
Provided appropriate affirmation																V6	V6	GJ					GJ	GJ	GJ	GJ for saying sound

That is the hardest
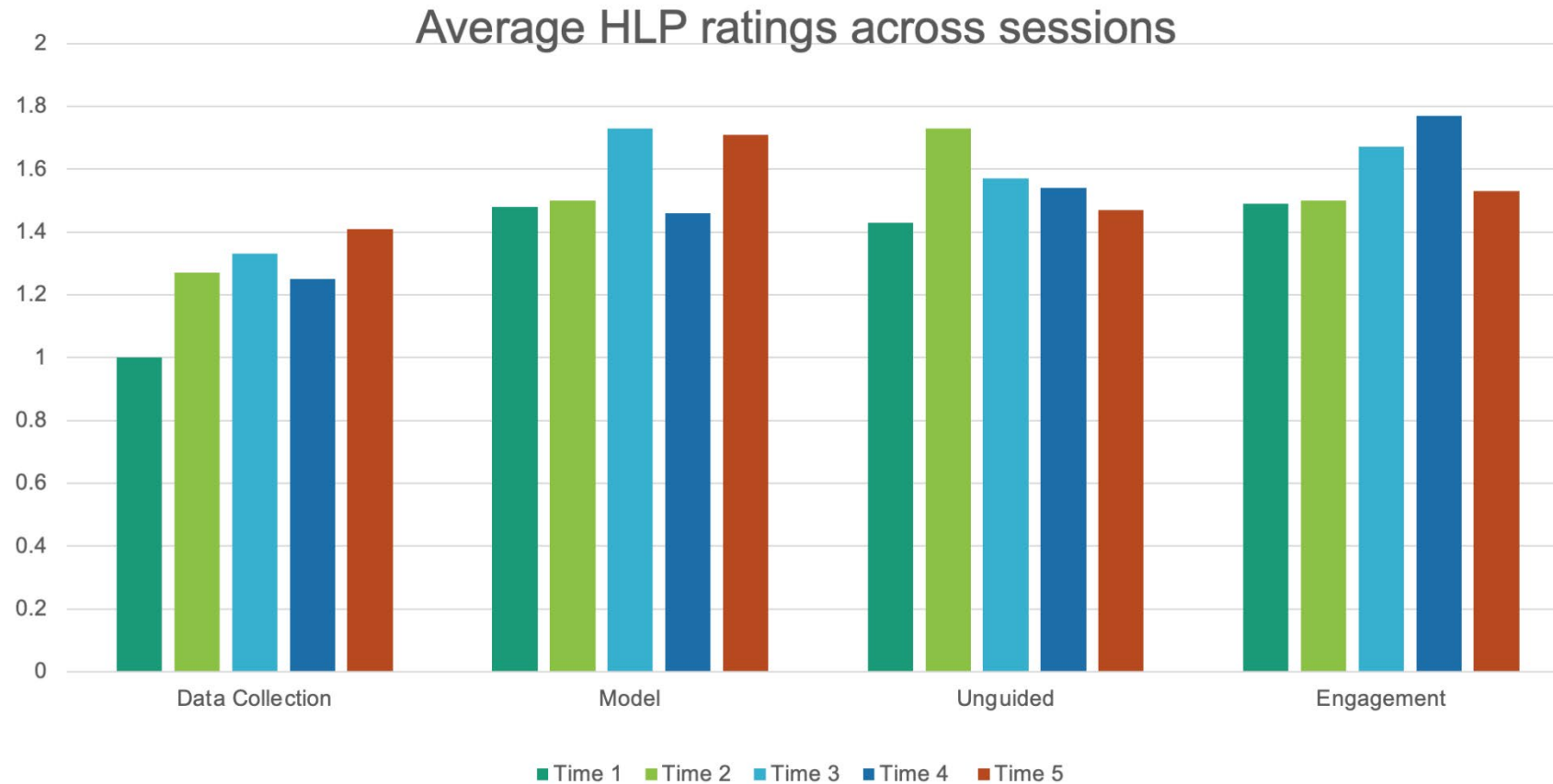
Start time _6:20_ Stop Time _9:20_

* Watched several minutes @ start
* Poor introduction to "O" – Stated that the O sound was "Ō" initially, fixed it eventually

Candidate Effectiveness Implementing Sound Partners:

Average HLP ratings across sessions

Legend: Time 1, Time 2, Time 3, Time 4, Time 5

Categories: Data Collection, Model, Unguided, Engagement

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

IDEAs that Work

Video Self-Analysis

Then write your reflection about the lesson, be sure to provide examples of each item below

Described:

Analyzed:

Judged:

Applied:

IDEAs that Work

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

Candidate Reflections

- *Not that my lessons were amazing by any means. I had errors. For being this far in my program I feel like the errors and mistakes are all part of the learning process.*

- *I am not afraid to have flaws when teaching and in fact I want some, to grow and learn from my mistakes. That's probably the biggest takeaway from this whole project. You don't have to be perfect or present a perfect lesson. As long as the student is learning and you are engaging them and making connections with them you will be successful.*

- *I think that I need to work on paring down the amount of teacher talking time to what is necessary and helpful to my students. I plan to begin making my lesson plans look more like note sheets as well as following along more closely to scripted curriculums, especially initially. In class we have discussed how it may be a good idea to use the script the first time that you are working with a curriculum and then adjust as needed based on how that goes…*

- *I could have chosen to gather student responses such as asking more probing questions that had the student thinking deeper. Using more open question types could have included the students in the thought process behind decisions for answering the comprehension questions.*

IDEAs that Work

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

Questions?

- Dr. Kyena Cornelius, Associate Professor

    kyena.cornelius@mnsu.edu

- Dr. Dana Wagner, Associate Professor

    dana.wagner@mnsu.edu

Resource Spotlight

- Individuals with Disabilities Education Act (IDEA) website
  - Brings together IDEA information and resources from the Department and its grantees.
  - https://sites.ed.gov/idea/
- IDEAS That Work
  - For information from research to practice initiatives funded by OSEP that address the provisions of IDEA and ESSA. This website includes resources, links, and other important information relevant to OSEP's research to practice efforts.
  - https://osepideasthatwork.org/

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

2023 OSEP Leadership and Project Directors' Conference