

Implementation of High-Leverage Practices: The Need for Nuance and Finesse



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SCHOOL *of* EDUCATION
and HUMAN DEVELOPMENT

I owe you one

thanks a million

thanks a lot

thanks so much

thanks a bunch

thank you

thanks

thank you so much

I appreciate it

many thanks

I can't thank you enough



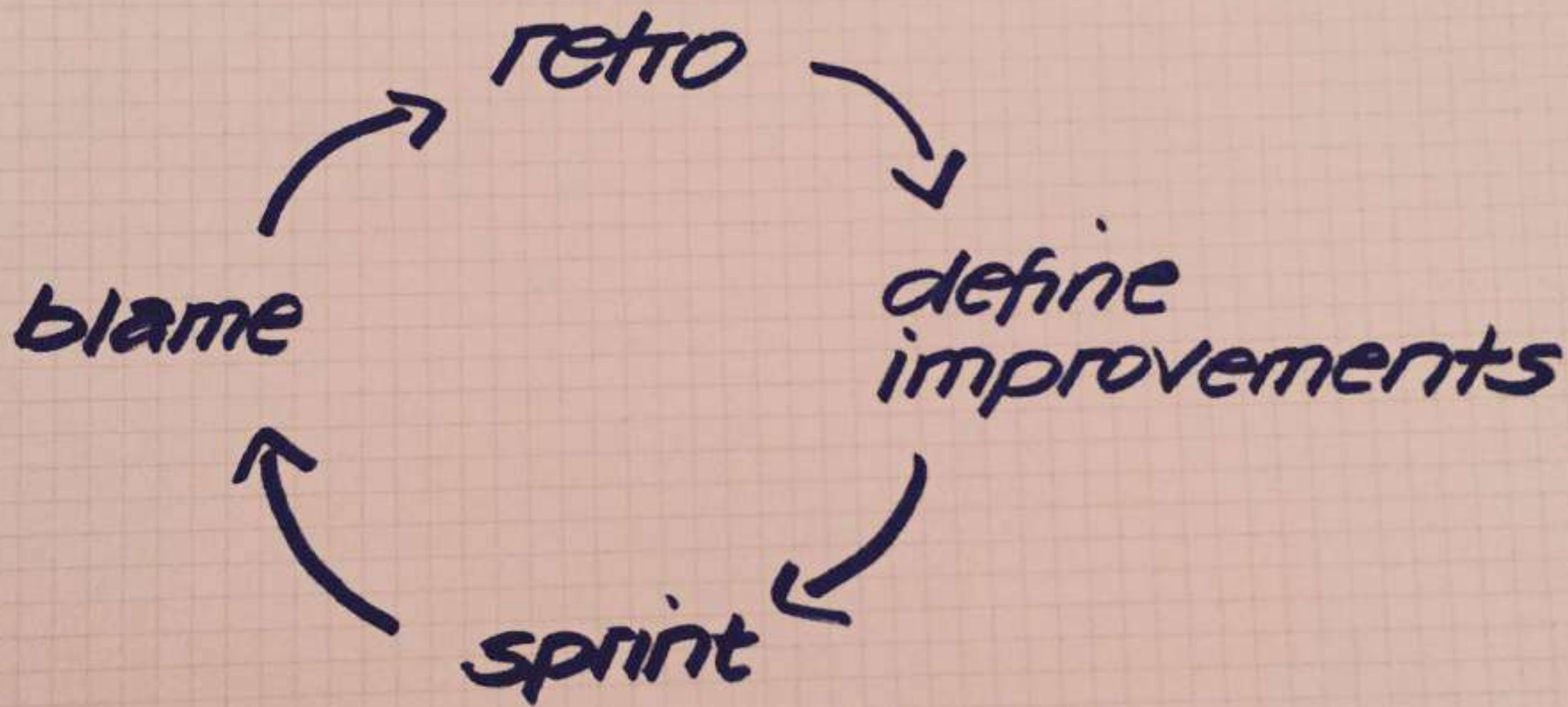


Students with disabilities across the lifespan often struggle with school-related tasks



What feels like our default position





Present Levels of Academic Achievement and Functional Performance

PLAAFP

Specially Designed Instruction



Need a strong foundation of practice



www.hileveragepractices.org







Foundation for



Four Domains; Big Implications for Practice

<https://highleveragepractices.org/hlp-leadership-guides>



High-Leverage Practices

for Students
with Disabilities





High-Leverage Practices for Students with Disabilities





High-Leverage Practices for Students with Disabilities





High-Leverage Practices for Students with Disabilities





Four Domains; Big Implications for Practice

<https://highleveragepractices.org/hlp-leadership-guides>

Collaboration



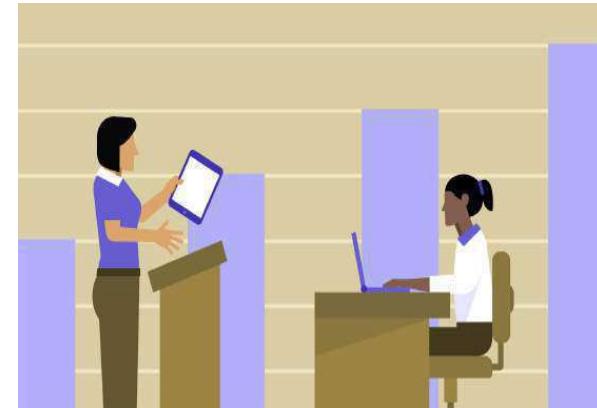
Assessment



Social/Behavioral



Instruction



HLPs as Catalyst: We Can Do Better Than Remediation



Let's Do a World Tour (of HLPs)!!!



THE MESSAGE

The HLPs do not exist in isolation. There is (and should be) substantial overlap in how the practices are implemented and support one another. HLPs also occur as key components of many EBPs.

[EXPLORE HLPs](#)[FIND RESOURCES](#)[ACCESS VIDEOS](#)

RESOURCE LIBRARY

[Access PD Materials](#)[Apply HLPs](#)[Explore HLP Foundations](#)[HLP Leadership Guides](#)[Interactive Alignment Tool](#)

Georgia HLP Induction Professional Learning Series



Access a 7-part professional learning series that offers new teachers an opportunity to learn and practice strategies for implementing HLPs.

[ACCESS WEBINARS](#)[ACCESS VIDEOS](#)

Collaborate with Professionals to Increase Student Success

HLP # 1



This is HLP 1
for a very good reason

We collaborate every
day regardless of what
we teach or grade
level

Most other HLPs involve
implementation of HLP #1
in some way





Collaboration is hard!
Takes time, energy, know how, and a genuine desire



HLP # 2

Lead Effective Meetings With Professionals & Families



The ineffective meeting...



Collaborate with Families to Support Student Learning and Secure Needed Services

HLP # 3

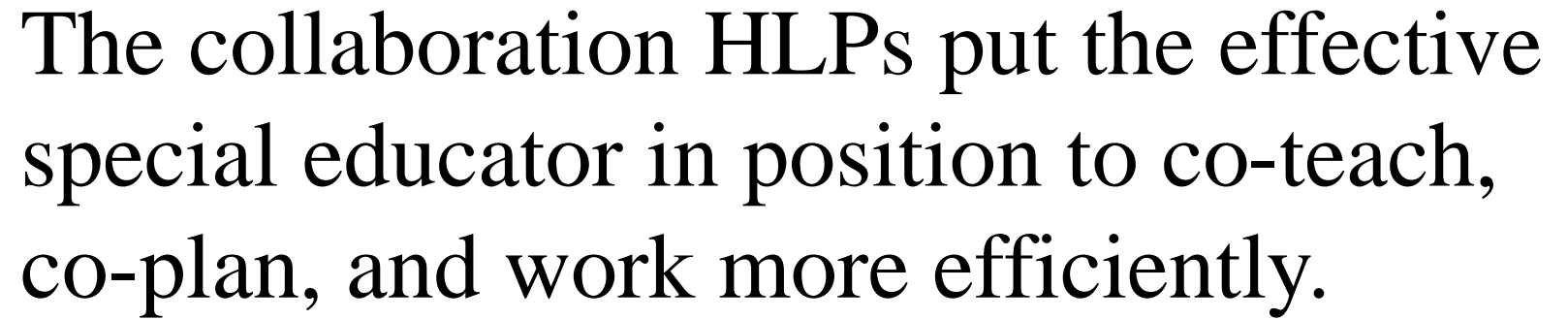


Little is more important than the relationship between schools and families



SUMMARY

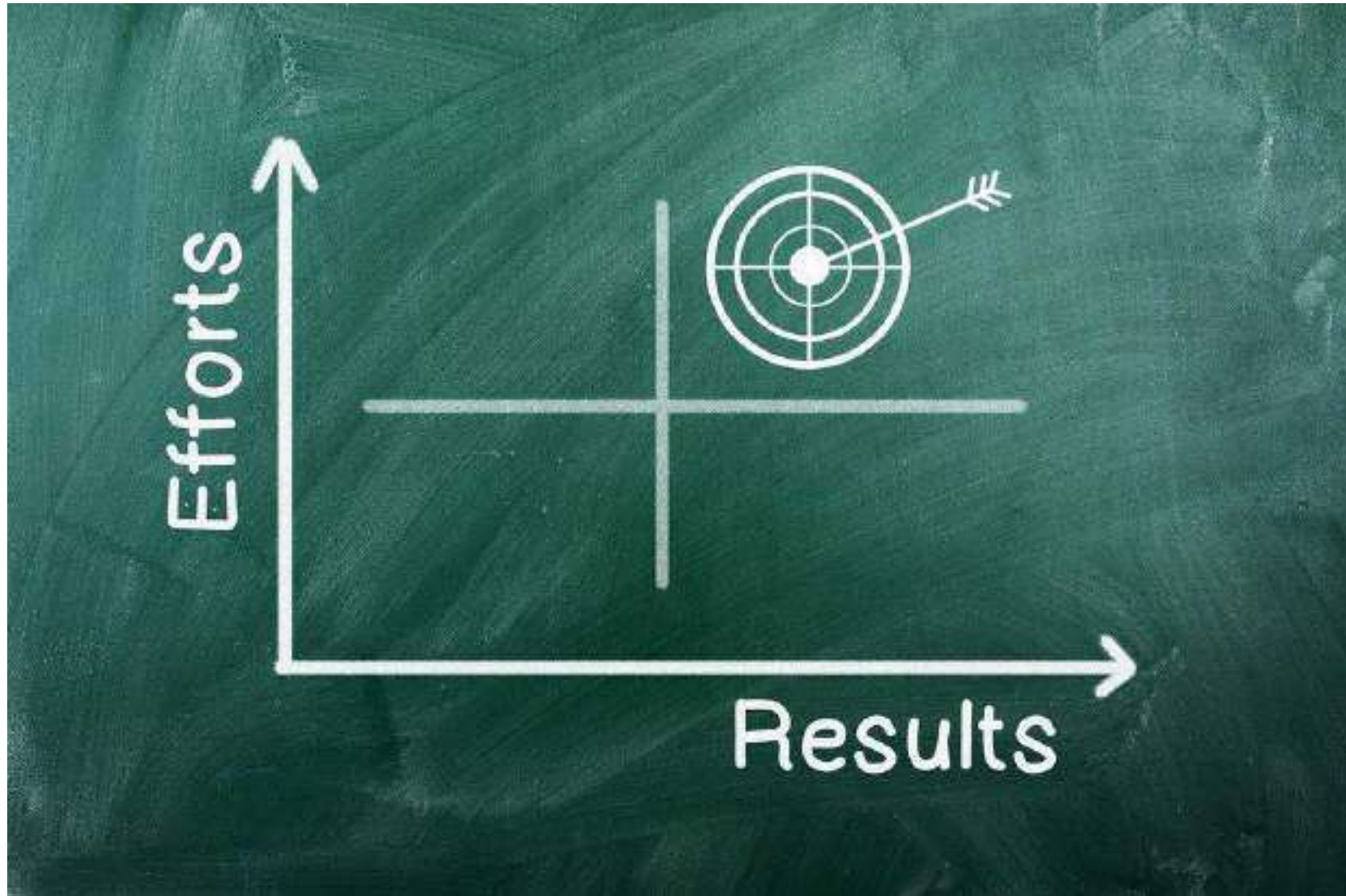




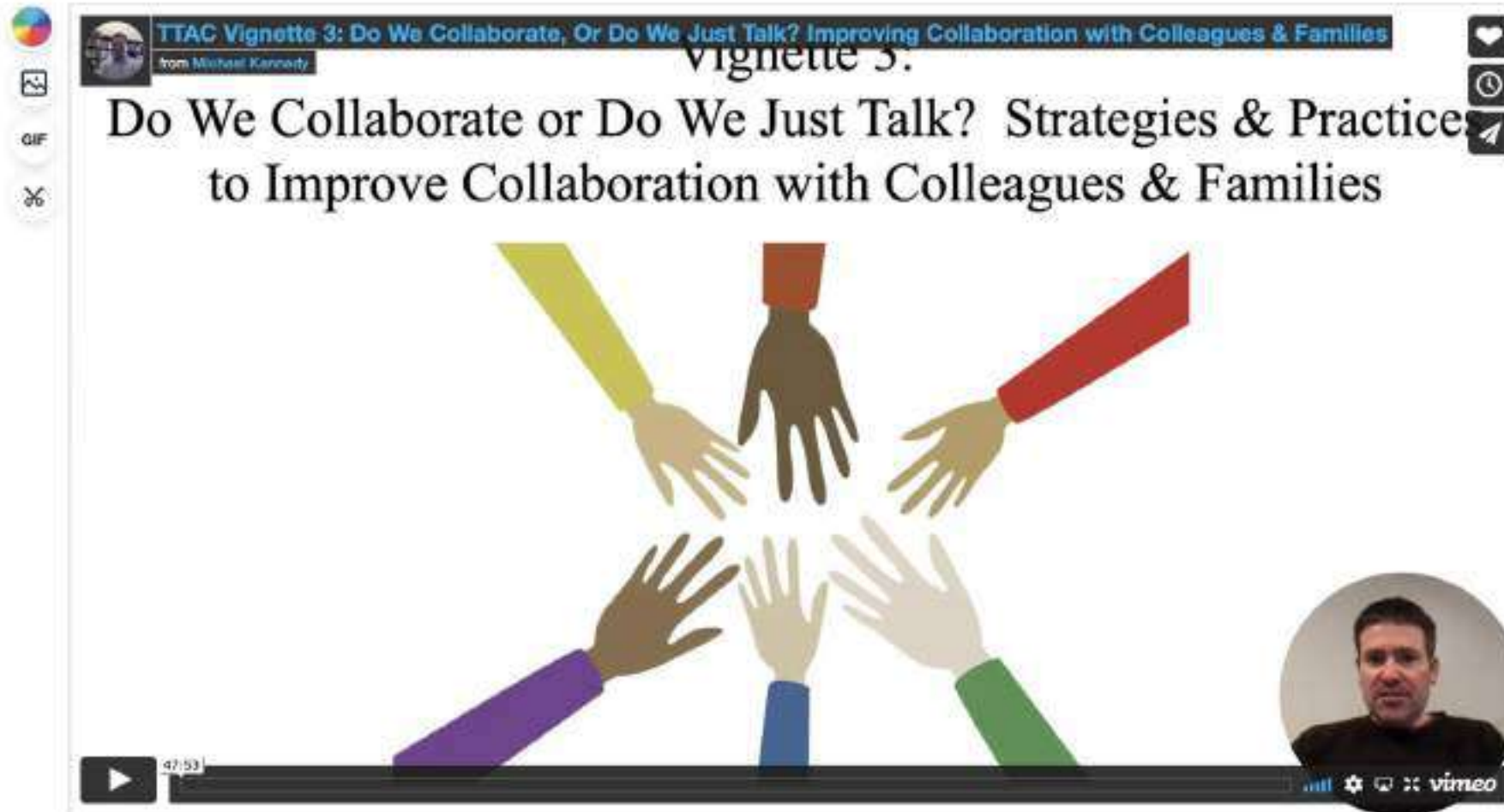
In addition, these HLPs help professionals learn to work together more seamlessly, and respect one another



Whether working with families or colleagues



<https://vimeo.com/662656522>



**TTAC Vignette 3: Do We Collaborate, Or
Do We Just Talk? Improving Collabora-
tion with Colleagues & Families**

Ideas, Practices, Strategies, Tools

Collaboration

Assessment

Social

Instruction



High-Leverage Practices in Special Education

www.intensiveintervention.org

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research

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About DBI ▾

Tools
Charts ▾

Implementation &
Intervention ▾

Training ▾

Special
Topics ▾

Resource
by Audience ▾

What is DBI? Learn about
NCII's approach to intensive
intervention!



New Self-Paced Module: Using Teaming
to Implement DBI



New Guide: Implementing DBI for
English Learners



State Implementation Stories

HLP 4

Use Multiple Sources of
Information to Develop a
Comprehensive Understanding
of a Student's Strengths and
Needs



You want a
combination of
data sources to
make decisions
about a student



And treat
assessment like a
process, not an
event



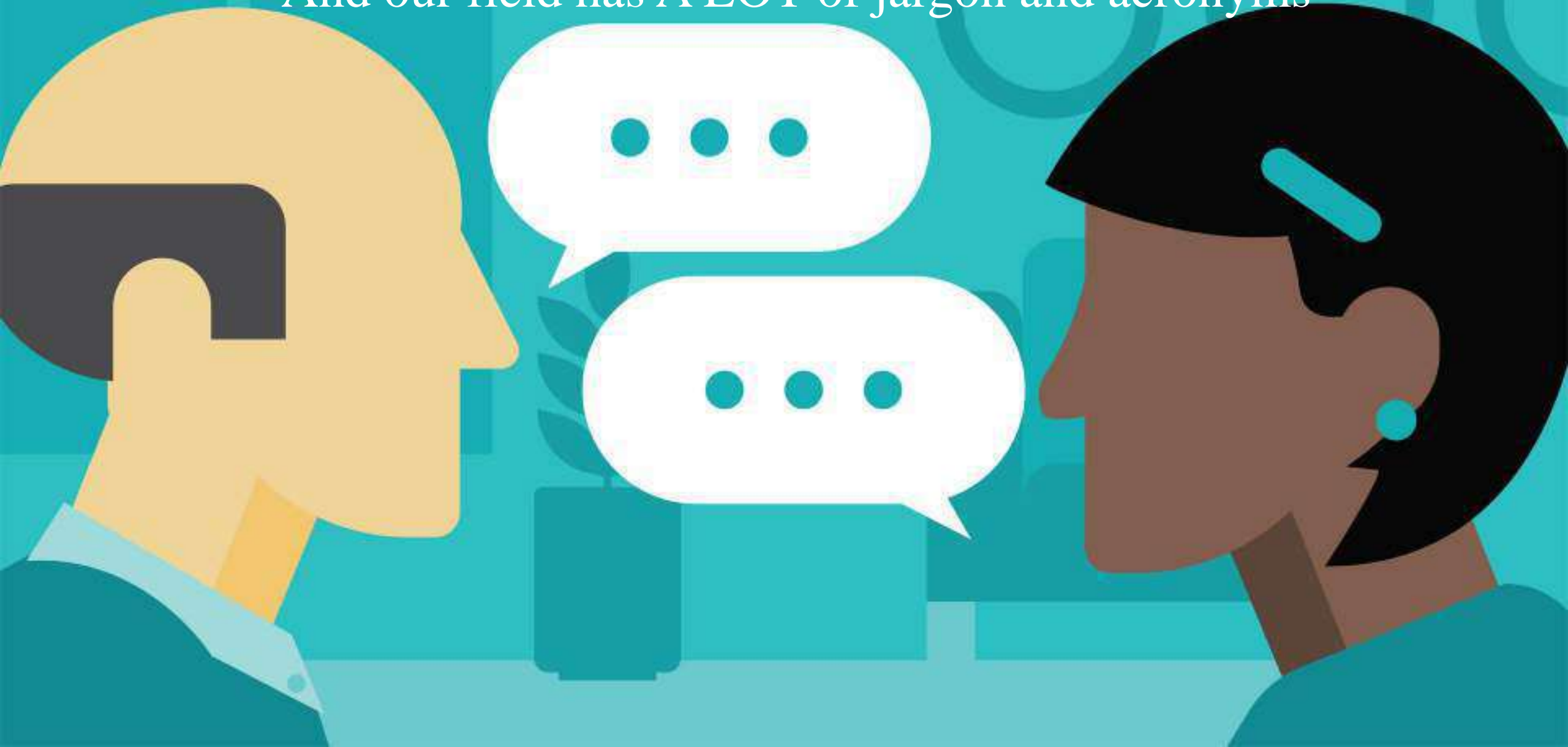
HLP 5: Interpret and Communicate Assessment Information with Stakeholders to Collaboratively Design and Implement Educational Programs



Communication is a key part of our job...



But we don't really receive much training on how to communicate,
And our field has A LOT of jargon and acronyms

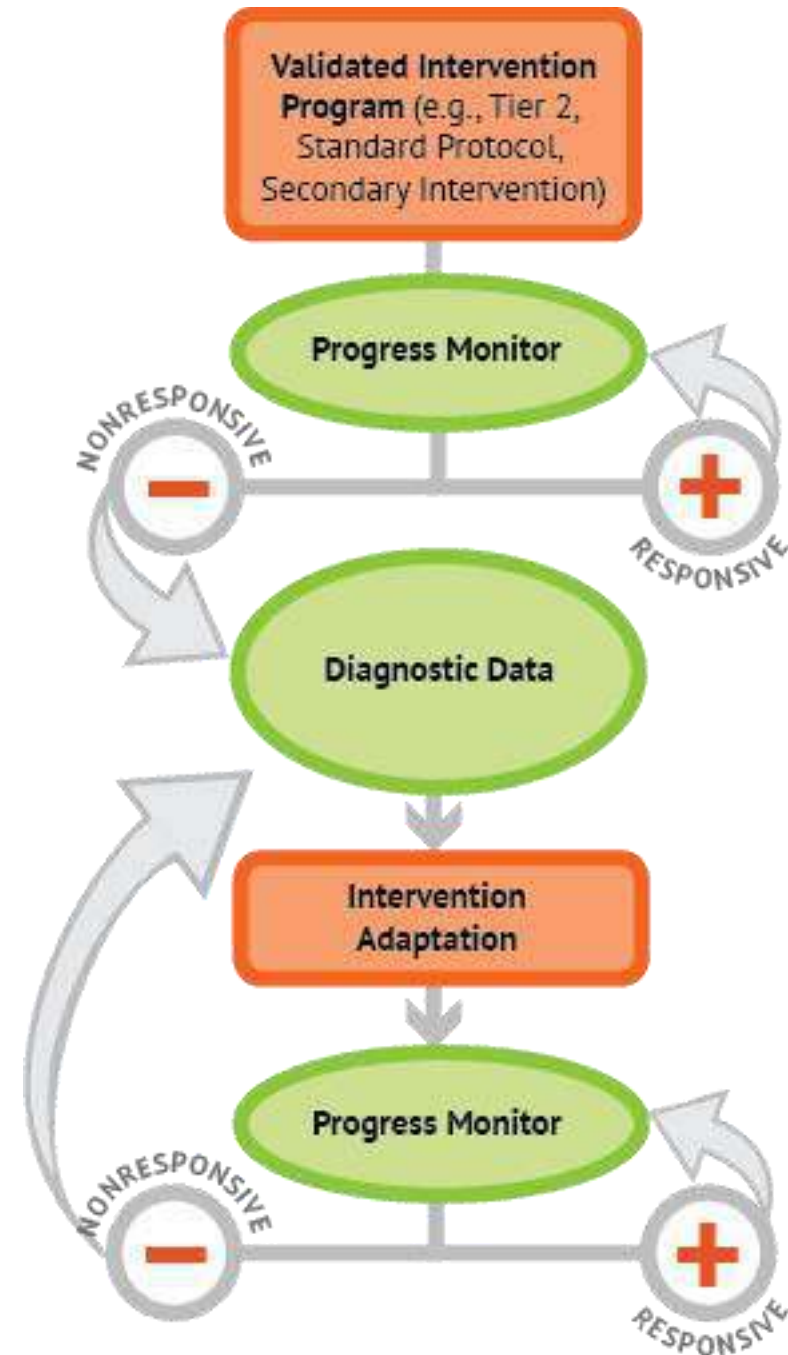


Many families feel overwhelmed and anxious at meetings; they do not feel like they are part of the decision-making process. Especially true for families from CLD backgrounds.



HLP 6

Use Student Assessment Data,
Analyze Instructional Practices,
and Make Necessary Adjustments
that Improve Student Outcomes



Use assessment data to understand the impact of various instructional approaches and make needed changes



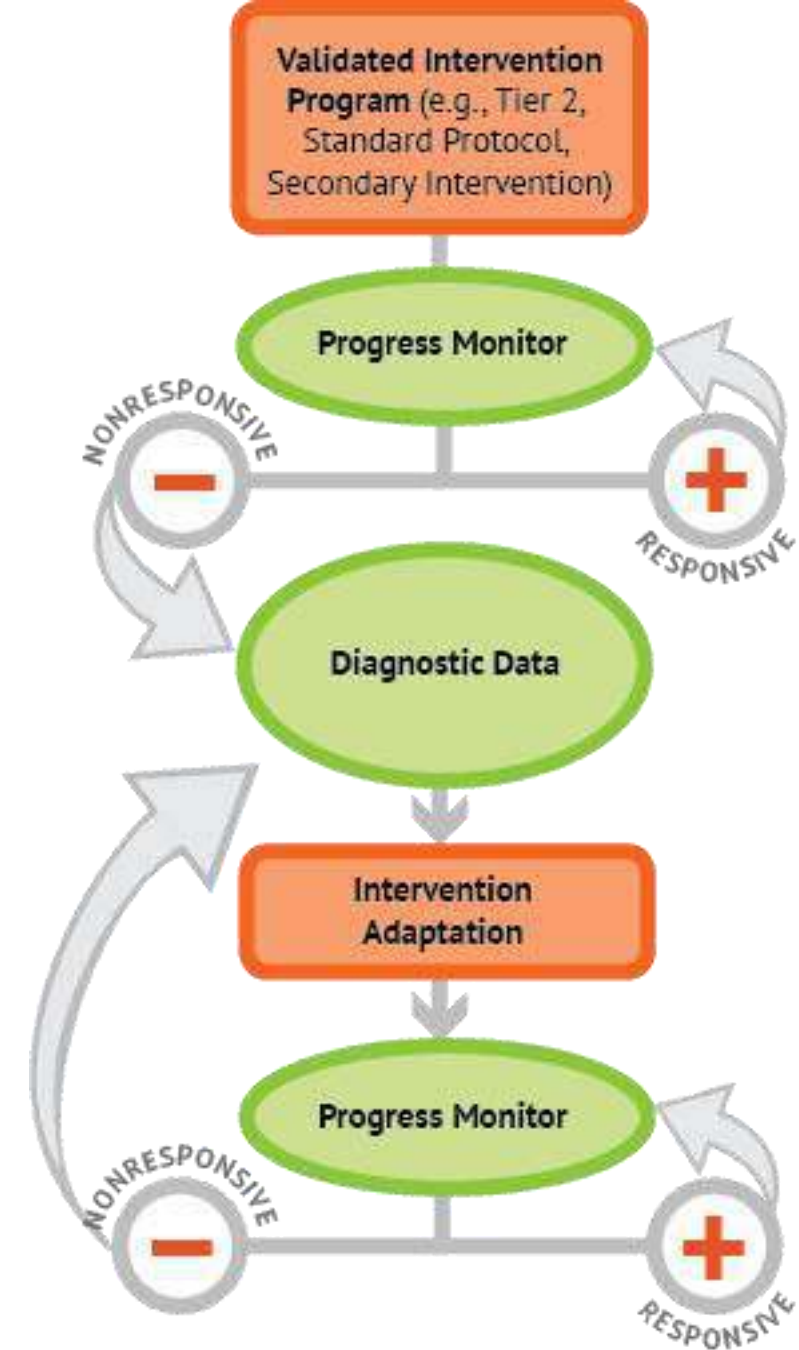
To do this, professionals need to collaborate!!!



Data-Based Individualization (DBI)

www.intensiveintervention.org

<https://highleveragepractices.org/701-2-4-3-2/>



When teachers use data
to make decisions, student
achievement improves

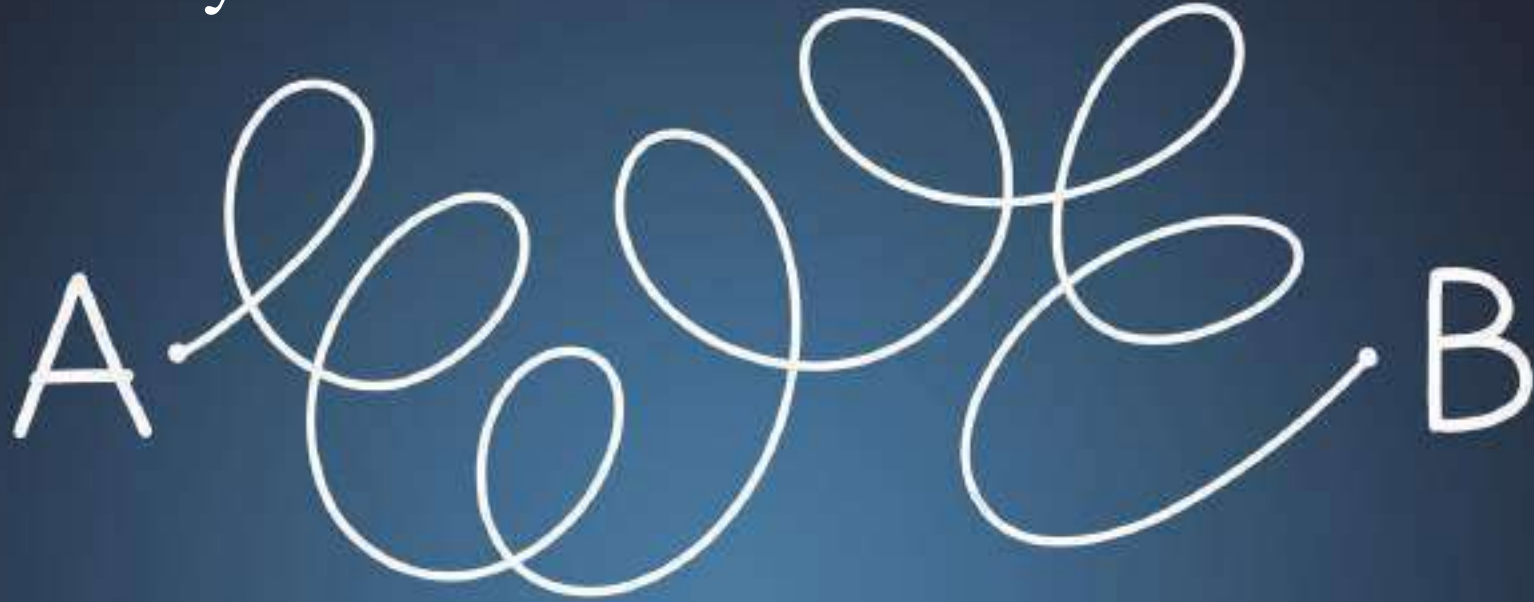




Have the right information available, and analyze!



Remember your audience



Gather all the data, work in teams to analyze and make decisions



<https://vimeo.com/672487700>

The image shows a Vimeo video player interface. At the top, the video title is "TTAC HLP Series Vignette #4: The IEP is only the beginning of planning" with a subtitle "from Michael Kennedy". Below the title is the main video thumbnail showing a teacher smiling and interacting with three young students at a table. To the left of the main video is a smaller thumbnail showing colorful silhouettes of people. To the right is a thumbnail with a heart and a ribbon icon. Below the main video is a circular inset showing a man speaking. The video player includes standard controls like a play button, progress bar (showing 38:13), and a Vimeo logo. On the left side of the player, there are icons for a color wheel, a photo, a GIF, and a share icon. On the right side, there are icons for a heart, a clock, and a share icon.

TTAC HLP Series Vignette #4: The IEP is only the beginning of planning
from Michael Kennedy

High-Leverage Practices for the Post-COVID Classroom:
Preparing Teachers, Staff, and Other Stakeholders for
Instructional and Behavioral Challenges

High-Leverage Practices for Students with Disabilities

38:13

vimeo

**TTAC HLP Series Vignette #4: The IEP is
only the beginning of planning**

Ideas, Practices, Strategies, Tools

Collaboration

Assessment

Social

Instruction



High-Leverage Practices in Special Education

www.vimeo.com/mjk

Project FRaME Video #5: Providing Behavior-Specific Redirections



Project FRaME Video 5: Providing Behavior-Specific Redirections

Project FRaME Video #4: Providing Multiple and Varied Opportunities to Respond



Project FRaME Video 4: Providing Multiple and Varied Opportunities to Respond

Project FRaME Video #3: Providing Behavior-Specific Praise or Feedback



Project FRaME Video 3: Providing Behavior-Specific Praise

Project FRaME Video #2: Providing Prompts and Precorrections



Project FRaME Video 2: Providing Prompts and Precorrections

Project FRaME (Using Feedback, Reflection, and Multimedia to Teach Evidence-Based Practices in Classroom Management)



High-Leverage Practices for the Post-COVID Classroom: Preparing Teachers, Staff, and Other Stakeholders for Instructional and Behavioral Challenges



HLP 7

Create an organized,
respectful learning
environment





1. Explicitly teach/re-teach routines and expectations
2. Provide prompts and precorrections
3. Provide behavior-specific praise/feedback
4. Provide multiple and varied opportunities to respond
5. Provide behavior-specific redirections

Behavior is communication
Function = Purpose

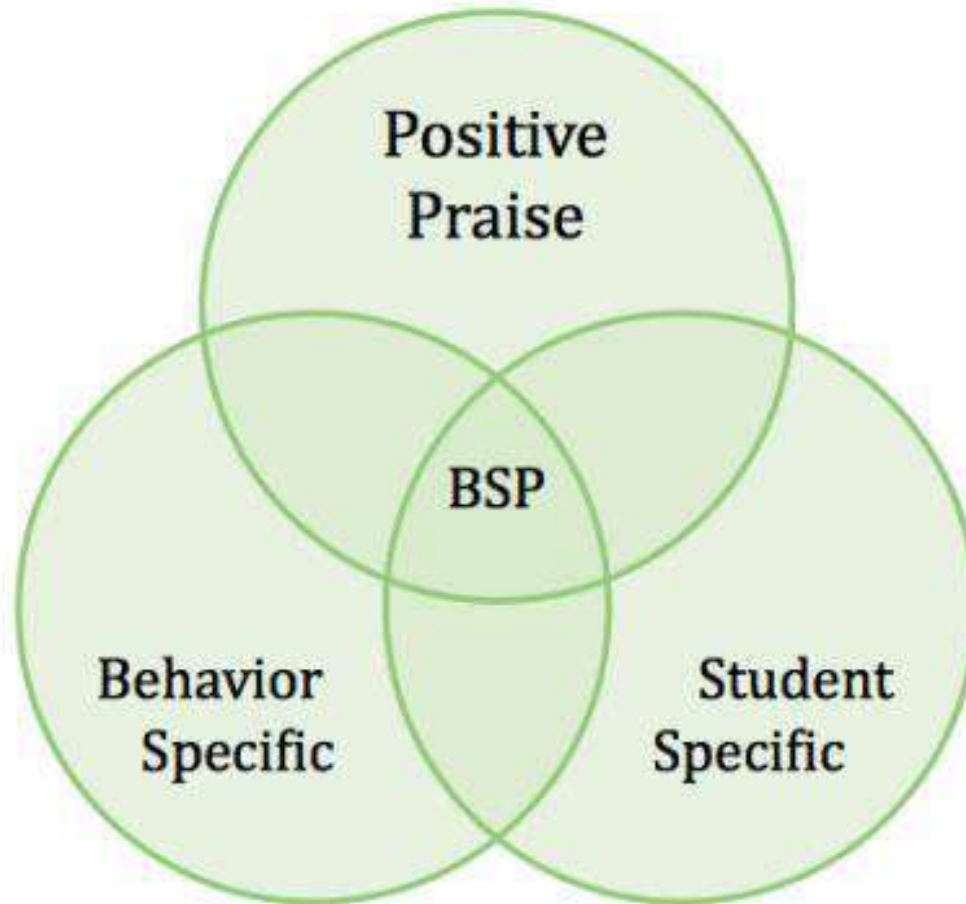


Relationships are key



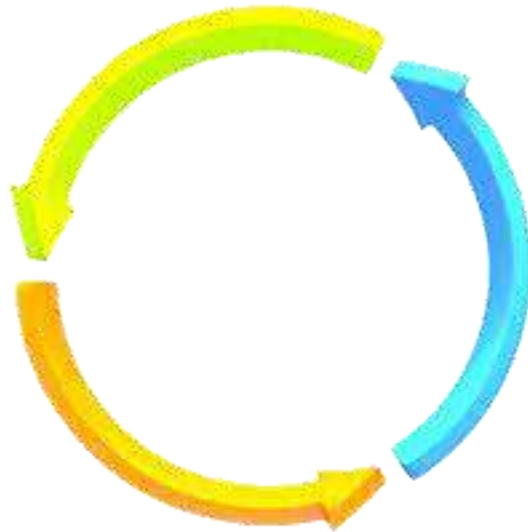
HLP #8

Key practice: Use behavior-specific feedback and praise



“ The goal of feedback ... is to close the gap between the student's current response and the desired response. ”

Archer & Hughes, 2011, p. 175



A close-up photograph of a row of ten matchsticks against a dark blue background. The matchstick on the far left is lit, with a bright yellow and orange flame. The flame is positioned over the heads of the second and third matchsticks, which are unlit. The other seven matchsticks in the row are also unlit and stand upright. The image serves as a visual metaphor for the quote about transformation being a process.

"TRANSFORMATION IS A PROCESS.
NOT AN EVENT."

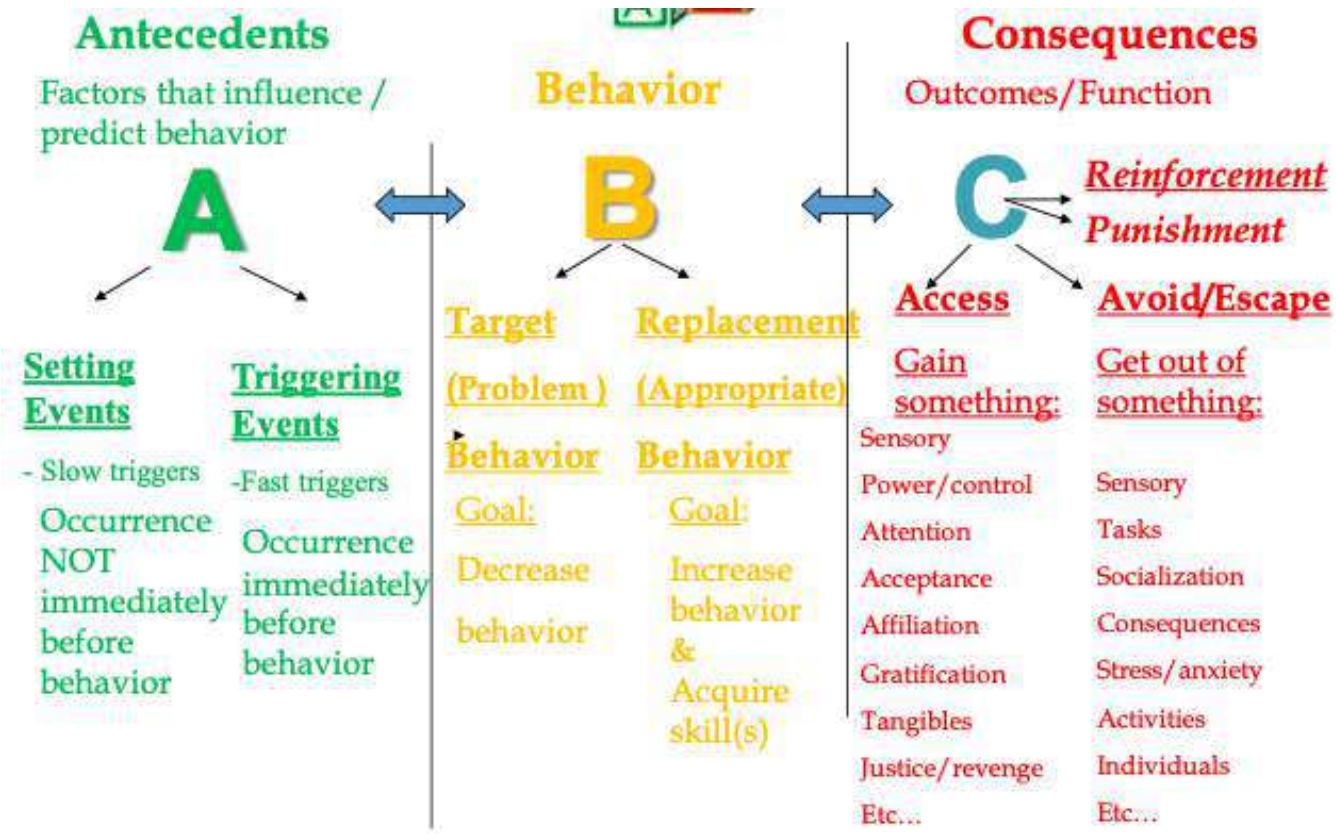
~ JOHN P. KOTTER

HLP #9: Teach Social Behaviors



HLP #10:

Conduct FBAs to Develop Individual BIPs



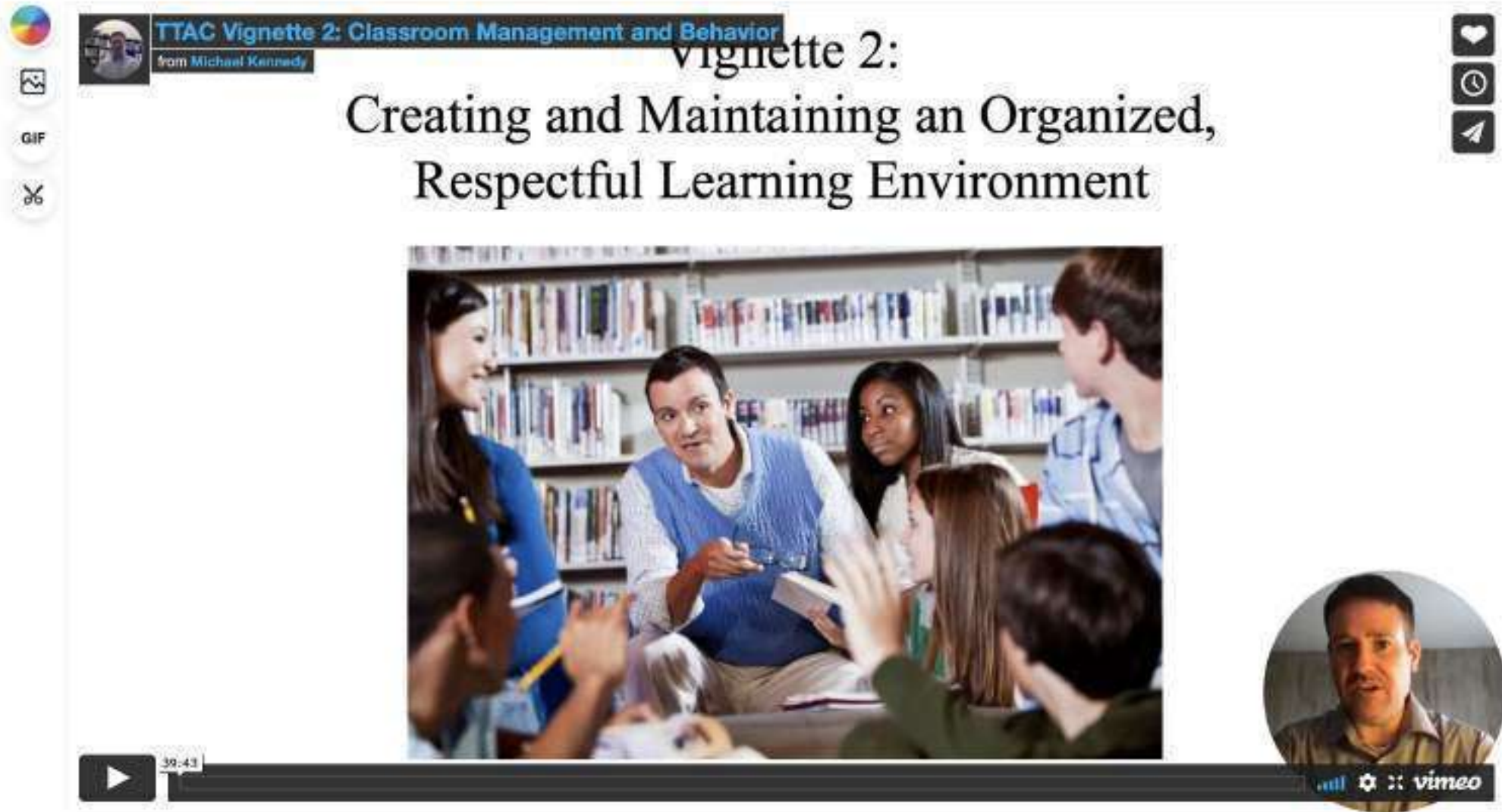
EVERYONE EATS



EVERY BEHAVIOR SERVES ONE OR MORE OF THESE FOUR FUNCTIONS



<https://vimeo.com/672487700>



TTAC Vignette 2: Classroom Management and Behavior

Ideas, Practices, Strategies, Tools

Collaboration

Assessment

Social

Instruction



High-Leverage Practices in Special Education

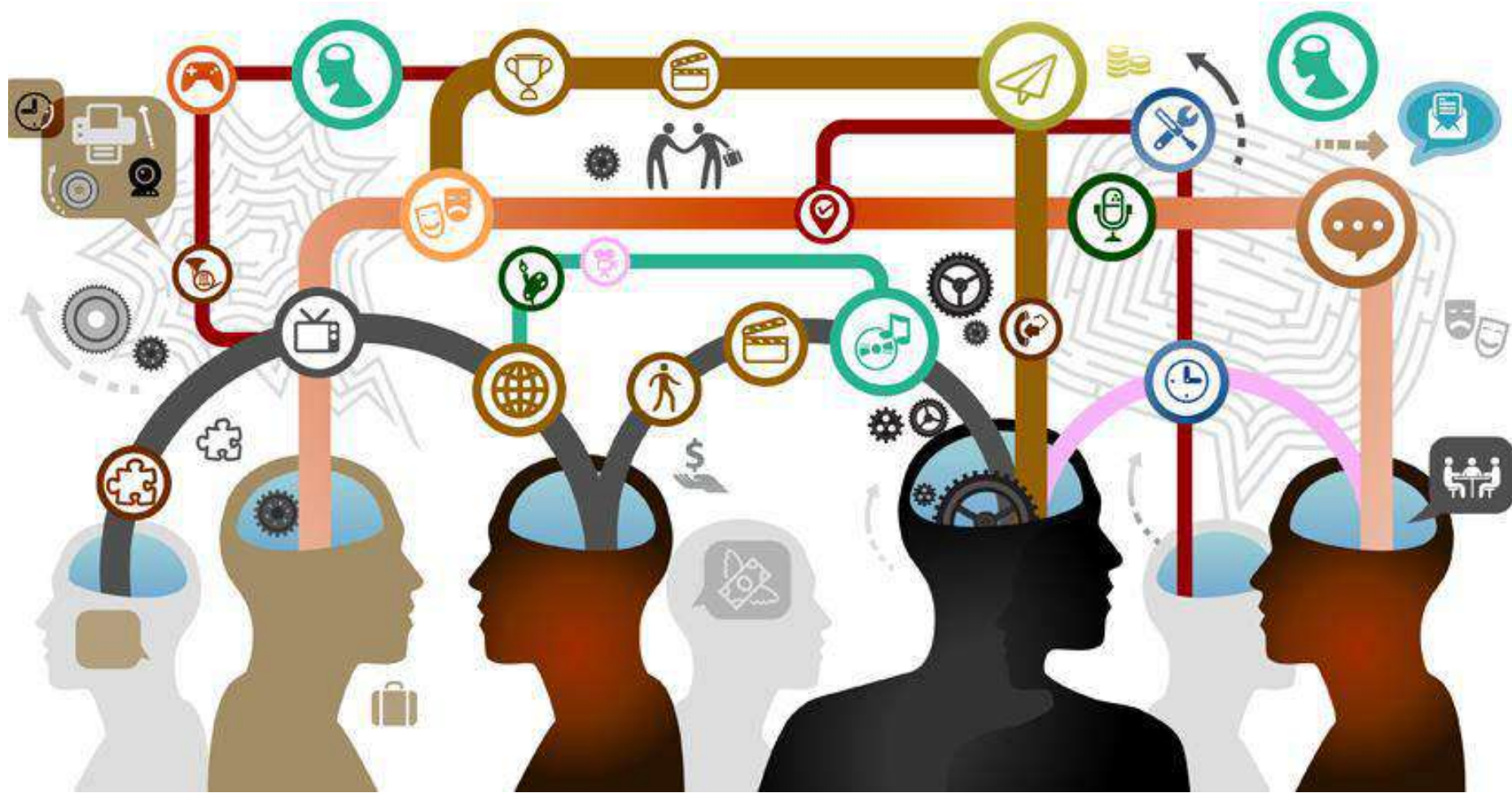
HLP 11: Create Long- and Short-Term Learning Goals

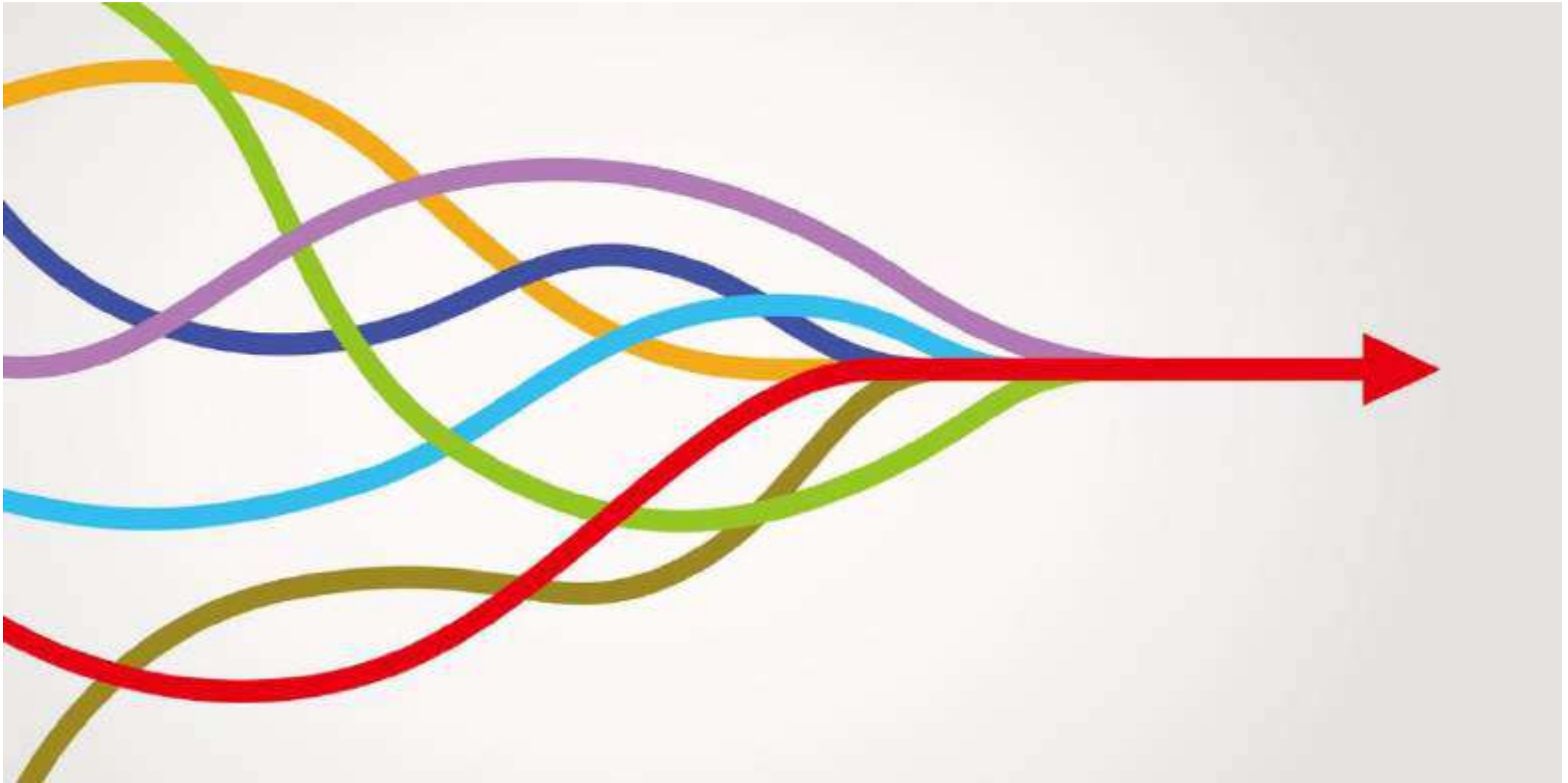


When HLP 11 is implemented, teachers **prioritize** what is most important for students to learn and access to benefit from general education and other contextually relevant curricula



Can't do HLP 11 without HLPs 1-3, and 4-6

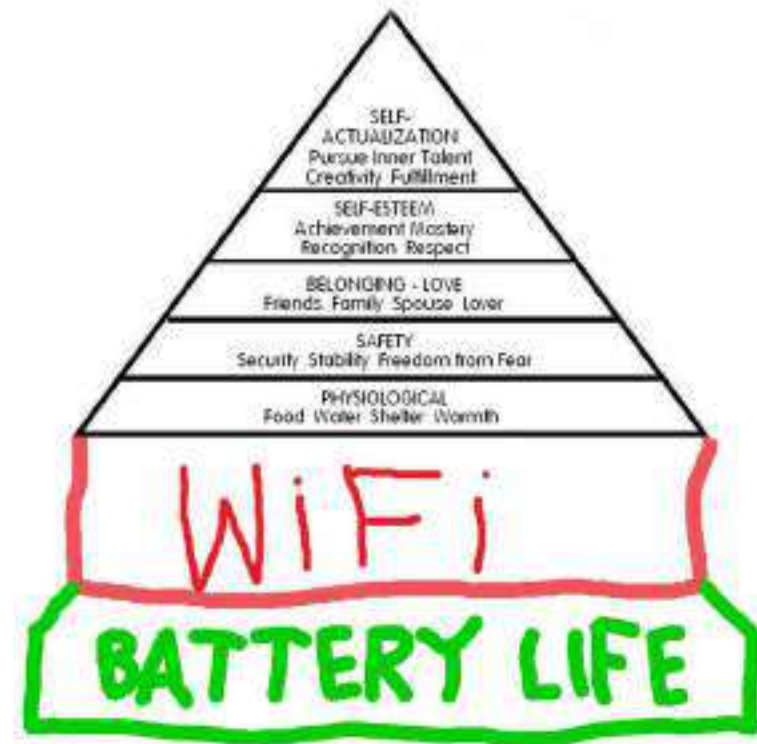




HLP 12: Systematically Design Instruction

Teach according to a logical hierarchy: Less complex skills before more complex ones.
Prerequisites before requisites, and concrete information before abstract info

Teach 13-8 before 24-5



As Close To Magic As We've Got: The Implementation of Explicit Instruction

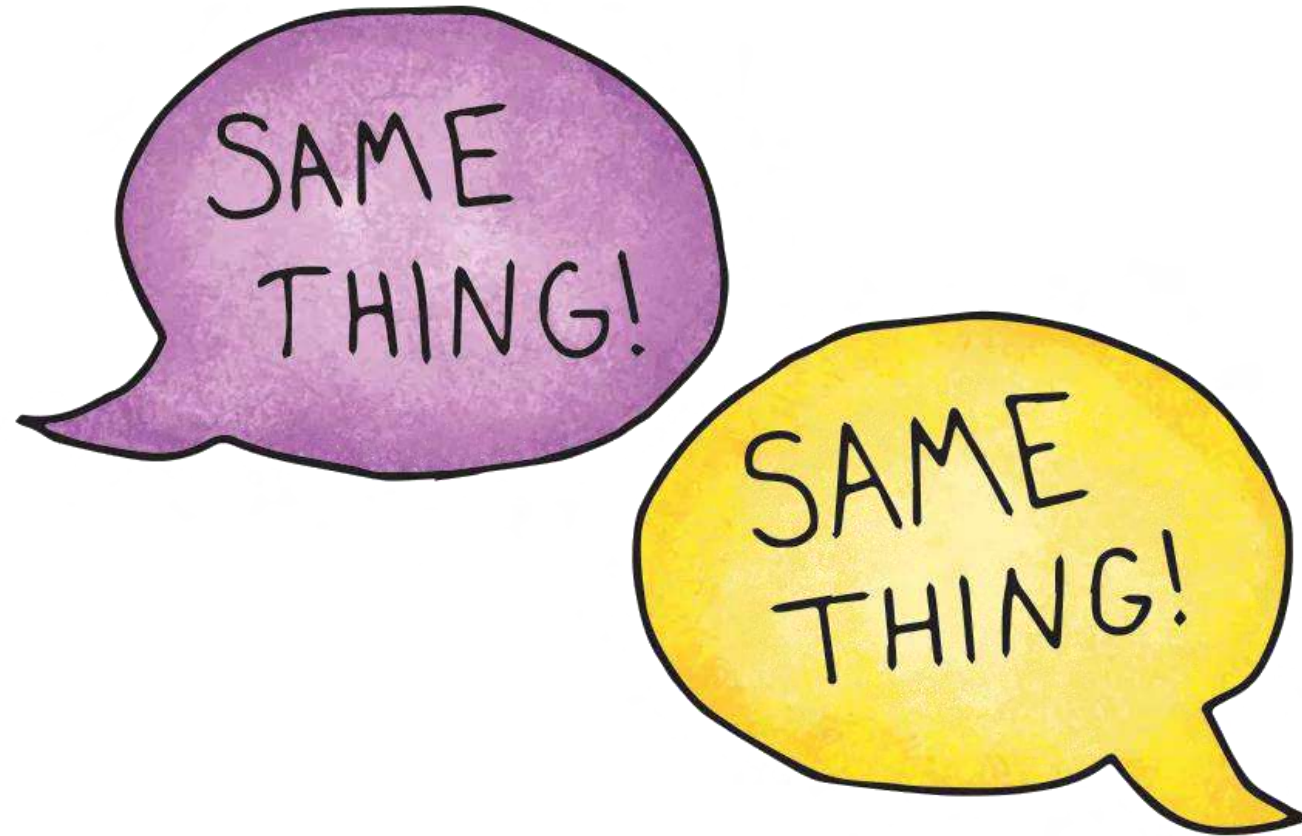


HLP # 13: Adapt Curriculum Materials and Tasks to Address Student Goals



Adaptation is a change





With a change to work around a
specific challenge or barrier due to disability

Changing **WHAT**

they are learning

= *modification*



Changing **HOW**

they are learning

= *accommodation*



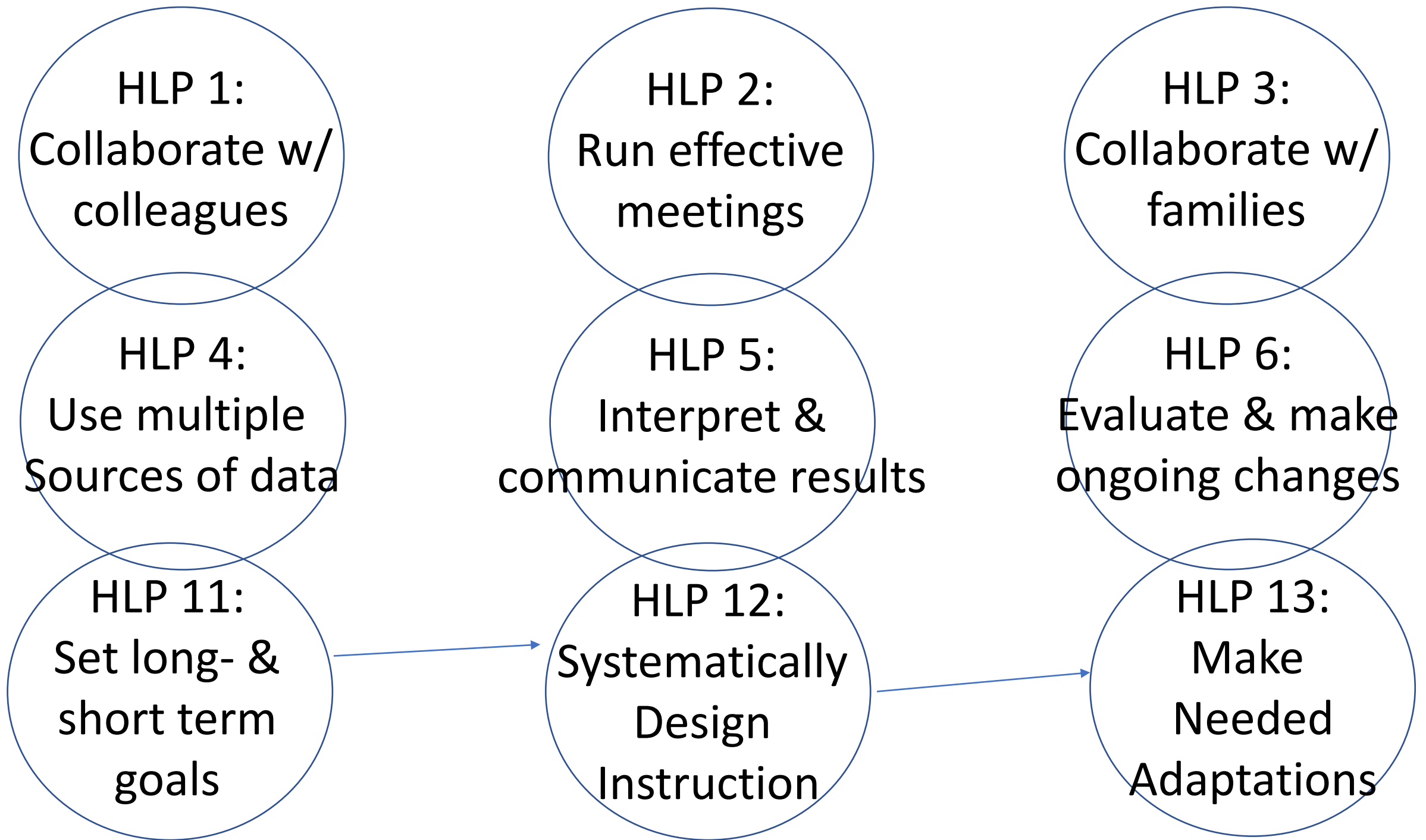
Three key and interrelated HLPs:

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

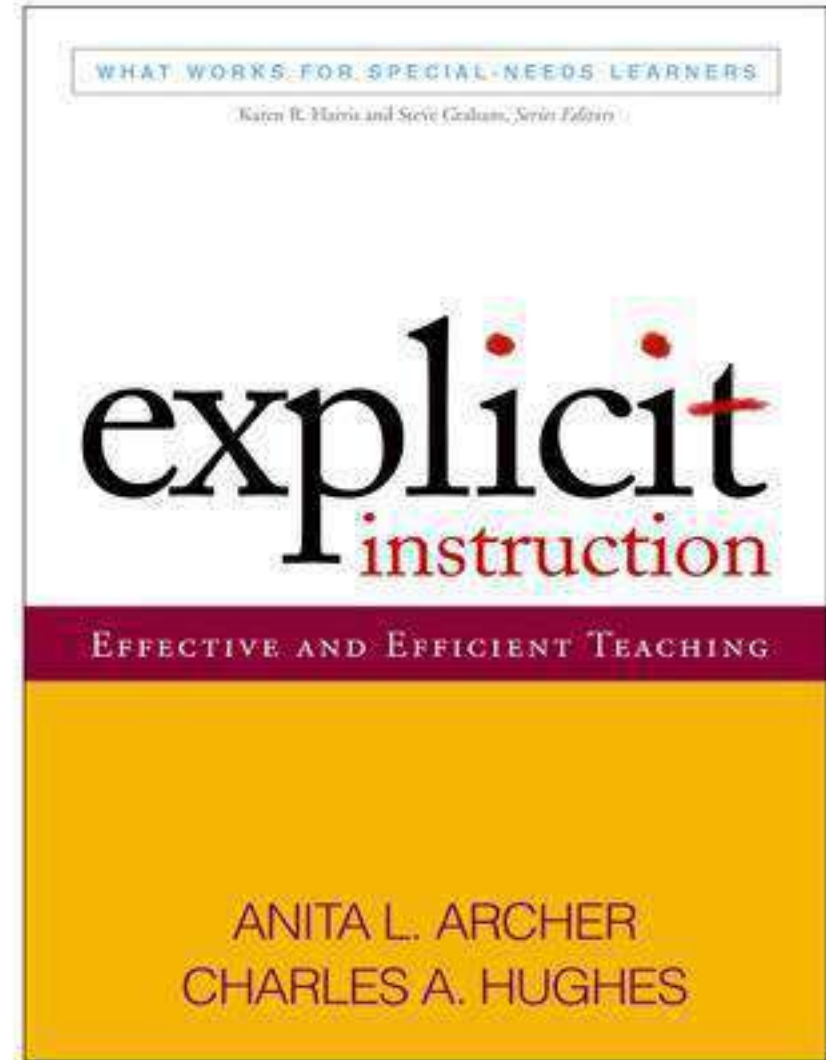
HLP 12: Systematically design instruction towards learning goals

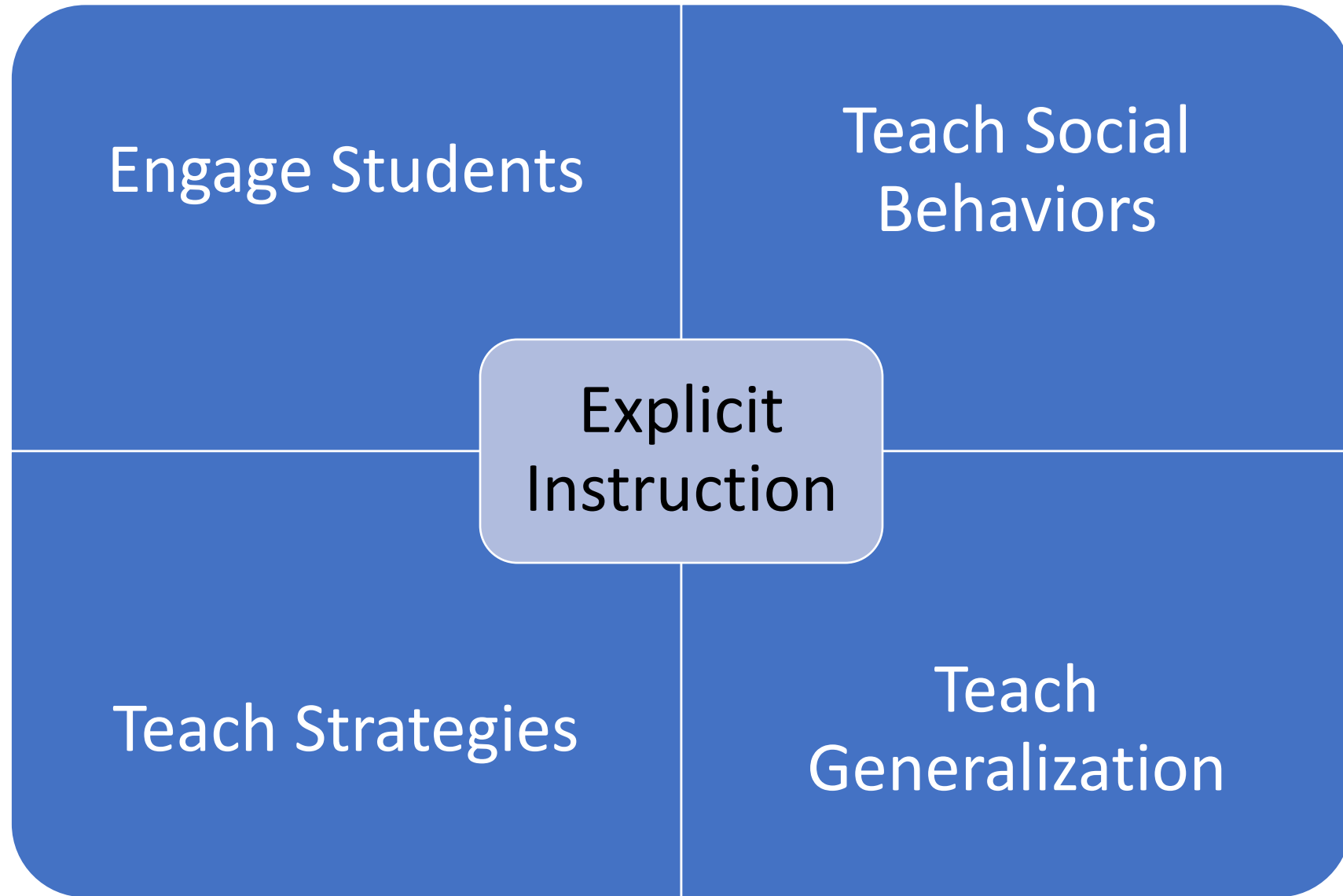
HLP 13: Adapt Curriculum Materials and tasks towards goals



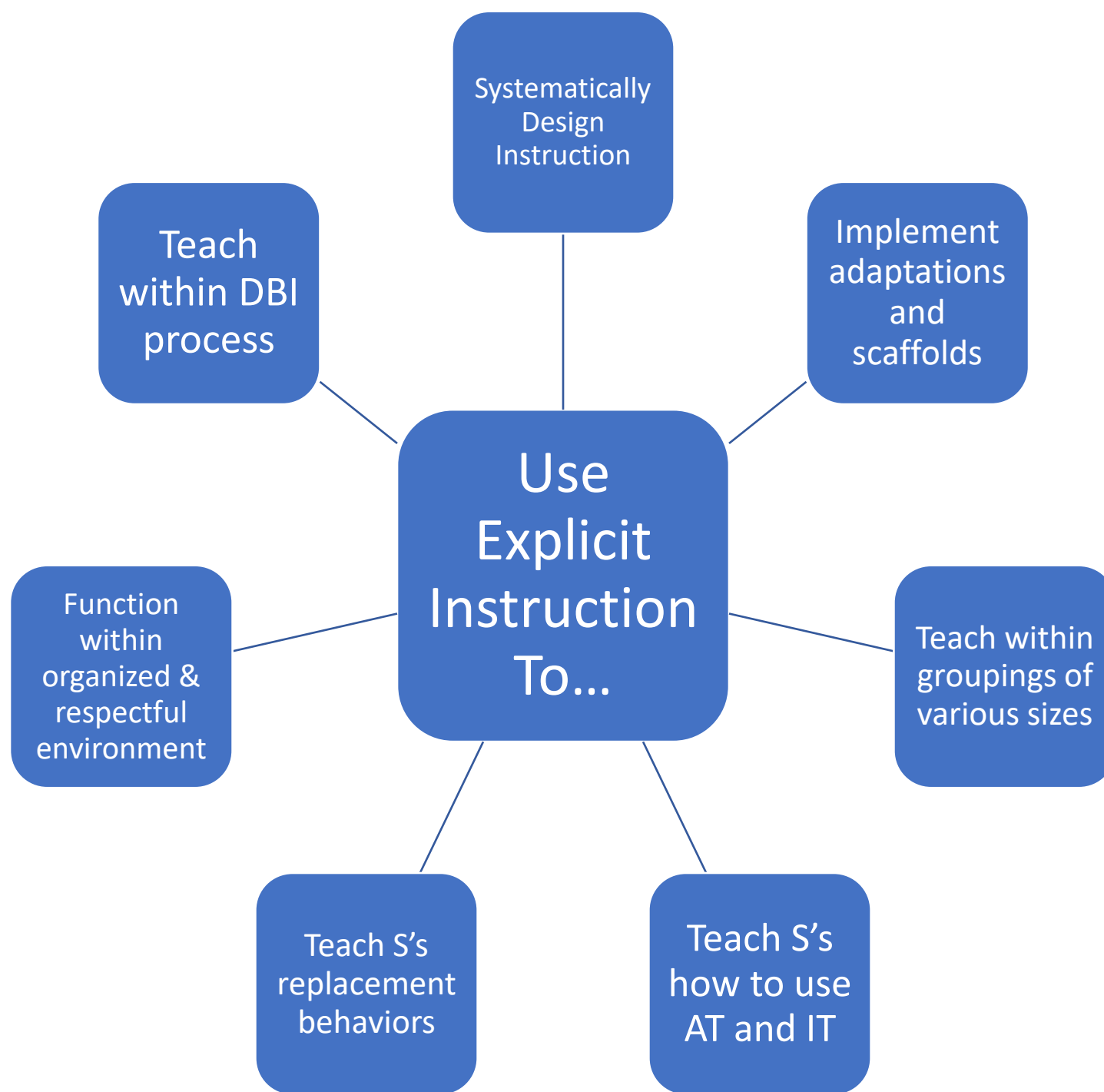


All the rest...









HLP 14: Teach Strategies



There's loads of strategies... Find them and use them!

R.A.P ACRONYM!

- ✓ **R**ead a paragraph.
- ✓ **A**sk yourself,
"What was the main idea and two details?"
- ✓ **P**ut information into your own words.

Match the colors and object - I

Match the colors with similar colored pictures and draw the line.

Ensure a match between student needs, skills, and demands of task



Red



Green



Yellow



Brown



Orange

Gradual Release of Responsibility

I do

teacher explicitly models and teaches
informing - explaining - modeling - direct teaching

we do

guided practice with students
provide immediate and corrective feedback

you do

independent application and practice
monitor - clarify - reteach



HLP 15

Use Scaffolded Supports



HLP # 13: Adapt Curriculum Materials and Tasks to Address Student Goals

Remember?





TOP 10

Must-Have Math Manipulatives



Clouds

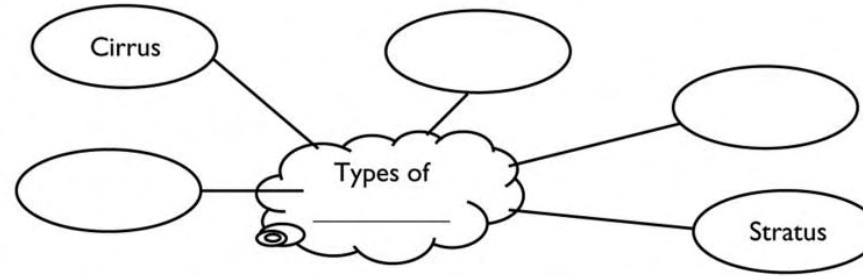
Directions: Follow along with your teacher and fill in your guided notes.

What Are Clouds?

★ A cloud is a collection of _____ of _____.

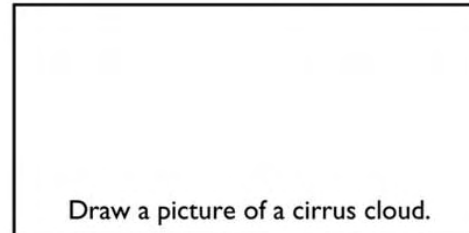
What Are the Different Kinds of Clouds?

★ There are many different types of _____:

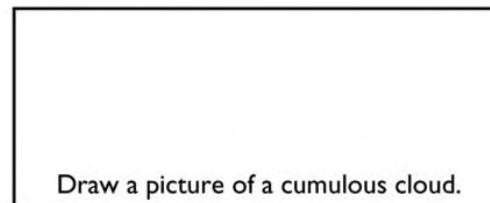


How Do I Know What Type of Clouds Are in the Sky?

- Cirrus clouds
 - Most common
 - Made of _____
 - Thin and _____
 - Predict _____ weather



- Cumulous clouds
 - Often called "_____ " clouds
 - _____ and _____
 - Can develop into large _____ or _____ clouds



The Unit Organizer

NAME _____
DATE _____

④ BIGGER PICTURE
Instructional Coaching

| | | |
|---|---|--|
| ② LAST UNIT/Experience What is the Partnership Philosophy? | ① CURRENT UNIT Partnership Communication: Creating Learning Conversations | ③ NEXT UNIT/Experience Getting Teachers on Board and Finding a Starting Point |
|---|---|--|

⑧ UNIT SCHEDULE

| | |
|---|---------|
| Review How Does Coaching Affect Classroom Practice? | 4-15 |
| Webinar | 4-15 |
| Update/reflect Coaching Log | ongoing |
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⑤ UNIT MAP

⑦ UNIT SELF-TEST QUESTIONS

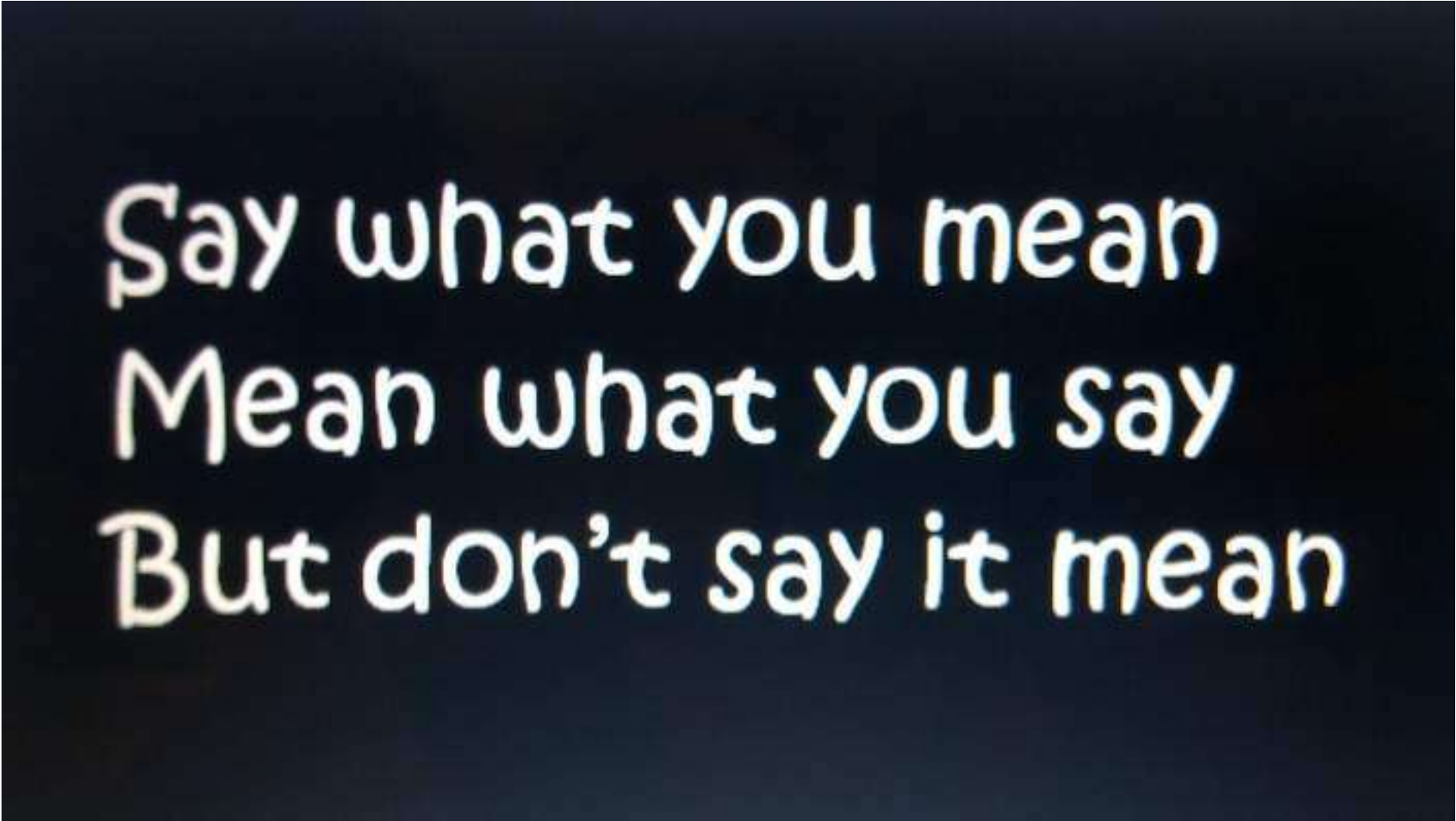
1. Describe the communication process.
2. What do effective communicators do?
3. How can personal stories block our ability to build emotional connections and to communicate effectively?
4. How can the partnership approach make it easier to communicate transparently with others?

⑥ UNIT RELATIONSHIPS
problem/solution/results

Knight, J. (2007). *Instructional Coaching: A Partnership Approach to Improving Instruction*. CA: Corwin Press.

Adapted from The Unit Organizer Routine. Copyright for the template are held by the authors of The Unit Organizer Routine.

HLP 16: Use Explicit Instruction



Say what you mean
Mean what you say
But don't say it mean

Key Elements of Explicit Instruction

- Use clear language
- Use cues
- Break complicated content into chunks
- Make connections to prior learning
- Highlight relevant and varied examples (and non-examples)
- Use an engaging, deliberate, and predictable pace
- Provide lots of (varied) opportunities to respond (OTRs)
- Deliver high-quality feedback
- Model (I do) regularly
- Provide guided practice (we do) regularly
- Utilize independent practice (you do) when students are ready



<https://vimeo.com/623713073>

The image shows a Vimeo video player interface. At the top, the video title is "TTAC HLP Series Vignette 1: ABCs of Explicit Instruction and Effective Feedback" by Michael Kennedy. Below the title is a subtitle: "High-Leverage Practices for the Post-COVID Classroom: Preparing Teachers, Staff, and Other Stakeholders for Instructional and Behavioral Challenges". The main video frame shows a teacher smiling and interacting with three young students who are sitting at a table and writing. To the left of the main frame is a thumbnail image of a person with arms raised. To the right is a thumbnail image of two overlapping circles with a heart and a star inside. Below the main frame is a logo for "High-Leverage Practices for Students with Disabilities". The video player controls at the bottom show a play button, a progress bar at 54:39, and the Vimeo logo.

TTAC HLP Series Vignette 1: ABCs of Explicit Instruction and Effective Feedback
from Michael Kennedy

High-Leverage Practices for the Post-COVID Classroom:
Preparing Teachers, Staff, and Other Stakeholders for
Instructional and Behavioral Challenges

High-Leverage Practices
for Students
with Disabilities

54:39

vimeo

TTAC HLP Series Vignette 1: ABCs of Explicit Instruction and Effective Feedback



The Importance of Clear Language
& Being Deliberate



The Importance of OTRs



The Importance of Feedback



The Importance of Modeling



The Importance of Guided Practice



The Importance of Independent Practice

The importance of
providing
demonstrations and
getting students to
dig their hands in
and do some deep
thinking



HLP 17

Use Flexible Groupings



Having small groups is great, but the instruction still makes the biggest difference



In other words: Small group sizes won't cover for ineffective instruction



That being said, a small group + HQ instruction is a great recipe for success!



HLP 18

Focus on Student Engagement



Callback

Key Elements of Explicit Instruction

- Use clear language
- Use cues
- Break complicated content into chunks
- Make connections to prior learning
- Highlight relevant and varied examples (and non-examples)
- Use an engaging, deliberate, and predictable pace
- Provide lots of (varied) opportunities to respond (OTRs)
- Deliver high-quality feedback
- Model (I do) regularly
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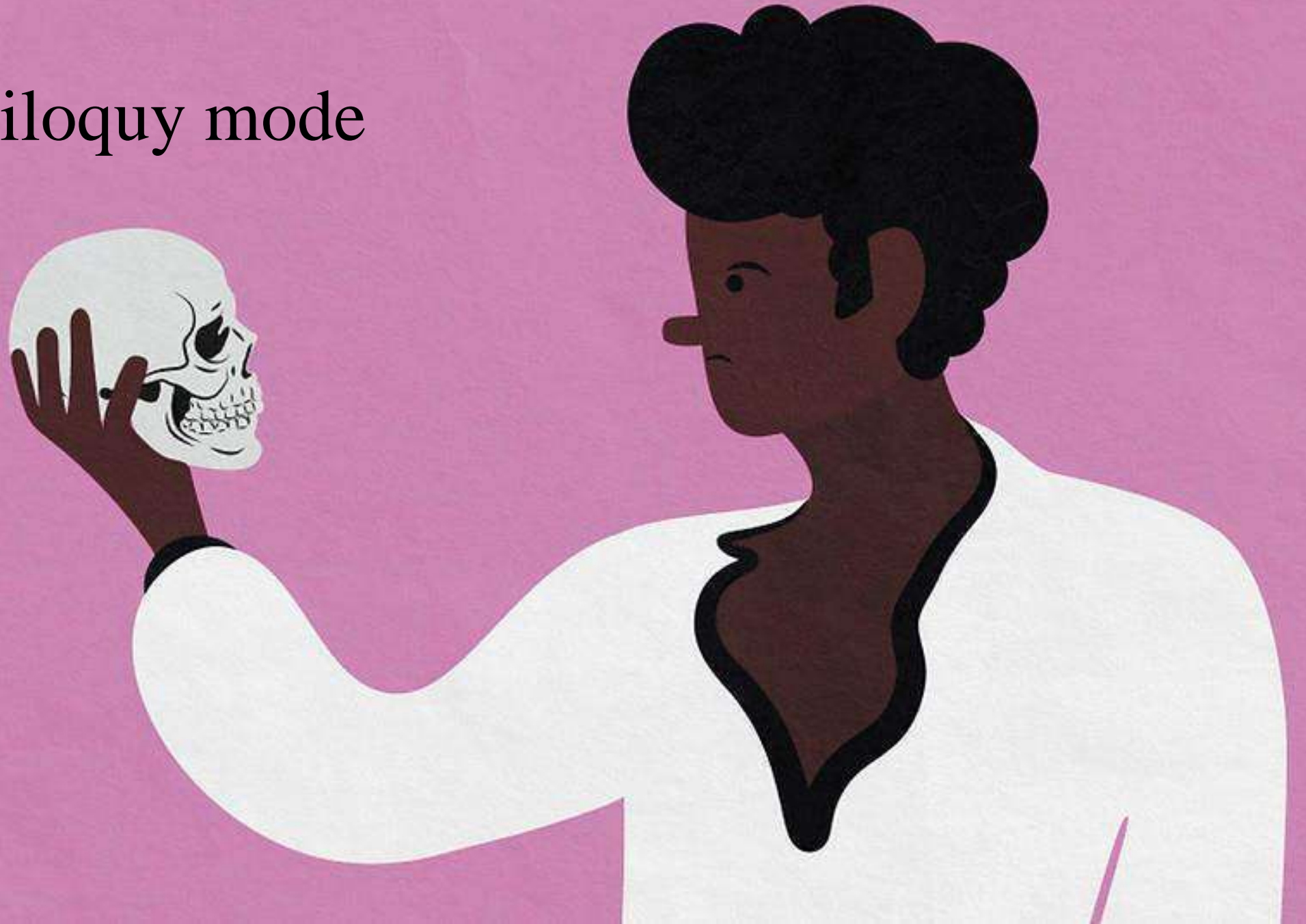




Bring the energy: If you're bored, they're bored

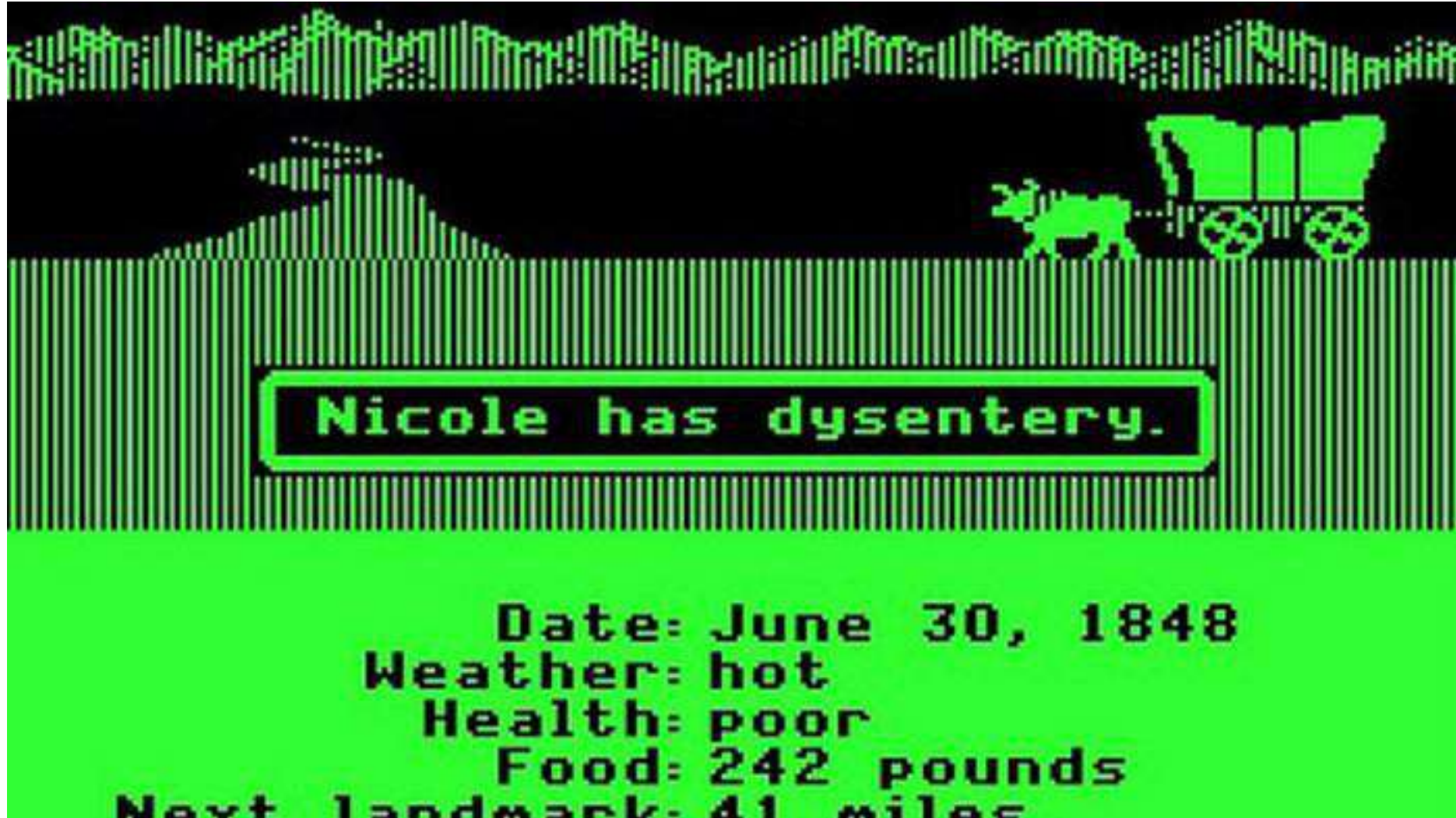


Avoid soliloquy mode



HLP 19

Use Assistive and Instructional Technology



Tech is everywhere in our lives – Be strategic

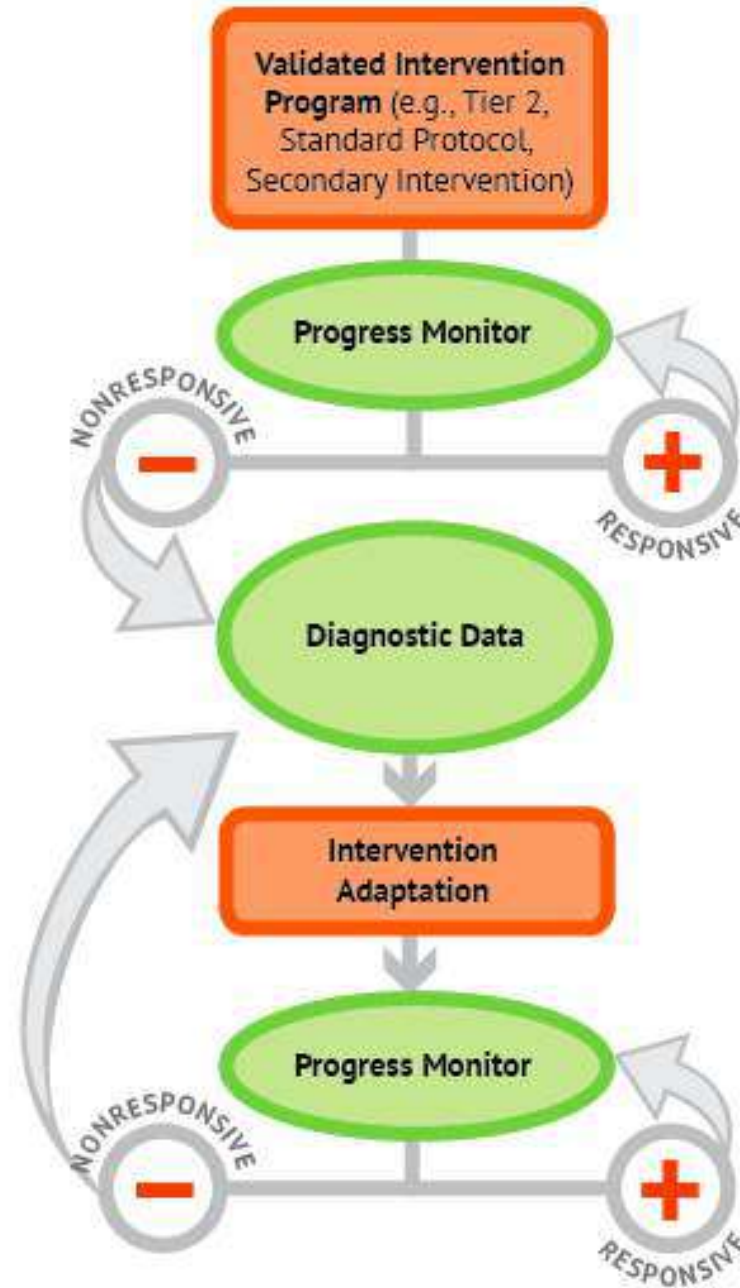


Off the rack videos/tech can be OK,
but preview and make sure they meet your goals



HLP 20

Use Intensive Instruction

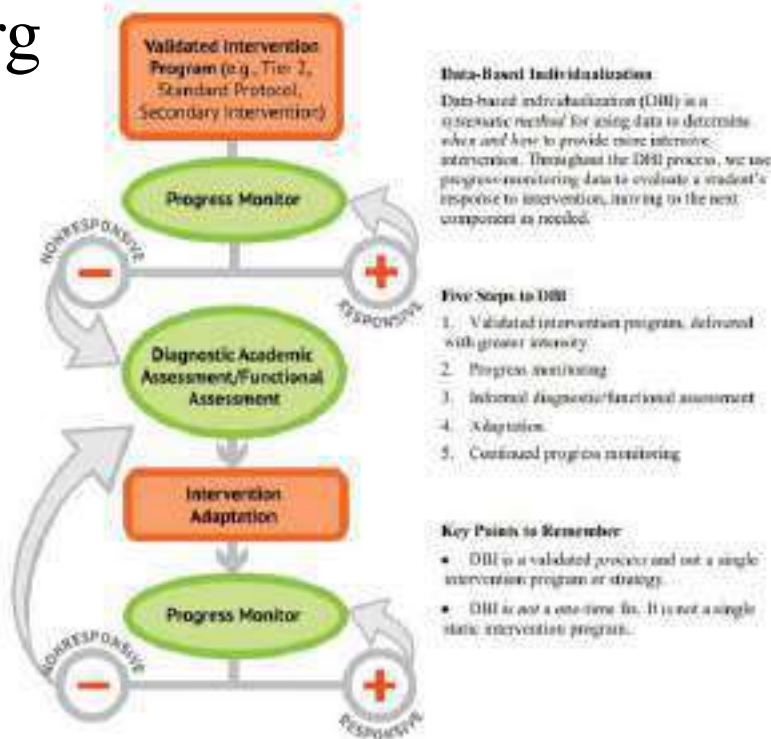


HLP 6: Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments that Improve Student Outcomes



Introduction to Data-Based Individualization

www.intensiveintervention.org



How well is the intervention working? Is the student making progress towards goals? How do you know, and what is your process for decision-making?



 power thesaurus

Synonyms for Intensify

increase

strengthen

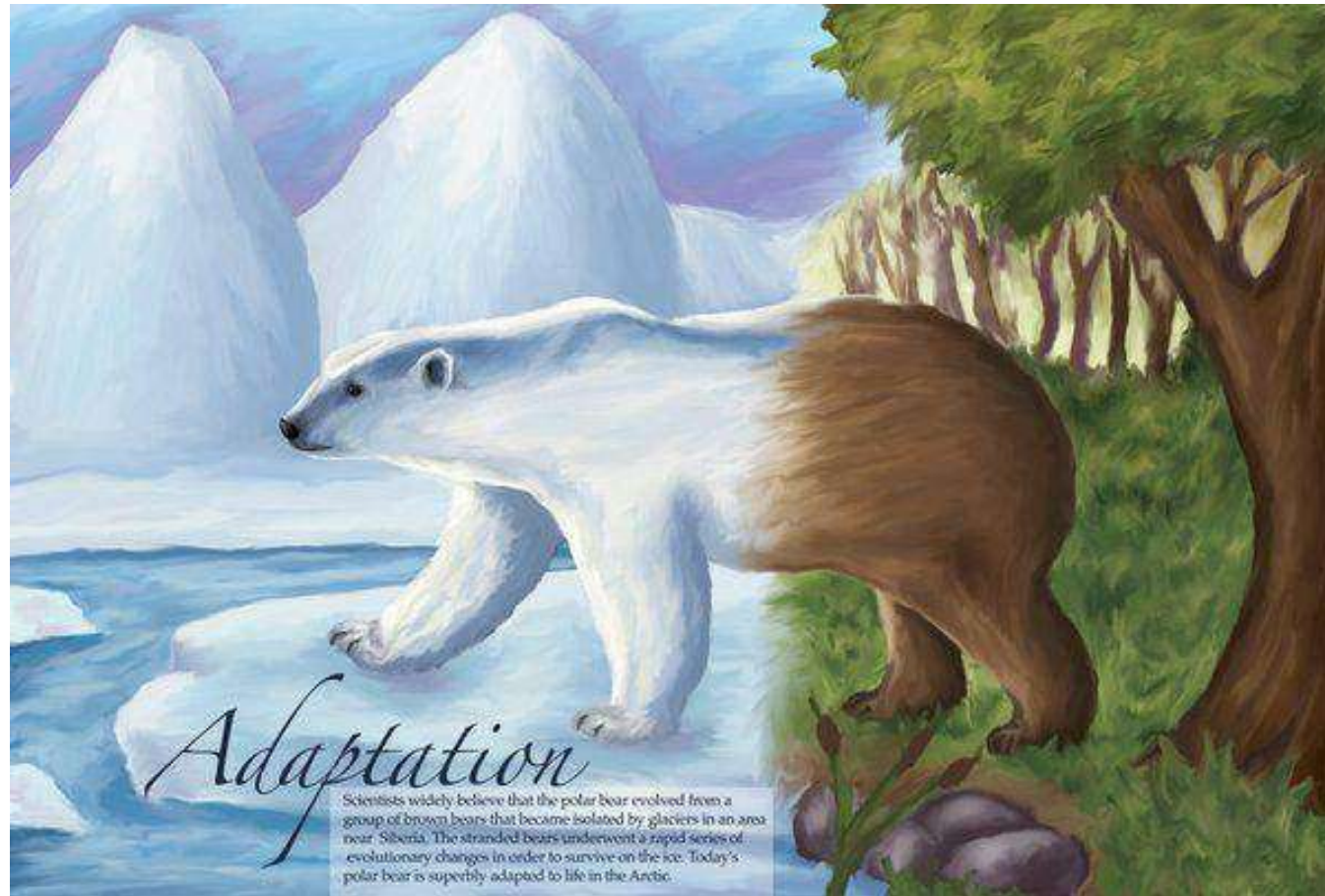
heighten

augment

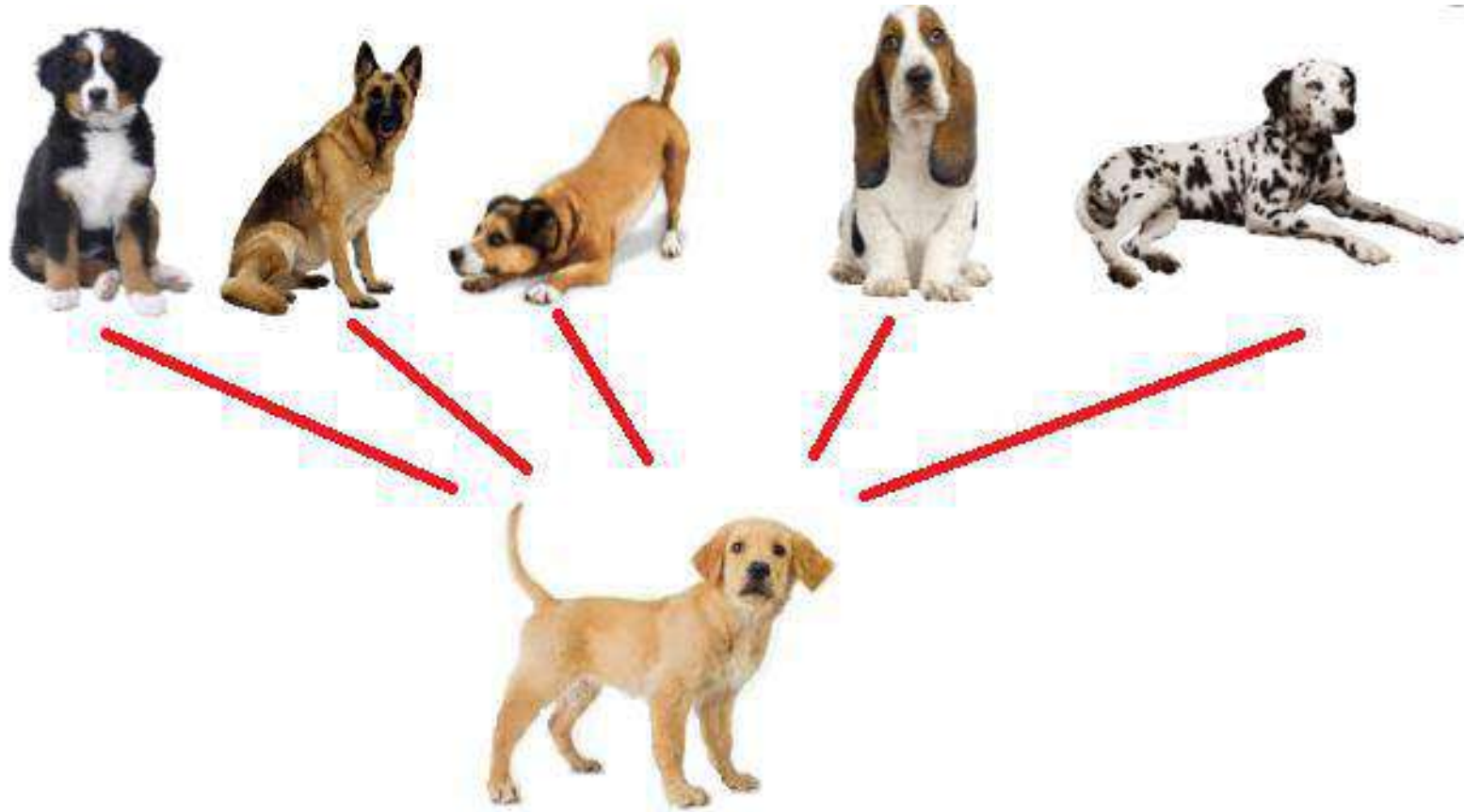
deepen

HLP 21

Teach for Generalization



Maintenance & Generalization are critical



We want students who learn a skill or strategy in setting A



To successfully apply that skill/strategy in setting B
(*as independently as they can*)



Select which skills or strategies are most critical, and focus on those...
(for starters, anyway)



Let your guide for
the selection process
be skills/strategies
that are common
across the student's
key courses/settings



HLP 22: Provide High-Quality Feedback





Change is a process
not an event.

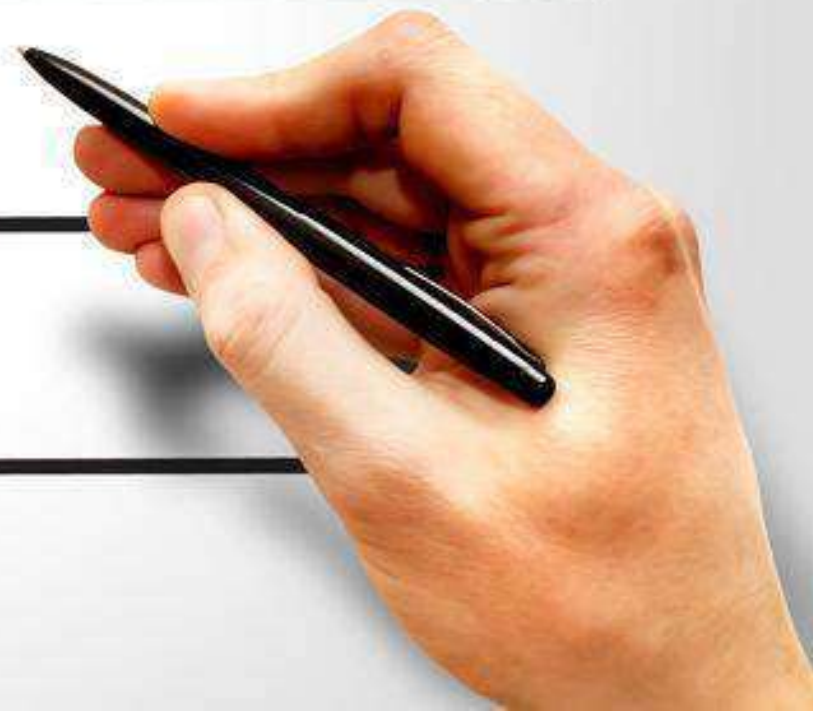
Barbara Johnson

Summary

①

②

③



“Explicit Instruction is Life!!!”
- Danny Rojas (probably)



<https://vimeo.com/684294119>



The image shows a Vimeo video player interface. The video content features a slide with the title "HLPs as Catalyst: We Can Do Better Than Remediation". Below the title is a row of 12 matchsticks, with the 12th matchstick on the right being lit and having a large flame. To the right of the matchsticks is the logo for "High-Leverage Practices for Students with Disabilities", which consists of a stylized 'X' made of four human figures in blue and orange. In the bottom right corner of the video frame is a circular inset showing a man speaking. The video player includes a progress bar at the bottom with a play button and a timestamp of 1:18:30. On the left side of the player are icons for full screen, download, and share. On the right side, there is a small box indicating "Anyone on the internet" can view the video, with the URL "https://vimeo.com/684294119" and a "Privacy settings" link.

Mississippi CEC Keynote 3/22: HLPs as Catalyst
from Michael Kennedy

HLPs as Catalyst:
We Can Do Better Than Remediation

High-Leverage Practices
for Students
with Disabilities

1:18:30

vimeo

Mississippi CEC Keynote 3/22: HLPs as Catalyst

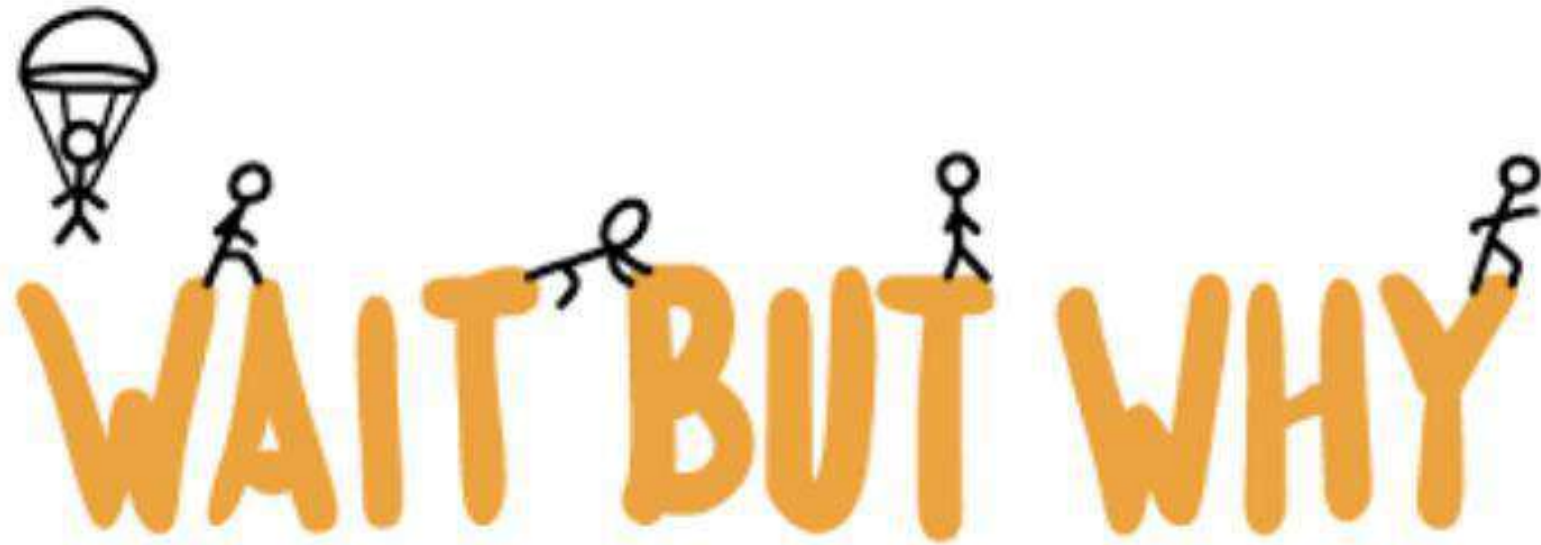
Implementation of High-Leverage Practices: The Need for Nuance and Finesse



Before we can observe and provide coaching...



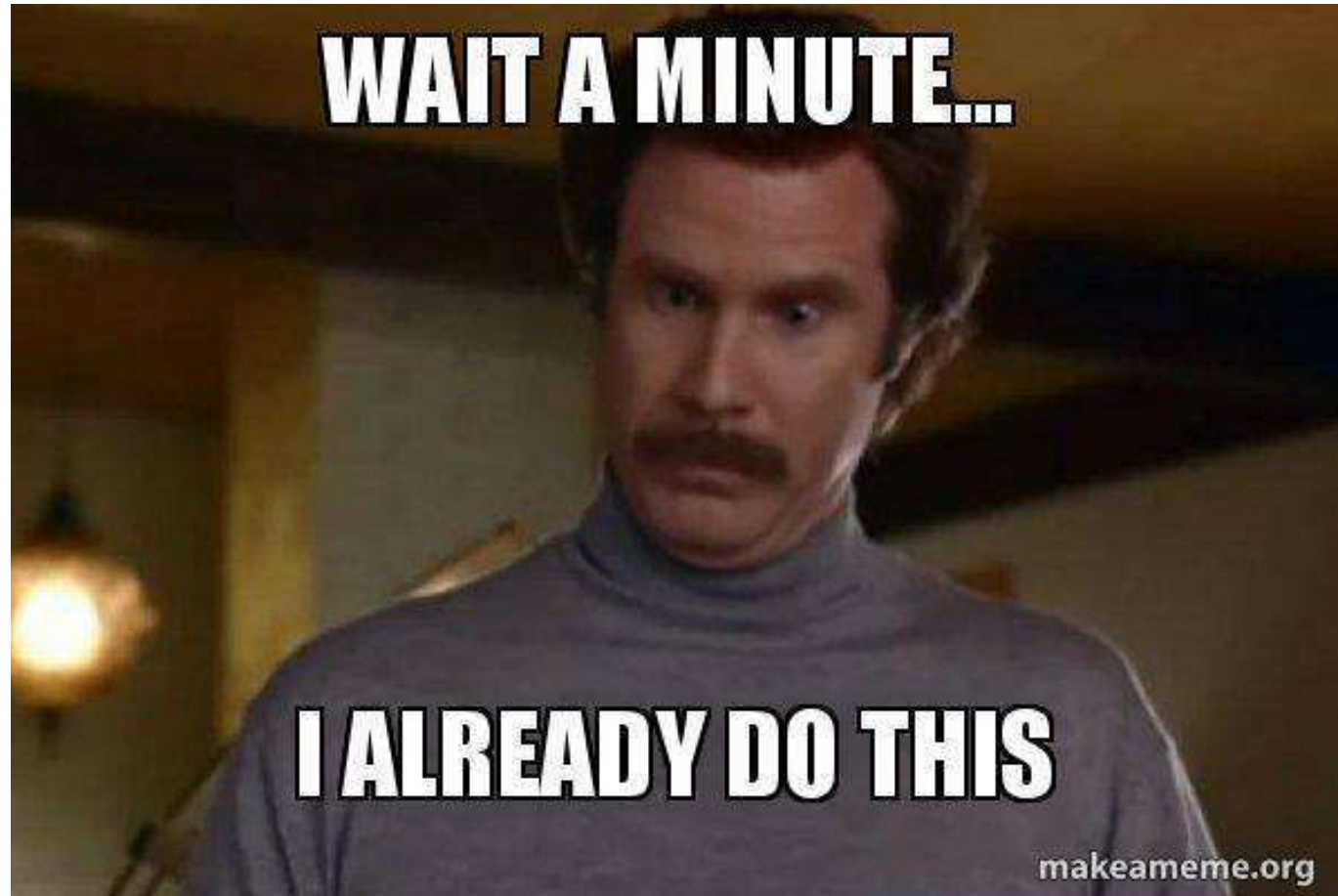
Developing Implementation Knowledge for HLPs



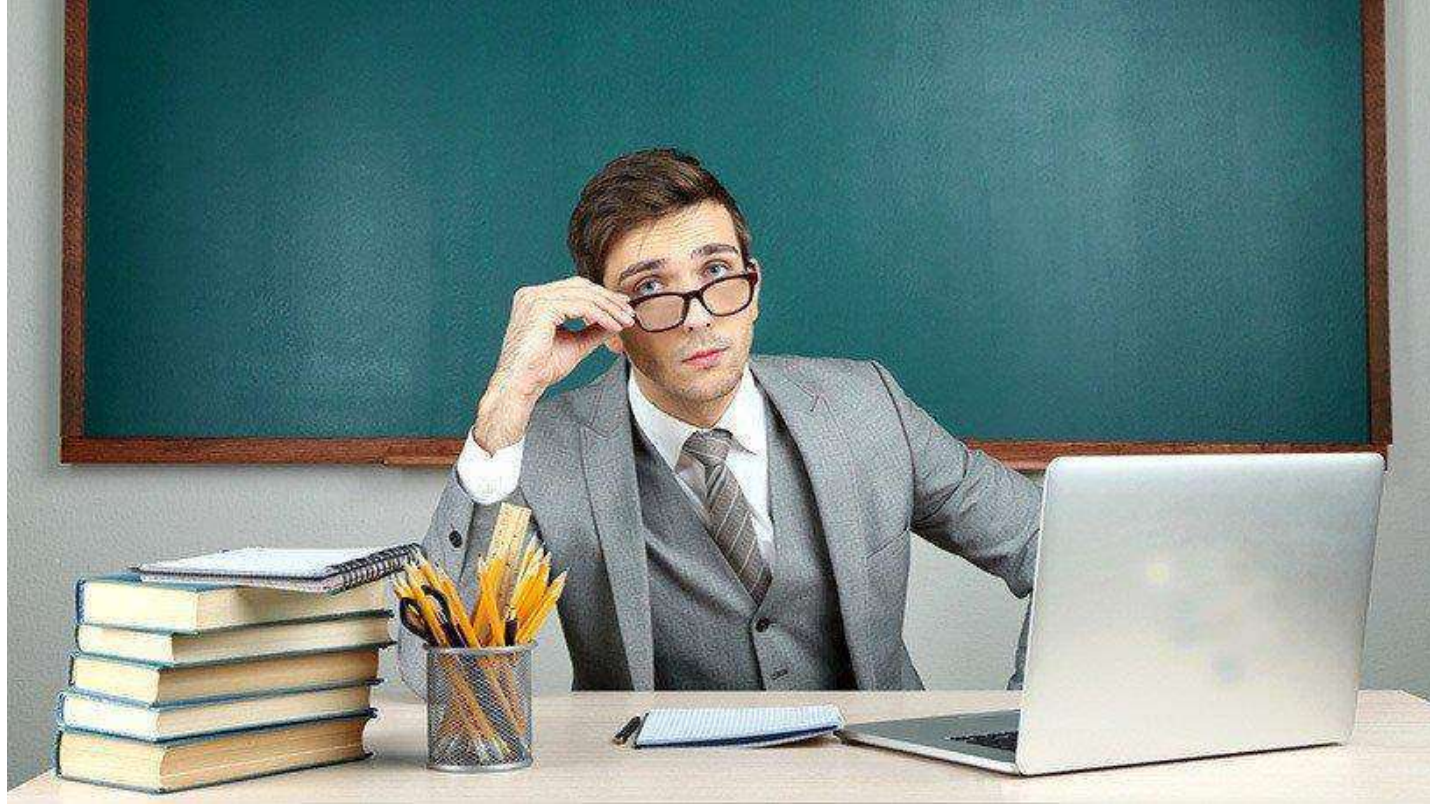
Simply learning about/understanding the HLPs is key,
but not enough



Common Reaction From Teachers...



“I use explicit instruction every day”



A black-outlined speech bubble with rounded corners and a pointed tail at the bottom left. Inside the bubble, the text "Yes, BUT..." is written in a bold, sans-serif font. "Yes," is in black, "BUT" is in red, and the ellipsis "..." is in black.

Yes, BUT...

(Some) Components of El...

- Clear language
- Explicit cues
- Review of background info
- Deliberate pace
- Modeling
- Guided practice
- Independent practice
- Use of examples
- Repetition
- Use of feedback

(Some) Components of EI...

- Clear language
- Explicit cues
- Review of background info
- Deliberate pace
- Modeling
- Guided practice
- Independent practice
- Use of examples
- Repetition
- Use of feedback

*And each of these components
have nuance to them.... They're
not dichotomous*

Each practice has nuance for implementation with fidelity, but sometimes the nuance has nuance – Like in complex practices like EI...

Set Explicit Instruction (Generic)



00:21

Modeling/I Do It

- None
- **Demonstrates Skill**
- **Provides Several Models**

- **Clear Concise and Consistent Language**
- **Involves Students**
- **Think Aloud**

Set new practice

Add Vocab Term or Topic:

Type new term here

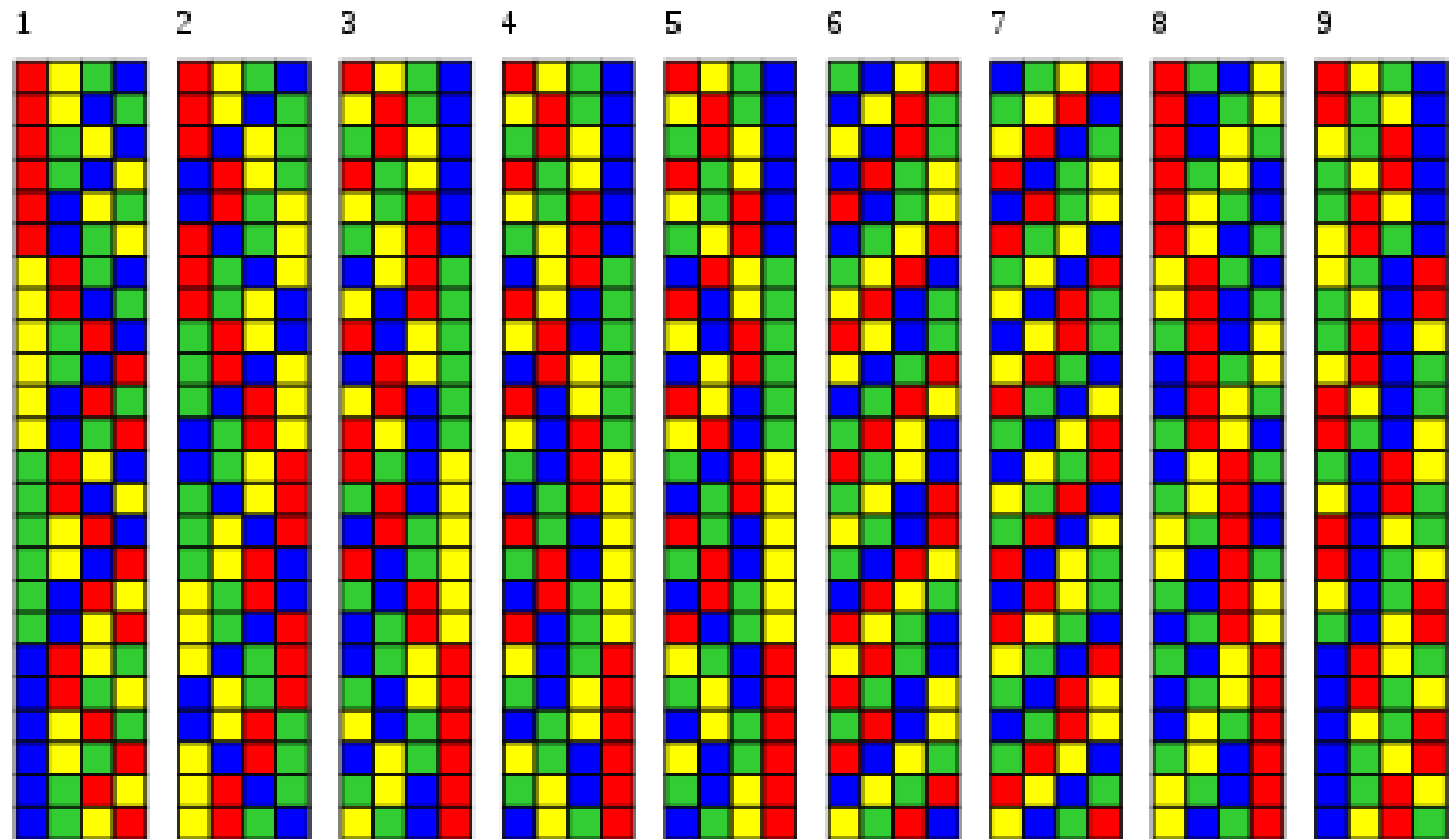
Add

Active term(s) or topic(s) (*click to remove*): **Modeling Regrouping**

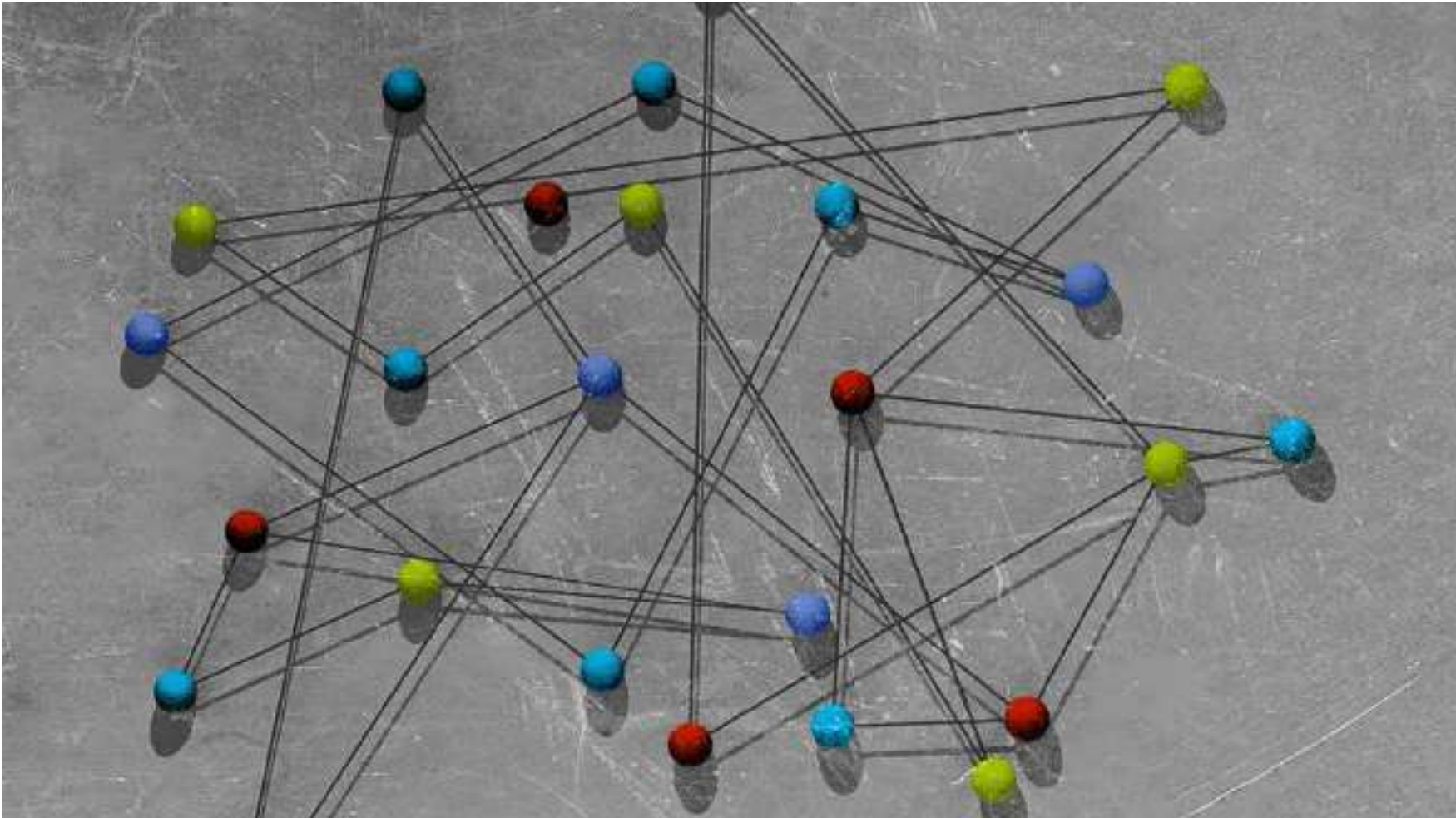
Teaching and Re-Teaching Expectations

- Expectations are measurable
- Expectations are positively stated
- Expectations are understandable by all students
- Expectations are always applicable
- Expectations are observable
- Expectations are posted
- Teacher uses examples and non-examples
- Teacher confirms understanding
- Teacher provides feedback

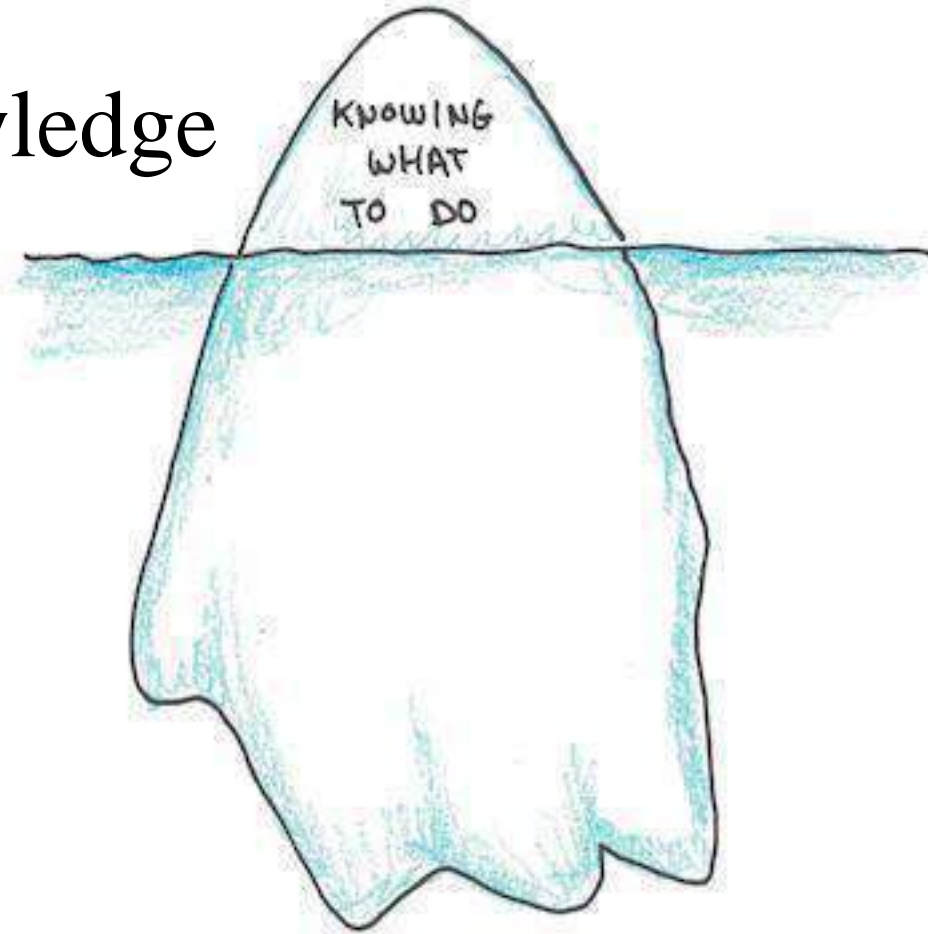
Think about all the possible permutations of HLP implementation
in teachers' various settings/grade levels



Add to that the ways the HLPs interact with each other,
and also across content/grade levels



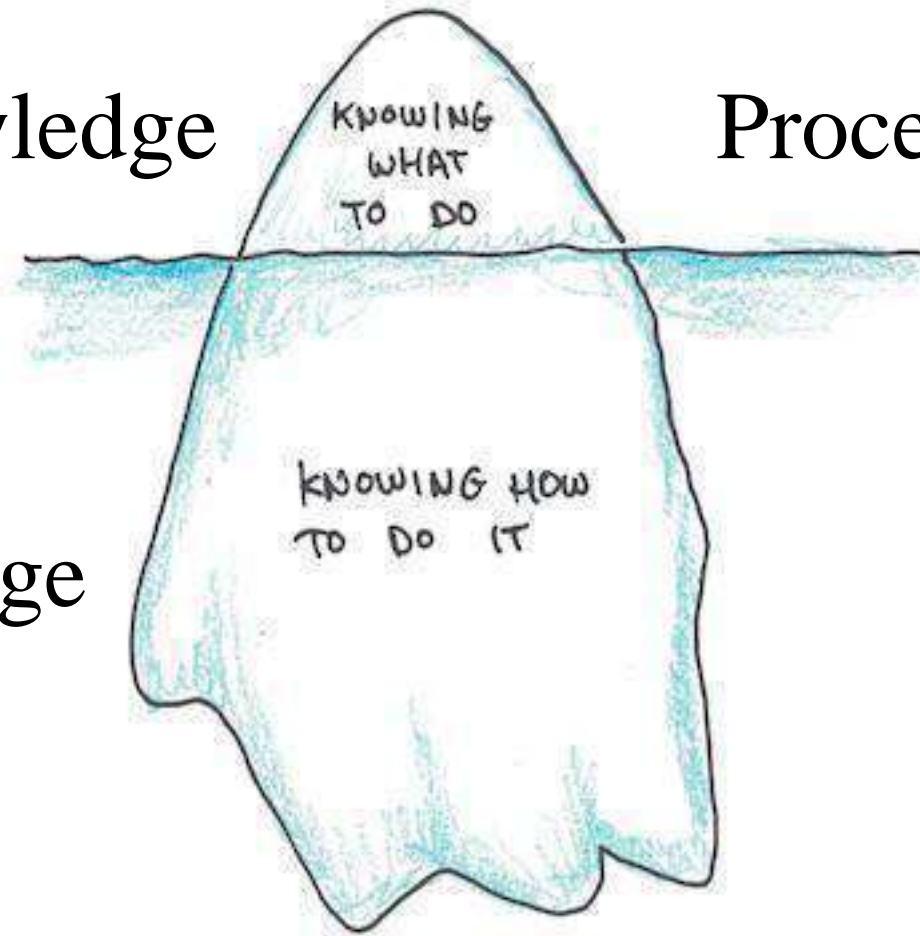
Declarative knowledge



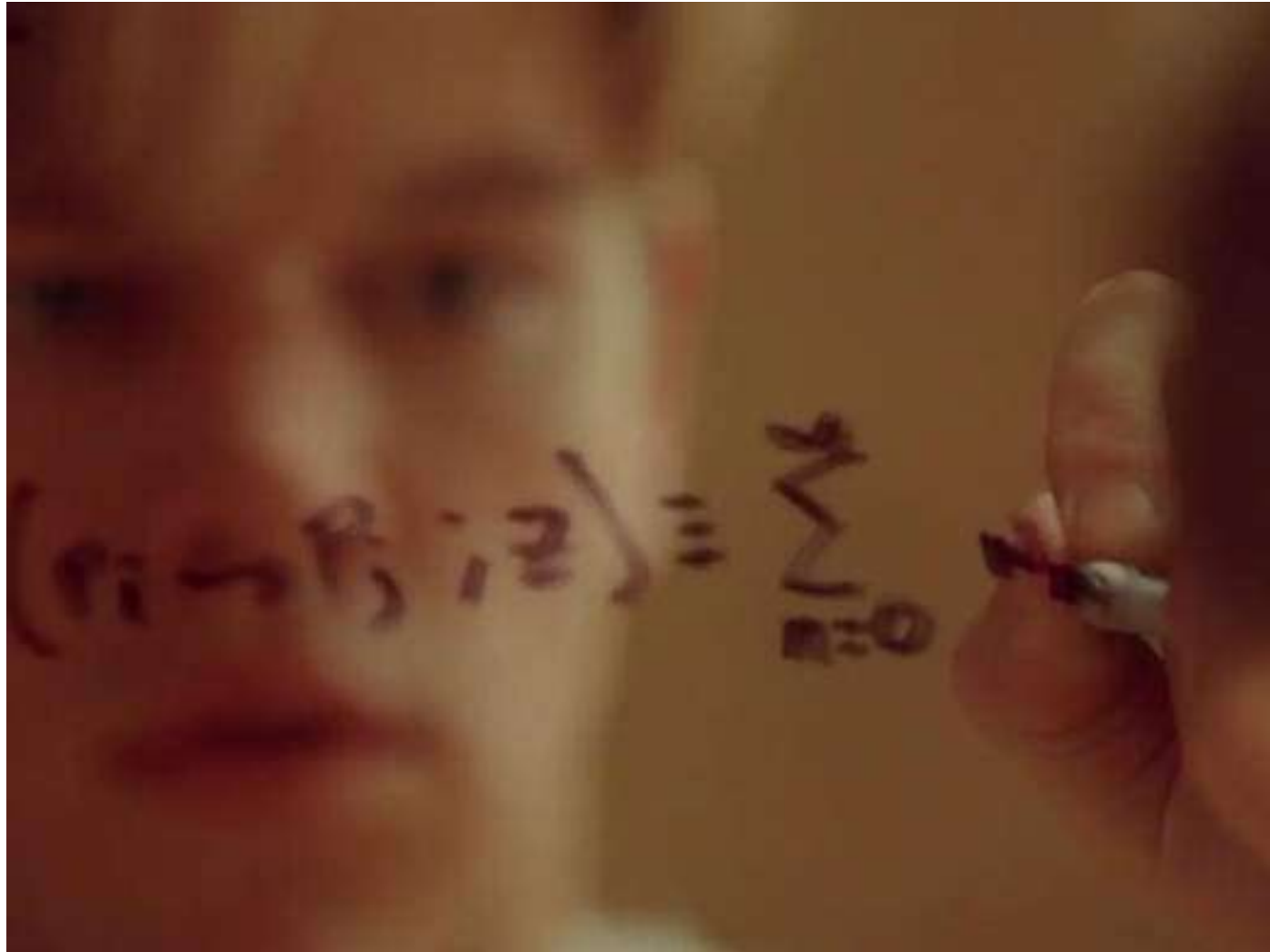
Declarative knowledge

Procedural knowledge

Conditional knowledge



The sum is we can't just have basic knowledge of the HLPs in isolation and expect to be successful with implementation



What does this mean?

First, it does make sense for you to learn all you can about the individual HLPs, and consider how they may interact/intersect



This can begin as individual teachers/those in training, but also happen within PLCs or other learning groups



Ways to Support Implementation



[EXPLORE HLPs](#)[FIND RESOURCES](#)[ACCESS VIDEOS](#)

VIDEO LIST

Introduction Video

Clarifying the Relationship Between HLPs and EBPs

HLP #7: Establish a Consistent, Organized and Respectful Learning Environment

HLPs #8 and #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior

HLP #11: Goal Setting

HLP #12: Systematically Design Instruction Toward a Specific Learning Goal

HLP #13: Make Adaptations

VIDEO LIST

HLP #14: Use Cognitive and Metacognitive Strategies

HLP #16: Use Explicit Instruction

HLP #17: Use Flexible Grouping

HLP #18: Use Strategies to Promote Active Student Engagement

HLP #20: Provide Intensive Instruction

[VIEW UNEDITED CLIPS](#)

Latest Video



Check out the most recent HLP video released: HLP #14 Teach cognitive and metacognitive strategies to support learning and independence.

[ACCESS VIDEO](#)[ACCESS VIDEOS](#)

In each video we note key definitions/components of each HLP



And model implementation across various settings



Unedited Clips of Teachers Implementing HLPs

[Home](#) > [Unedited Clips of Teachers Implementing HLPs](#)

Looking for virtual content for your courses? These unedited clips feature video exemplars of teachers implementing high-leverage practices (HLPs) in a variety of instructional settings. The settings include elementary-level, secondary-level, one-on-one, small-group, whole-group, and virtual instruction.

The clips can be used in your educator preparation program courses as supplemental content to observe teacher practice and prompt discussion around the HLPs.

SHARE



View the Clips

UNEDITED VIDEO CLIP #1: UPPER ELEMENTARY SMALL-GROUP MATH LESSON



UNEDITED VIDEO CLIP #2: EARLY ELEMENTARY FULL-GROUP READING LESSON



UNEDITED VIDEO CLIP #3: UPPER ELEMENTARY FULL-GROUP MATH LESSON



www.highleveragepractices.org

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Georgia HLP Induction Professional Learning Series



Access a 7-part professional learning series that offers new teachers an opportunity to learn and practice strategies for implementing HLPs.

[ACCESS WEBINARS](#)[VIEW BRIEF](#)[ACCESS VIDEOS](#)

HLP 1: Collaborate with Professionals to Increase Student Success



High-Leverage Practices for Students with Disabilities

It is very easy for professionals working in schools to take collaboration for granted. Obviously, teachers and other staff see and speak to one another on a regular basis, which can give the illusion that collaboration is happening. However, as noted by Friend and Barron (2019), interaction alone does not constitute collaboration. True collaboration requires intention, effort, and skill on the part of professionals, and results in positive outcomes for all parties – especially students with disabilities and others who struggle. HLP 1 is one of the most essential practices to master because it is one of the HLPs used every single day regardless of grade level, content area, or disability status of students. The effective special educator who collaborates well with their colleagues will then be in a strong position to also collaborate with families (HLP 3) and run effective meetings so quality programming can be decided upon and then implemented (HLP 2). In addition, collaboration is essential to implementing essentially all of the social/ behavioral and instruction HLPs as well. In sum, this is HLP 1 for a very good reason.

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site.

The major source for content within this resource is the chapter by Marilyn Friend and Tammy Barron in *High-Leverage Practices in the Inclusive Classroom*; the book *High-Leverage Practices in Special Education: The Final Report of the HLP Writing Team*, and content on www.highleveragepractices.org.

● Teachers Who Effectively Collaborate with Other Professionals

Demonstrate Communication Skills

- Demonstrate verbal active listening skills (e.g., paraphrasing).
- Demonstrate nonverbal active listening skills (e.g., facial expressions).
- Use open-ended questioning to encourage active participation and sharing of information from other professionals.
- Use statements that are accurate and descriptive rather than vague and evaluative.
- Carefully blend the above communication skills to foster partnership among professionals.

Co-Teaching & Working with Paraprofessionals

- Co-teaching partners have a strong commitment to their shared work.
- Co-teaching partners communicate and plan with each other regularly.
- Co-teaching partners share resources, decision-making, and accountability.
- Co-teaching partners (and in some cases, paraprofessionals) plan for and use a variety of co-teaching approaches to meet students' needs.
- Clearly establish and agree upon roles and responsibilities between co-teaching partners and paraprofessionals.

Follow Interaction Processes

- Follow the steps to shared problem solving to manage conflicts or disagreements.

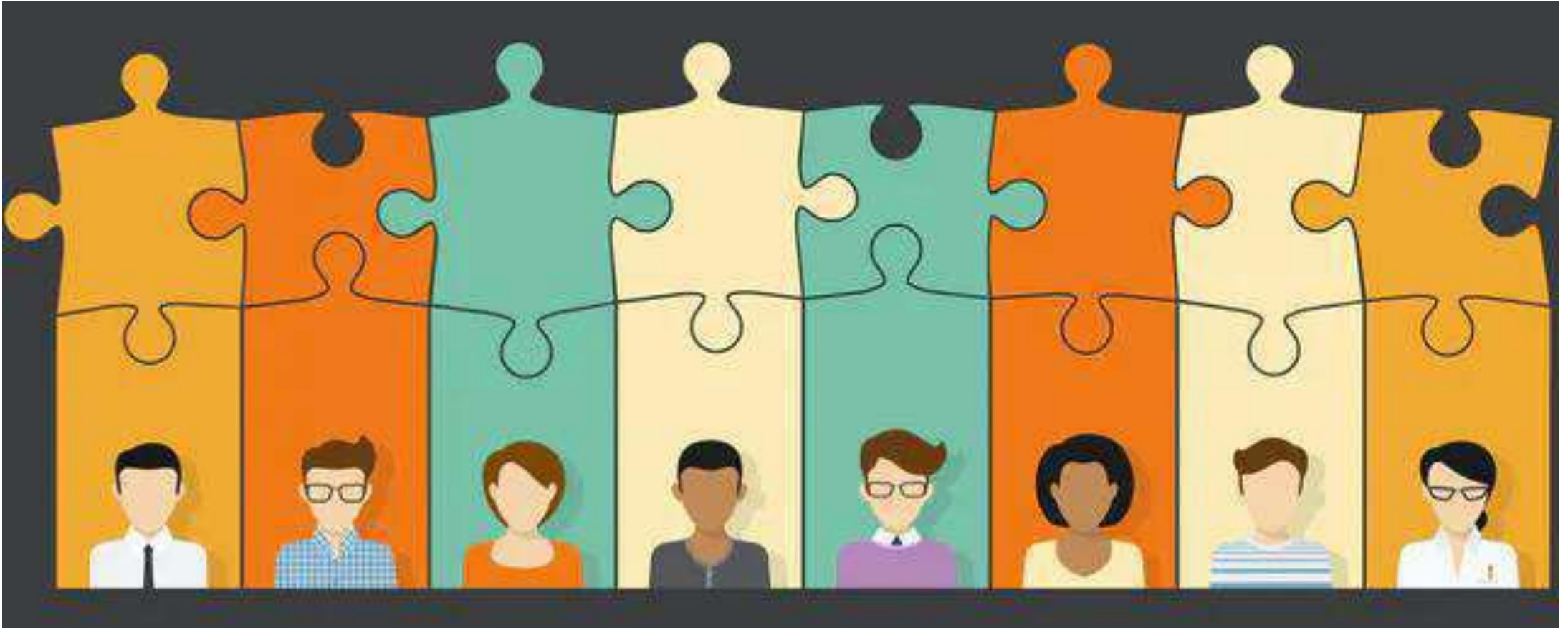
Tips for School Leaders to Support Teachers ●

- Ensure sufficient, common time is provided for team planning and co-planning.
- Communicate that co-teachers (and other collaborators) are of equal value and are expected to make equal contributions to planning and instruction.
- Take co-teaching needs into account when creating the school master schedule.
- Support all professionals in implementation of specially designed instruction and supports noted in IEPs.
- Set up data systems to guide teachers' work and communicate shared accountability in using/maintaining these data systems.
- Be proactive in monitoring collaborators' communication and planning – provide guidance to individuals as needed, to help move their communication and planning in a positive direction.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback ●

- How can you show individuals with whom you collaborate with that you are actively listening to them?
- What role does collaboration play in establishing a partnership and avoiding conflict when co-teaching?
- How can you rephrase questions to encourage thoughtful and informative responses from collaborators?
- In what ways can you try to ensure that your communicative messages are received as intended?
- If conflict/disagreement arises, what strategies can you use to mend the situation?
- How can you ensure that the interactions and goals are focused on

Study in PLCs, but also as individuals, discuss in class, etc.



Next, layer on top your understanding of local needs and unique situations likely to impact implementation.



Have teachers implement one or more practices, reflect, and receive feedback/coaching



Can be done in simulator, in microteaching situations with peers, or in real classrooms – Whatever makes sense and is available



What do you notice?

What feedback
would you provide?

What would the
feedback look like?



The challenge of feedback to teachers



Portrait of an outsider watching a colleague's lesson





Did the teacher use
explicit instruction?

☐ YES

☐ NO

Did the teacher use
explicit instruction?

☐ YES

Provide feedback?

☐ NO

Simply answering yes or no for any HLP the teacher attempted is an OK starting place, but is very limited in terms of determining if the practice was implemented with fidelity/quality needed to support student needs.

☐ YES

☐ NO

The laser focused observer



When I observe teacher candidates or teachers in the field, there are certain, obvious elements of teaching that I always look for.



Some of the things I look for
are:

Enthusiasm/Smiling

Evidence of Preparation

Confidence

Eye Contact

Appropriate OTRs & Feedback

Limited Down/Wasted Time



I don't see this as being necessarily "bad;" however, when I get into routines of looking for certain and specific elements, what am I missing or ignoring?



And, given my list:

Enthusiasm/Smiling

Evidence of Preparation

Confidence

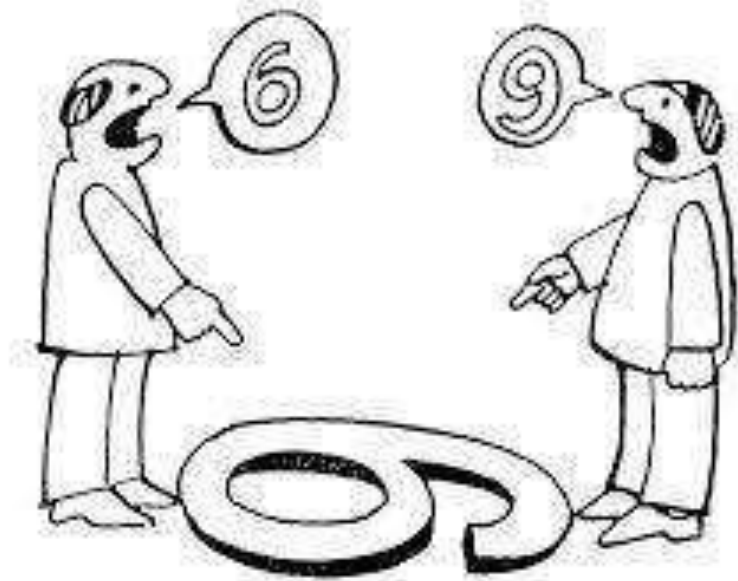
Eye Contact

Lots of OTRs & Feedback

Limited Down/Wasted Time

How do you measure these things beyond
a checklist? – Especially during COVID





@bryanMlMatters



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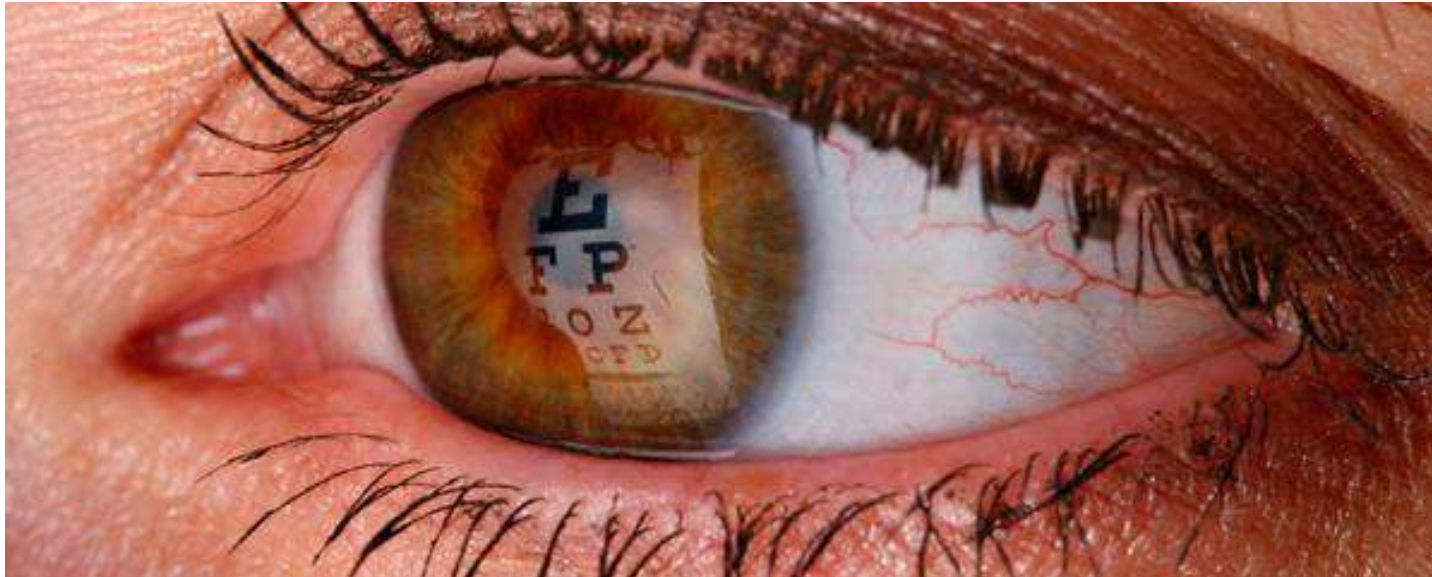


Thanks to Fredb-1

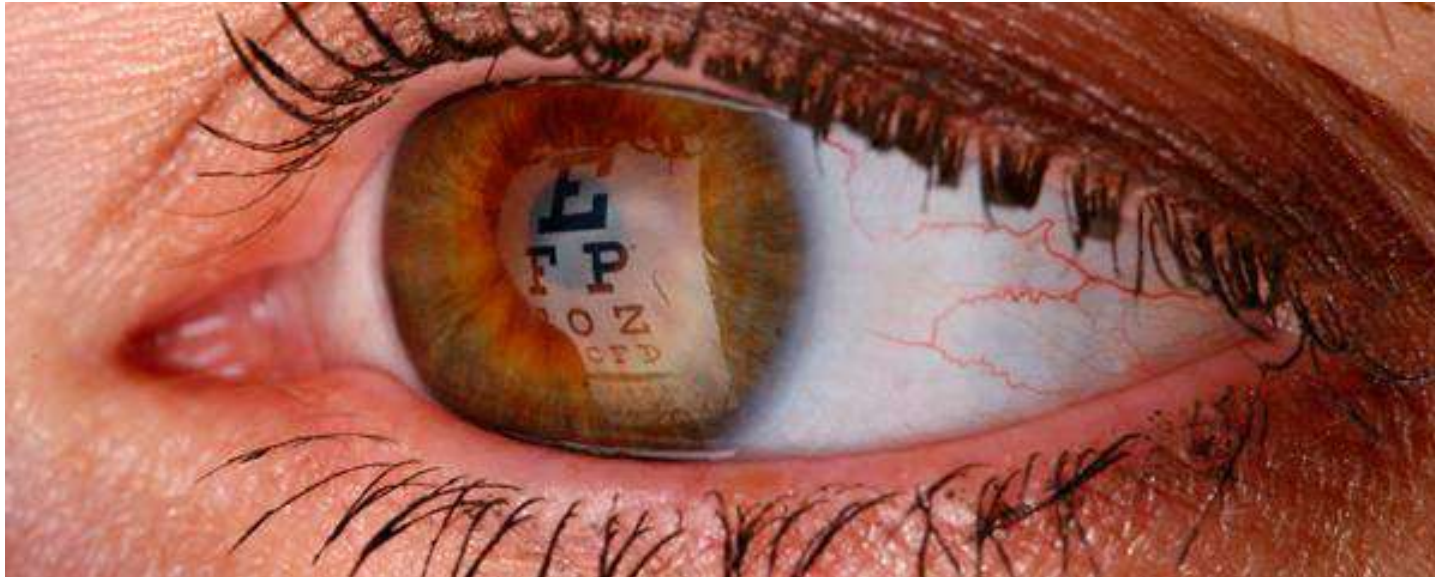
07-20-2007

OF COURSE I VALUE YOUR OPINION ... IT IS
SO LUDICROUS THAT IT MAKES ME REALIZE
JUST HOW AWESOME MY OPINION IS

To what extent do we rely on the
“eye test” when watching and
evaluating teachers?



I know good teaching when I see it...

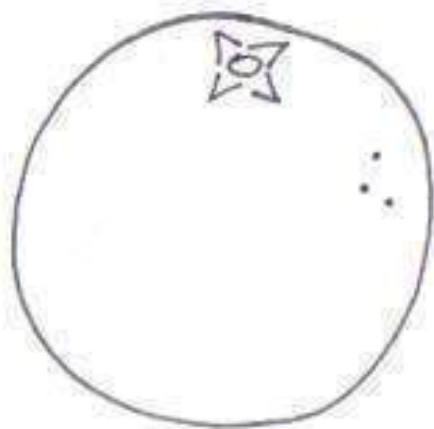


A photograph of a desert landscape. A paved road with double yellow lines leads from the bottom center towards the horizon. The road is flanked by sandy dunes and sparse desert vegetation. The sky is a clear, pale blue. A large, semi-transparent dark red rectangular box is centered over the upper half of the image, containing white text.

There is a better way
for everything. Find it.

Thomas A. Edison

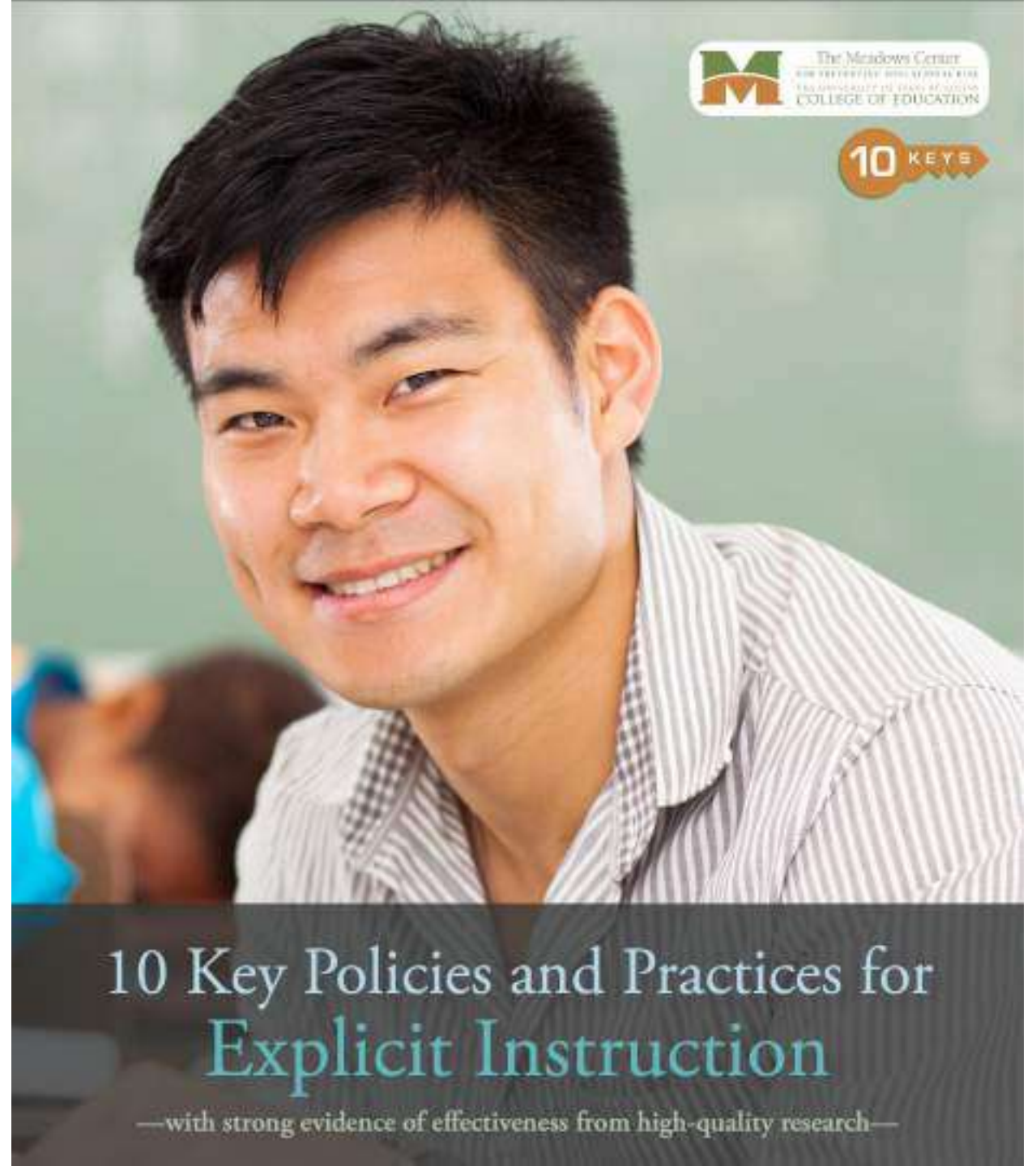
 @dunkfancy



A COMPLEX TASK IS
LIKE AN UNPEELED ORANGE...

... SO BREAK IT DOWN
INTO SUBTASKS

www.meadowscenter.org



There is no simple button in teaching





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<https://www.coached.education.virginia.edu/>



Implementation of High-Leverage Practices: The Need for Nuance and Finesse



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*Thank
you*

