



High Quality Practice: Why is it important and how can we ensure more of it?

Mary T. Brownell, Director and
Professor



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**Collaboration for Effective
Educator Development,
Accountability and Reform
(CEEDAR)**

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Today

- ✧ Why is practice important?
- ✧ What are some critical features of effective practice?
- ✧ What structures and policies can be used to support effective practice?

Do you remember?

- ✧ The first time you learned to drive, play an instrument, play a sport.
- ✧ What was your performance like?

When you were learning,

✧ how many of you had a good teacher or coach?

What did that coach or teacher do to help you learn?

Why is practice important?

Allows for the development of fluent performance and situated knowledge



When hockey great Wayne Gretzky was asked for the secret to his success, he replied, “I don’t know; I just go to where the puck is going to be” (Berliner, 1994, p. 167). Although he cannot explain how or why he knows where to go, research suggests that it is not through some innate clairvoyant ability, but rather it is the result of thousands of hours of deliberate practice, years of experience, and the use of appropriate cognitive processes. One of these processes is intuition. Gretzky was subconsciously making very fast decisions based on his knowledge, stored memories, and a holistic view of his surroundings. --Pierre & Smith, 2014

Novices



✧ "they are prisoners of their own lack of experience and have no choice but to be relatively inflexible."

– Berliner, 1992

Ms. Jones, the novice

✧ teacher knows that it is important to apply consequences consistently for rule infractions. When Johnny blurts out answers without raising his hand, she asks him to first to stop, and when that doesn't work, she asks him to stay for five minutes of his recess. Johnny gets angry and walks out of class.

Ms. Knowledgeable the

- ✧ experienced teacher has worked with many students like Johnny. While Ms. Knowledgeable has clear expectations for classroom behavior and is consistent in dealing with behavior, she recognizes that Johnny is impulsive and needs a somewhat different approach. She uses several strategies to help Johnny. When she asks a question, she teaches all the students to think 3 seconds before raising their hand. She even counts to three first before asking them to raise their hands. When Johnny blurts out an answer, she looks at him, puts her fingers to her lips to quiet him, and raises her hand to prompt him to do so too.

In initial preparation & induction

✧ we are not preparing
experts



Advanced Beginners

- ✧ Rely less on rule-driven behavior and begin to use context to determine when to apply rules.



What do we know

✧ about developing advanced beginning teachers?

Not much, except that practice is likely to matter a great deal -- much like it does in surgery, the military, etc.

**Most teacher preparation
practice occurs in**

**clinical practice
opportunities**



Clinical practice opportunities

- ✧ Occur in real classrooms and provide teacher candidates with essential opportunities to apply their learning
- ✧ Involve 12 weeks or more in classrooms
- ✧ Involve a cooperating teacher and university supervisor

Clinical practice opportunities

- ✧ Cooperating teacher plans with the teacher candidate on a daily basis and provides feedback on his or her instruction
- ✧ University supervisor is usually based at the university, provides the candidate with feedback though not as frequently, and evaluates the candidates' skill

Research to date

- ✧ Suggests that clinical experiences can develop better teachers when
 - They occur in schools with low turnover
 - There is a match between their clinical experiences and the students/content which they ultimately teach
 - cooperating teachers model what teacher candidates learn in coursework

**And that there are
features of practice that
make it effective**





- ✧ Reasonable set of practices that:
 - are the essence of effective teaching, leading, etc.

Preservice Observation Instrument for Special Education (POISE)

| Explicit and Systematic Instruction | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Target Behaviors | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | F |
| ❖ Models/describes/explains concepts, strategies, and skills clearly | ❖ <i>Provides clear directions for completing a task or activity</i> | | | | | | | | | | | |
| | ❖ <i>Models or explains how to use a skill or strategy</i> | | | | | | | | | | | |
| | ❖ <i>Prompts students to focus attention on relevant information</i> | | | | | | | | | | | |
| | ❖ <i>Cues students to use rules and strategic approaches to complete a task</i> | | | | | | | | | | | |
| Provides examples and/ or non-examples related to the lesson | | | | | | | | | | | | |
| Provides students practice opportunities | ❖ <i>Provides guided practice</i> | | | | | | | | | | | |
| | ❖ <i>Provides independent practice</i> | | | | | | | | | | | |

POISE
Interval
Instrument

| Responsiveness to Individual Student Learning | | | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|---|---|---|
| Target Behavior | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | F |
| ❖ Monitors students to assess their understanding | ❖ <i>Probes students to assess their understanding</i> | | | | | | | | | | | |
| | ❖ <i>Asks students to justify or explain answers or thinking</i> | | | | | | | | | | | |
| Enables high rate of success for student responses | <i>Provides opportunities to respond</i> | | | | | | | | | | | |
| ❖ Gives timely appropriate feedback (e.g. error correct and or affirmation) | ❖ <i>Provides assistance when a student or students are struggling</i> | | | | | | | | | | | |
| ❖ Restructures questions or task based on student responses | | | | | | | | | | | | ☐ |

Model



Feedback



Reflect

Scaffolded



And these findings are

✧ Reinforced by more extensive research on the military, surgery, athletics, music and other fields

» Erickson (2014)

An exemplary case

- ✧ Partnership between Kent State University and local middle school in Ohio
- ✧ High leverage classroom management strategies selected as focus
- ✧ Pairs of teacher candidates work with one teacher, rotate every three weeks across 6-8th grade to practice more complex skills
- ✧ Teachers and teacher candidates study strategies
- ✧ Analyze student data (behavior) in teams with faculty member
- ✧ Select and implement critical classroom management strategies, reassess, and reflect

An exemplary case

- ✧ Partnership between University of Florida and several local schools
- ✧ First semester implement a structured tutoring process with a student in a general education class, collect data, and analyze impact on student
- ✧ Summer semester work with small groups of students to implement a second structured tutoring process, collect data and analyze impact on students with course instructor
- ✧ Use data to adapt one-on-one instruction with students who demonstrate continued struggles usually students with disabilities

To improve beginning teaching

- ✧ Multiple effective practice opportunities
- ✧ Need high quality cooperating teachers who can model and provide effective feedback
- ✧ Need university supervisors who can provide effective feedback and promote reflection

FIVE BIG IDEAS FOR IMPROVEMENT

1. Create a focus for preparation

- ✧ States can identify a set of high leverage practices that are critical to beginning teaching (e.g., modeling as part of explicit instruction) around which coursework and clinical experiences can be aligned

Collaborative effort

High Leverage Practice #16: Use Explicit Instruction



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2. Select and develop effective cooperating teachers

- ✧ Process for selecting cooperating teachers who can model high quality practice and provide effective feedback
- ✧ Implement processes for developing teacher leaders who can observe and coach

3. Develop effective university supervisors

- ✧ Train university supervisors to use valid observation protocols, provide feedback and implement strategies like video self-analysis and peer-to-peer coaching

4. Ensure effective practice opportunities are present

- ✧ Encourage analysis and documentation of effective practice based-opportunities in coursework and clinical placements and
- ✧ Link documented opportunities to development of teacher candidates' practice

CEEDAR tool



[Link to CEEDAR Reports](#)

5. Develop curriculum to support use of effective practices

- ✧ Create professional learning modules that can be used in preparation and professional development; these should include video models, opportunities for analysis, and opportunities for role play

At this point. . .

- ✧ What is one point/idea that you would like to explore further in your state?
- ✧ What unanswered questions do you have?