

KEEP UK: Identifying Issues and Implementing Solutions

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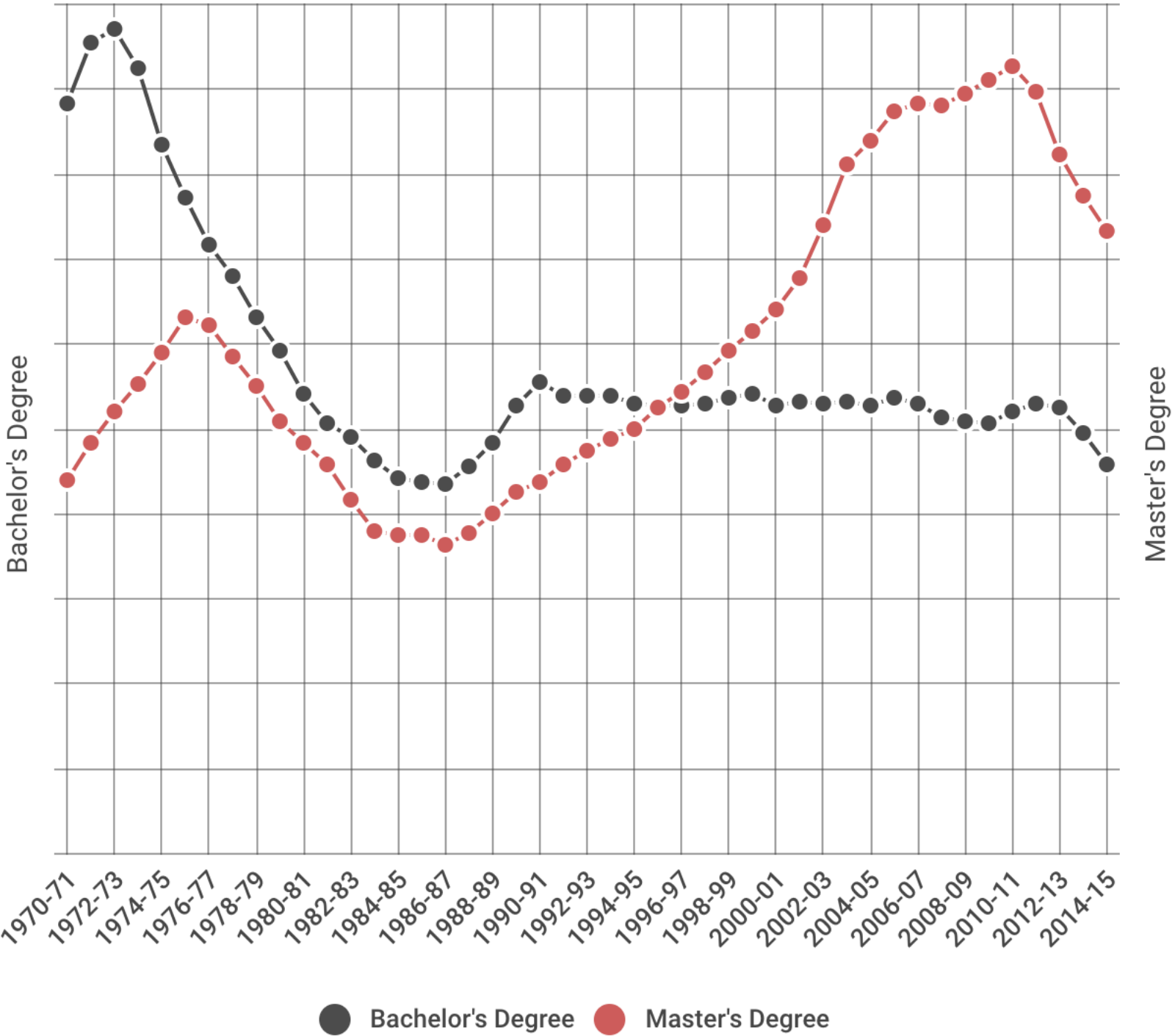
Kim White

Agenda

- Clinical Advisory Council
 - Engaging partner districts
- Elementary Education Program
 - Intentionally embedding high leverage practices into coursework & clinical practices
- Special Education Program
 - Intentionally embedding high leverage practices into mild-moderate coursework & clinical practices

Clinical Advisory Council

Engaging partner districts: Meeting their needs



Number of Bachelor's & Master's Degrees in Education Conferred

(U.S. Dept of Ed, National Center for Education Statistics)

23% ↓

Number of people completing teacher preparation programs

Between 2007-08 and 2015-16

(AACTE, 2018)

32% ↓

Alternative Certification Programs housed in Colleges or Universities

(AACTE, 2018)

20% ↓

Overall Enrollment in Teacher Education Programs at UK

Between 2010-11 and 2018-19

Why the Decrease?



Teaching as an
undesirable career

(AACTE, 2018)

Almost half who become
teachers leave within the
first few years.

(AACTE, 2018)

I don't always sit at my desk



But when I do, an administrator walks in.

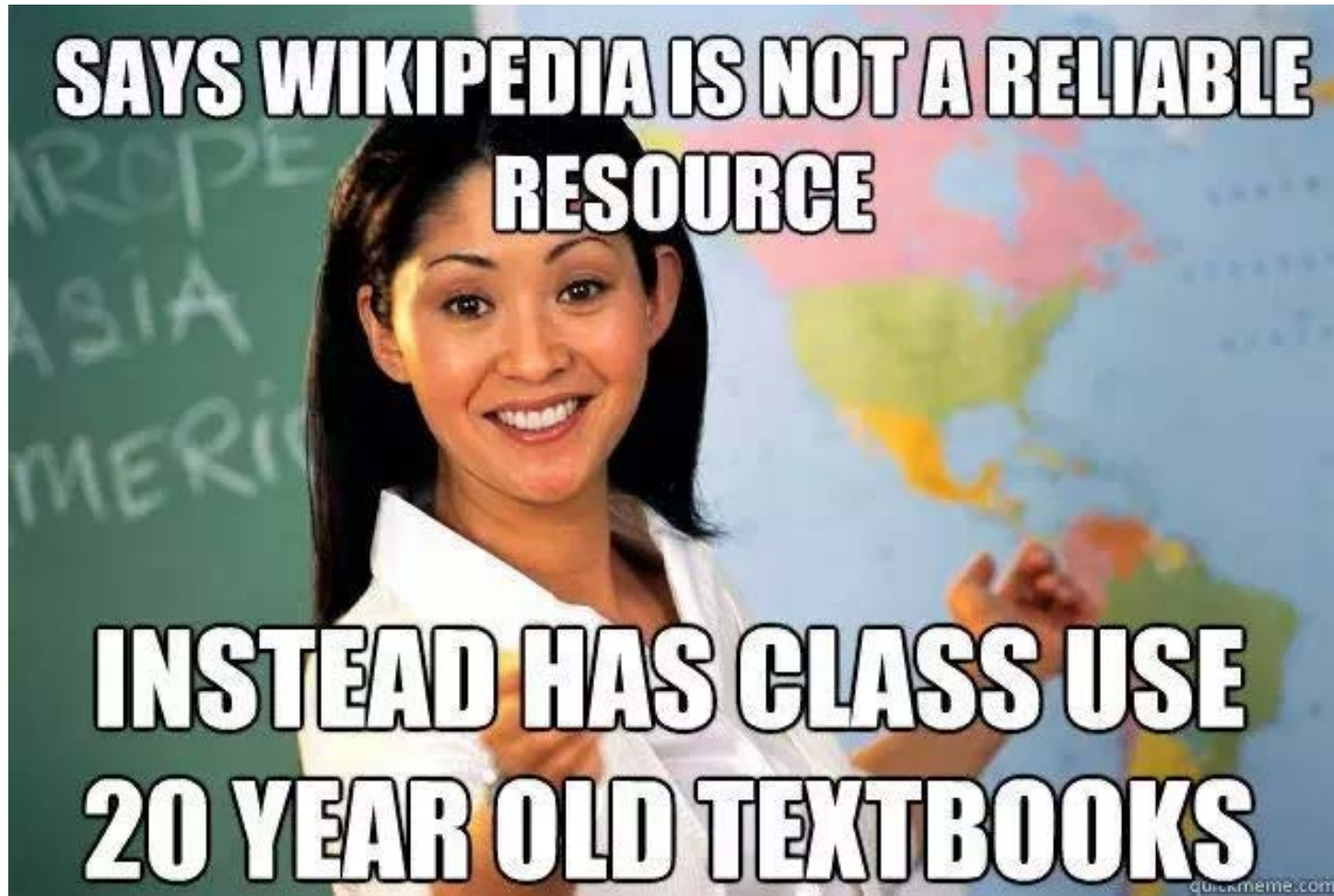
Managing and Motivating Math Minds

A close-up photograph of a woman with a surprised expression, her eyes wide and mouth open in a smile. She is holding a small, square cake shaped like a house with a chimney, decorated with white frosting and colorful sprinkles. The background is blurred, showing what appears to be a brown fabric surface.

TEACHERS

going back to school like...

"Do you offer a teacher discount?"



**SAYS WIKIPEDIA IS NOT A RELIABLE
RESOURCE**

**INSTEAD HAS CLASS USE
20 YEAR OLD TEXTBOOKS**

quickmeme.com

**Teachers the night before
going back to school after break**



#2BROKETEACHERS

mood 🤔



STAY STRONG



**THE SCHOOL YEAR IS
ALMOST OVER!**

Creation of Clinical Advisory Council

- Provide timely information and feedback to UK regarding teacher preparation programs
- Generate ideas that help to tackle our Commonwealth's most greatest needs in education

At the University of Kentucky...

- Retooling programs - early field experiences
- Clinical field experiences - School Partnerships
- Grant funds to aid with recruiting
- Living Learning Programs
- Outreach and Engagement with Community and School Districts
- Teacher Induction and Mentoring

Discussion

What existing structures do you have that can be leveraged to engage your partner districts?

Elementary Education

Intentionally embedding high leverage practices into coursework & clinical practices

Survey Results:
Elementary Pre-
Practicum
Not seeing modeled
by CTs

- Learning about students' background experiences
- Talking about a student to parents/caregivers
- Setting long- and short-term goals for students
- Designing single lessons and sequences of lessons
- Eliciting and interpreting individual students' thinking
- Diagnosing common patterns of student thinking
- Selecting/designing formal assessments of student learning
- Interpreting results of student work
- Analyzing instruction for the purpose of improving it



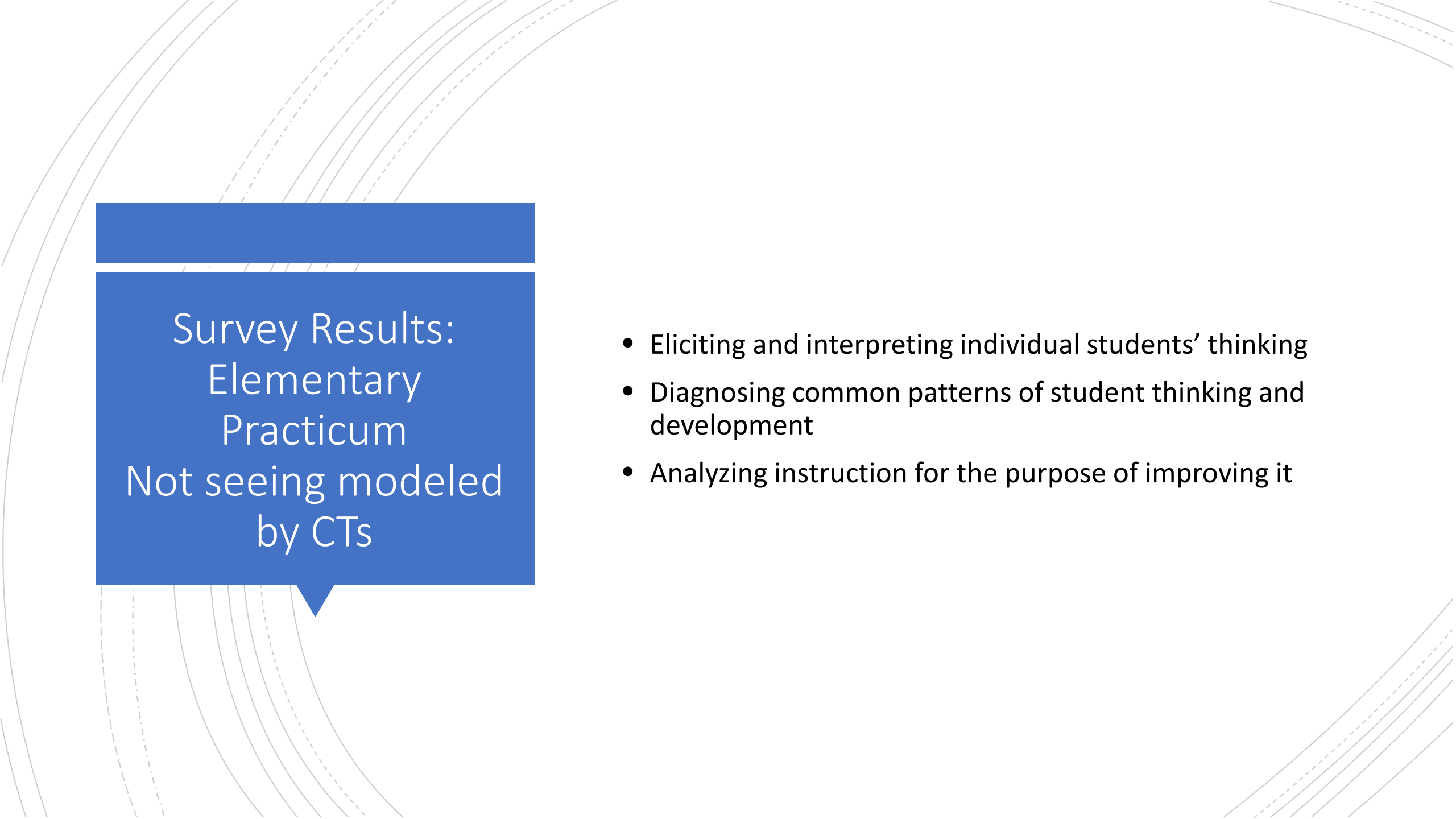
High-Leverage
Practices: Ranking
of Importance
Depends on your
Perspective

- Activity:
 - Read through the 19 High-Leverage Practices for General Education.
 - Choose the top 5 you think beginning teachers need to have mastered to be successful at the start of their career.
 - Listen for the top 5 rankings of various stakeholder groups.
 - Consider the implications for your teacher candidates.

High-Leverage Practices	Date observed	Date implemented	Context
Lead a group discussion			
Explain and model content, practices and strategies			
Elicit and interpret individual students' thinking			
Diagnose common patterns of student thinking			
Implement norms and routines for classroom discourse and work			
Adjust instruction during a lesson			
Specify and reinforce productive student behavior			
Implement organizational routines			
Set up and manage small group work			
Build respectful relationships with students			
Talk about a student to parent/caregiver			
Learn about students' cultural, religious, family, intellectual and personal experiences			
Set long- and short-term learning goals for students			
Design single lessons and sequences of lessons			
Check student understanding during and at the conclusion of lessons			
Select and design formal assessments of student learning			
Interpret the results of student work			
Provide oral and written feedback to students			
1. Analyze instruction for the purpose of improving it			

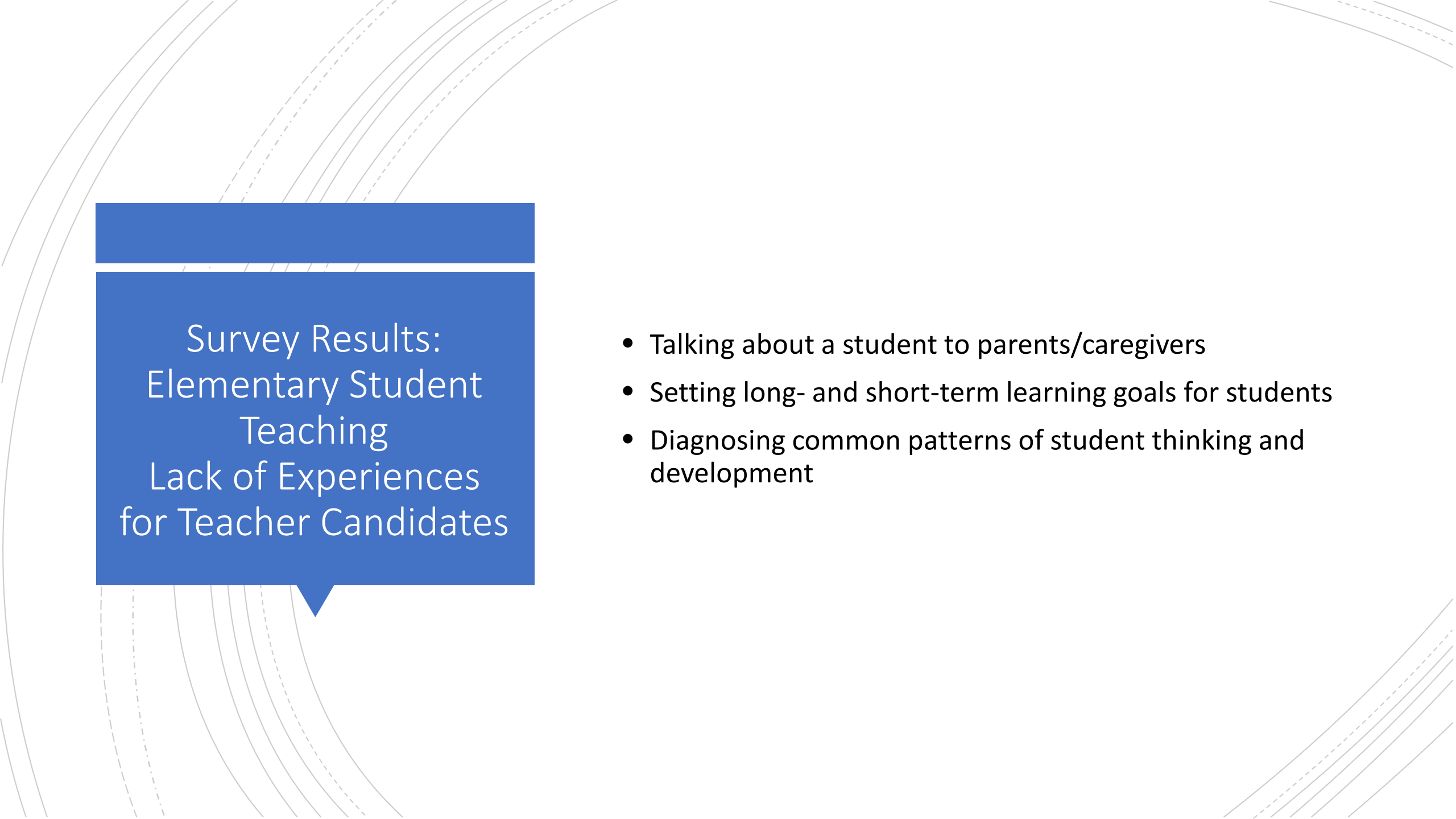
Elementary Education Efforts

- CEEDAR Innovation Configurations for all content areas
- Included Technology and Culturally Responsive Teacher IC's
- All professors tasked with using IC rubrics for each course
- Note in syllabus when HLPs are taught or practiced
- Effort made to change content to align with IC recommendations

The background features several sets of concentric, curved lines in shades of gray, some solid and some dashed, creating a sense of motion and depth. A blue rectangular box with a white border and a small white triangle pointing downwards at the bottom center is positioned on the left side of the slide.

Survey Results:
Elementary
Practicum
Not seeing modeled
by CTs

- Eliciting and interpreting individual students' thinking
- Diagnosing common patterns of student thinking and development
- Analyzing instruction for the purpose of improving it

The background features several sets of concentric, curved lines in shades of gray, some solid and some dashed, creating a sense of motion and depth. A blue rectangular box with a white border and a small white triangle at the bottom center contains the main text.

Survey Results:
Elementary Student
Teaching
Lack of Experiences
for Teacher Candidates

- Talking about a student to parents/caregivers
- Setting long- and short-term learning goals for students
- Diagnosing common patterns of student thinking and development

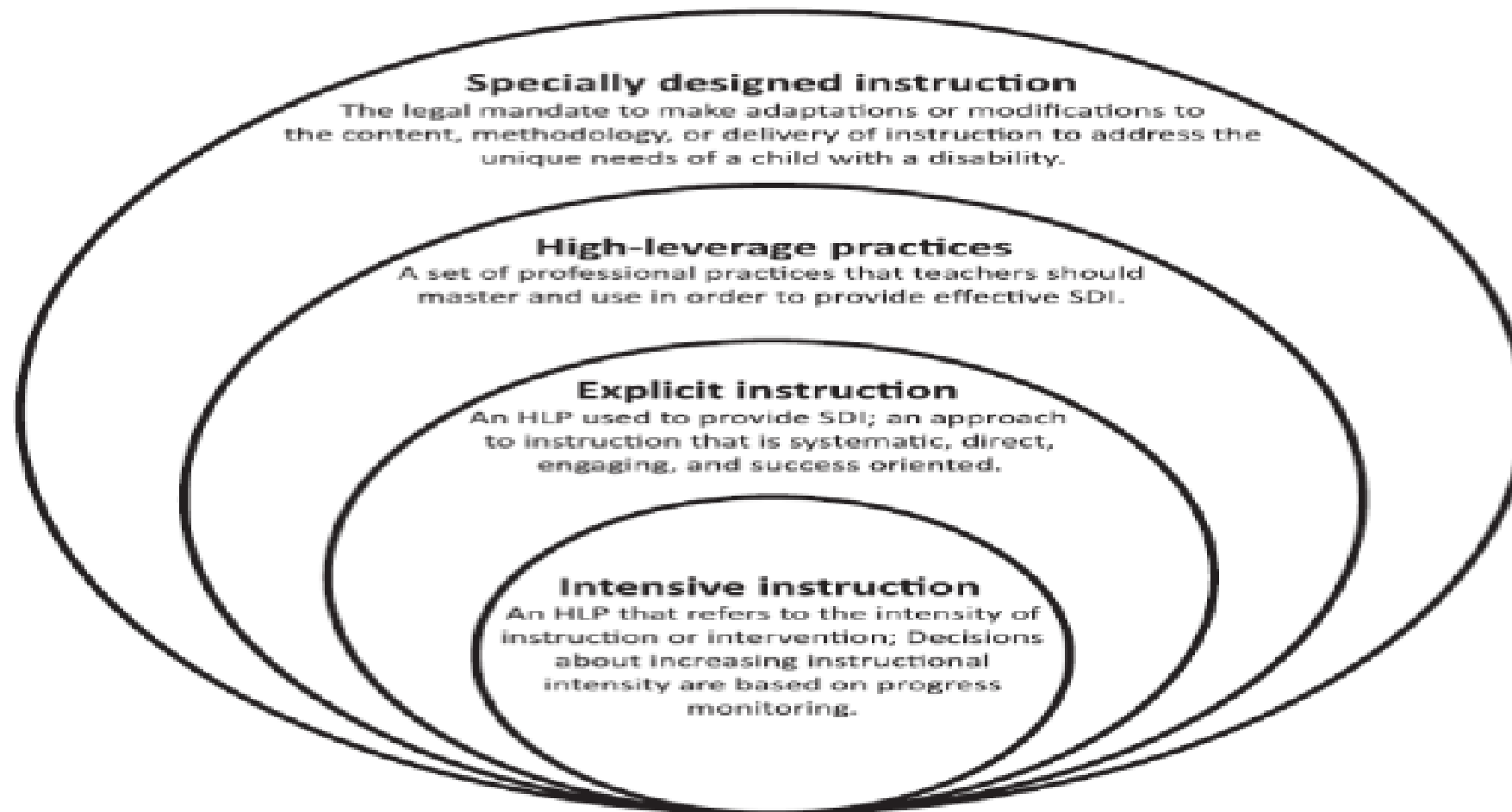
Discussion

How can you determine which high leverage practices are most important for your preservice elementary education teachers to master?

Special Education

Analyzing current practices and developing a plan to move forward

Figure 1. Nested structure of special education terms



Riccomini, P. J., Morano, S. & Hughes, C. A. (2017). Big ideas in special education: Specially designed instruction, high-leverage practices, explicit instruction, and intensive instruction. *TEACHING Exceptional Children*, 50(1), 20 – 27



Multi-Tiered Prevention System

Universal

HLPs/EBPs to deliver core instruction

Focus: All students

Instruction: District curriculum and instructional practices that are evidence-based, align with state or district standards, and incorporate differentiated instruction

Setting: General education classroom

Assessments: Screening, continual progress monitoring, and outcome measures

Targeted

HLPs/EBPs to deliver supplemental/targeted instruction

Focus: Students identified (through screening) as at risk for poor learning outcome

Instruction: Targeted, supplemental instruction delivered to small groups.

Setting: General education classroom or other general education location within the school

Assessments: Progress monitoring, diagnostic

Intensive

HLPs/EBPs to deliver individualized instruction

Focus: Students who have not responded to universal or targeted instruction

Instruction: Intensive, supplemental instruction delivered to small groups or individually

Setting: General education classroom or other general education location within the school

Assessments: Progress monitoring, diagnostic

Analyzing Current Practice

- CEEDAR
Innovation
Configurations

Essential Components	Implementation Levels				
	Level 0	Level 1	Level 2	Level 3	Rating
Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria level from 0 to 3. Score and rate each item separately.	There is no evidence that the component is included in the syllabus, or the syllabus only mentions the component.	Must contain at least one of the following: reading, test, lecture/presentation, discussion, modeling/demonstration, or quiz.	Must contain at least one item from Level 1, plus at least one of the following: observation, project/activity, case study, or lesson plan study.	Must contain at least one item from Level 1 as well as at least one item from Level 2, plus at least one of the following: tutoring, small group student teaching, or whole group internship.	Rate each item as the number of the highest variation receiving an X under it.
6.0 Instructional Planning: Deciding How to Teach: Core and Supplemental					
6.1 - Designs instruction to prevent/re-teach common misconceptions and errors in students' mathematical thinking of grade-level/course-specific content.					
6.2 - Designs instruction to facilitate students' development of connections and understandings of relationships among mathematics concepts.					
6.3 - Situates the learning of target mathematics concepts/skills within authentic/meaningful contexts relevant to students' interests and daily lives.					
6.4 - Incorporates activities to develop conceptual understanding, including identifying and explaining patterns; developing hypotheses or predictions; testing, proving, generalizing, and refuting; and providing mathematical proofs to verify correct responses and to connect					



Providing Examples

- HLP 8 & 22: Provide positive and constructive feedback to guide students' learning and behavior
- [HLP videos](#)

Describe the adult's behavior. What is he/she saying?	Describe the student's response. What is he/she learning?	What else could the adult have done? How effective was this?

Discussion: What is the **big idea** in terms of effective instructional practice?

Next Steps: Observation Tools

- RESET observation tool from Boise State
- PI: Evelyn Johnson

Recognizing Effective Special Education Teachers

- focuses on evidence-based practices for students with high incidence disabilities
 - provides actionable, direct feedback to special education teachers
 - will link to outcomes for students with disabilities
- [RESET Rubrics from Boise State](#)

Discussion

What are tools you need to embed deeper practice of the HLP into your program?