

HLP 16



Use explicit instruction

- Design carefully sequenced and organized lessons focused on critical content.
- Begin lessons with a clear statement of the lesson goals and their expectations of students.
- Review prior skills and knowledge before providing instruction in new content.
- Break down complex skills and strategies into smaller instructional units.
- Provide step-by-step demonstrations, as applicable, to explain a concept.
- Use clear and concise language throughout all lesson components and communicative interactions with students.
- Provide an adequate range of examples and non-examples, as applicable.
- Provide guided practice with scaffolded supports, incorporating distributed and cumulative practice opportunities as well.
- Provide frequent and varied opportunities for student response, monitor student performance closely, and provide immediate affirmative and corrective feedback.
- Maintain a brisk pace during lesson delivery and are attune to students' shifting needs regarding pace throughout the lesson.
- Help students organize new knowledge with a range of scaffolded supports.

Tips for Faculty to Support Candidate's Learning and Enactment

Introduce – Watch video of teachers delivering components of explicit instruction and discuss the components and their effects on student learning.

Prepare – Given a learning objective, candidates will construct a clear statement of the lesson goals and expectations, identify prior skills and knowledge, and deliver the lesson goals, expectations, and prior skill and knowledge to a small group of peers who will provide positive and constructive feedback.

Enact – Develop or use an observational tool to focus on specific components of the practice, and provide candidates with an opportunity to deliver explicit instruction with a small group of students. Provide feedback based on the observational tool.

Analyze – Video record candidate's enactment of explicit instruction. Using an agreed upon observational tool, review the video with the candidate, noting areas of strength and improvement.

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

- How does the language used impact students' understanding of concepts? How can a teacher be mindful of this?
- Why is providing students with a clear goal and statement of expectations for each lesson important?
- How can examples and non-examples support student understanding? Are there any barriers or special considerations that you can think of regarding use of examples/non-examples?
- Why is keeping a brisk pace considered a key element of explicit instruction?
- Why are frequent opportunities for student response so critical to an explicit lesson? What strategies can be used to elicit student responses?

References and Additional Resources



CEC Standards

CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12)

Alignment of the CEC High Leverage Practices with CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)

Alignment of the Division of Early Childhood Recommended Practices (birth- age 5) and CEC High Leverage Practices (age 5-8) with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

Books

Berlinghoff, D. & McLaughlin, V.L. (Eds.) (2022). Practice-Based Standards for the Preparation of Special Educators (The Purple Book). Council for Exceptional Children

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2022). High leverage practices for inclusive classrooms. Routledge.

Pennington, R., Ault, M. J., Courtade, G., Jameson, J. M., & Ruppard, A. (Eds.). (2022). High leverage practices and students with extensive support needs. Taylor & Francis.

Journal Articles

Brownell, M. T., Benedict, A. E., Leko, M. M., Peyton, D., Pua, D., & Richards-Tutor, C. (2019). A continuum of pedagogies for preparing teachers to use high-leverage practices. *Remedial and Special Education, 40*(6), 338-355.

Dunst, C. J., Hamby, D. W., Howse, R. B., Wilkie, H., & Annas, K. (2019). Metasynthesis of preservice professional preparation and teacher education research studies. *Education sciences, 9*(1), 50.

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Foxworth, L. L., Hashey, A. I., Dexter, C., Rasnitsyn, S., & Beck, R. (2022). Approaching explicit instruction within a universal design for learning framework. *TEACHING Exceptional Children, 54*(4), 268-275.

Gotwals, A. W., & Cisterna, D. (2022). Formative assessment practice progressions for teacher preparation: A framework and illustrative case. *Teaching and Teacher Education, 110*, 103601.

Hurlbut, A. R., & Dunlap, K. (2019). Facilitating authentic practices in teacher education through pedagogies of enactment. In *Engaging Teacher Candidates and Language Learners With Authentic Practice* (pp. 158-185). IGI Global.

Keesey, S., Hulan, N., & Hoehner, P. (2019). Collaboration With Community Partners to Enhance Clinical Practice. *Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children, 6*(1), 4.

Maheady, L. J., Patti, A. L., Rafferty, L. A., & del Prado Hill, P. (2019). School-university partnerships: One institution's efforts to integrate and support teacher use of high-leverage practices. *Remedial and Special Education, 40*(6), 356-364.

Matsumoto-Royo, K., & Ramírez-Montoya, M. S. (2021). Core practices in practice-based teacher education: A systematic literature review of its teaching and assessment process. *Studies in Educational Evaluation, 70*, 101047.

Wilkinson, C., & Potts, E. (2022). Role Play Activities in Small Programs: What, Why, Where, and How?. *Journal of Special Education Preparation, 2*(2), 6-17.

This resource is intended to support educator preparation faculty and staff looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site. Additional resources and content can be located at www.highleveragepractices.org and at <https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/>.