HLP 18

Use strategies to promote active student engagement

- Build and maintain positive relationships with students.

- Individualize active engagement using technology (e.g., augmentative communication device), visuals, or other structured supports as needed.

- Acquire and implement a wide repertoire of research-supported active student response practices such as fluency-building activities, guided notes, class-wide peer tutoring, digital tools, and collaborative learning strategies.

- Provide students with frequent and varied opportunities to respond and encourage students to engage with peers as well.

- Deliver academic- and behavior-specific feedback, providing students with detailed information about how they are meeting expectations and increasing the likelihood that students will continue to meet expectations.

- Encourage "good noise" when students are participating in group activities by incorporating games and contingencies, and recognizing and praising participation in such.

Tips for Faculty to Support Candidate's Learning and Enactment			
Introduce – Watch exemplar video of teachers promoting active student engagement. Discuss with candidates the approaches teachers take as well as the strengths of relationships teachers and students have.	**Prepare –** In small peer groups, have candidates take turns simulating promoting active student engagement and providing positive and constructive feedback.	**Enact –** Develop or use an agreed upon observational tool, provide opportunities for candidates to practice implementing approaches for promoting active student engagement with small groups of students, and review the results of the observational tool.	**Analyze –** Video record candidate's enacting components of the practice. Using an agreed upon observational tool, review the video with the candidate.

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

- Why is embedding strategies that promote active student engagement when designing and implementing lessons important?
- How do elements of explicit instruction support student engagement?
- How can teachers individualize active student engagement/ response strategies?
- What does it mean to encourage "good noise" during class activities? Why is it important to do so?

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., & Ruppar, A. (Eds.). (2022). High leverage practices and students with extensive support needs. Taylor & Francis.

Journal Articles

Brownell, M. T. (2021). Advocating for lifelong learning, professional development, and support. TEACHING Exceptional Children, 53(3), 180-182.

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Herburger, D., Holdheide, L., & Sacco, D. (2020). Removing Barriers to Effective Distance Learning by Applying the High-Leverage Practices: Tips and Tools. WestEd.

Hollins, E., & Warner, C. K. (2021). Evaluating the Clinical Component of Teacher Preparation Programs. Evaluating and Improving Teacher Preparation Programs. National Academy of Education.

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., & Hoechner, 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.

O'Flaherty, J., & Beal, E. M. (2018). Core competencies and high leverage practices of the beginning teacher: a synthesis of the literature. Journal of Education for teaching, 44(4), 461-478.

Patti, A. L., & McLeskey, J. (2019). The role of high-leverage practices in Special Education Teacher Preparation. Teacher Education Division of the Council for Exceptional Children. https://tedcec. org/wp-content/uploads/2019/11/TED-Brief-1-HLPs-PDF. pdf.

Starkey, L. (2020). A review of research exploring teacher preparation for the digital age. Cambridge Journal of Education, 50(1), 37-56.

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2019). Sharing a vision, sharing practices: How communities of educators improve teaching. Remedial and Special Education, 40(6), 380-390.

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 located at www.highleveragepractices.org and at https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/.