

**CEC Standards and HLPs:
A Practice-Based
Continuum for Teacher
Development**

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Council for Exceptional Children
CEDAR CENTER

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Dr. Dee Berlinghoff

Dr. Berlinghoff has been working in public education and higher education for over 30 years, serving as a classroom teacher, professor, and embedded coach for teachers. Dr. Berlinghoff has served as President of the New York State Council for Exceptional Children, New York State Division for Learning Disabilities, and the Small Special Education Programs Caucus of the Teacher Education Division of CEC. She served on the presidential line of the Teacher Education Division of CEC and as Co-chair of the CEC Standards Workgroup. Dr. Berlinghoff has presented at local, state, and national conferences and conducts professional development workshops for teachers. She is the editor of the Evidence-Based Instruction in Special Education series, published by Slack, Inc.

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Dr. Virginia (Ginnie) McLaughlin

Dr. McLaughlin is Chancellor Professor Emerita of the School of Education at William & Mary (W&M). From 1995-2013, she served as Dean of the School of Education. Dr. McLaughlin was a gubernatorially appointed member of the Virginia Board of Education from 2009-2013. Dr. McLaughlin co-chaired the CEC Standards Framing Paper Workgroup and Standards Development Workgroup. Dr. McLaughlin has taught courses in special education, inclusive practices, and collaborative partnerships at baccalaureate through doctoral levels. Her scholarship focuses on educational policy and teacher preparation issues. She has co-authored and served as co-principal investigator on more than \$10 million of externally funded projects.

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Session Overview

- Origins of CEC’s High Leverage Practices (HLPs) and Practice-Based Standards for Preparation of Special Educators (K-12)
- Crosswalks of Standards and HLPs
- Implications for EPPs, LEAs, and SEAs



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Together, the Standards and HLPs offer a coherent focus—and common language—for continuous special education teacher development from initial preparation through ongoing professional development and support.



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Similar Development Processes for HLPs and Standards

- Multiyear efforts
 - HLPs: 2015-2017
 - Framing Paper: 2016-2017
 - Standards: 2017-2020
- Broad-based workgroups
 - HLPs: writing team of 12
 - Standards: workgroup of 13
- Extensive stakeholder input and feedback



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Criteria for Identifying CEC's HLPs

Applicable and important to the everyday work of teachers

- Focus directly on instructional practice
- Occur with high frequency in teaching
- Research-based and known to foster important kinds of student engagement and learning
- Broadly applicable and usable in any content area or approach to teaching
- So important that skillfully executing them is fundamental to effective teaching (McLeskey, et al, 2017, p 10)



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Criteria for Identifying CEC's HLPs

Applicable and important to teacher education

- Limited in number (about 20) for a teacher education program
- Can be articulated and taught
- Novices can begin to master
- Can be practiced across university and field-based settings
- Grain size is small enough to be clearly visible in practice, but large enough to preserve the integrity and complexity of teaching
- System (or group of HLP) considerations embody a broader theory regarding the relationship between teaching and learning than would individual practices and support more comprehensive student learning goals (McLeskey, et al, 2017, p 10)



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Guiding Principles from *Shaping the Future of Special Education: Framing CEC's Professional Preparation Standards* (CEC, 2017)

Develop Standards that:

- Are practice-based;
- Integrate clinical practice throughout the preparation program;
- Address diverse populations along with individual differences and needs;
- Promote continuous improvement of professional preparation programs;
- Form the foundation for future professional development;
- Clearly articulate with stakeholders the expectations for a well-prepared special educator.



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From the onset, CEC intended for the HLPs and Standards to be applicable to BOTH preservice candidates and K-12 teachers, creating a practice-based vision and common language for special education.

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Double Meaning of Practice-Based

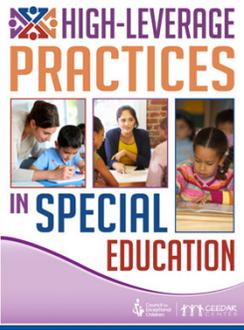
A strong focus on application or *performance* of identified proficiencies,

AND

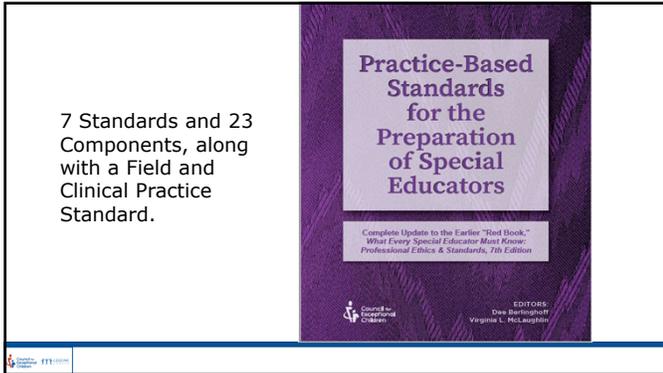
Assurance of mastery through multiple practice-based learning opportunities (PLOs)

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22 HLPs organized into four intertwined components of special education teacher practice: collaboration, assessment, social/emotional/behavioral practices, and instruction.

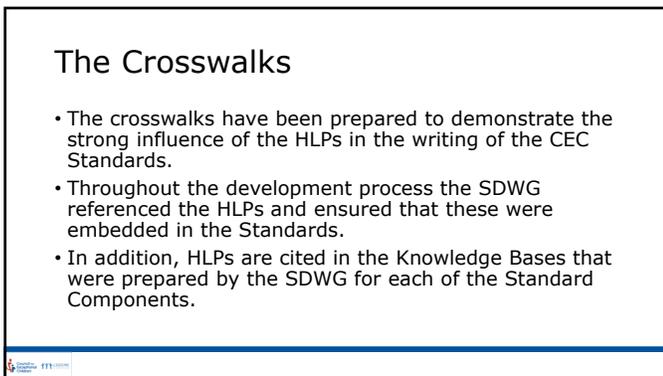


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7 Standards and 23 Components, along with a Field and Clinical Practice Standard.

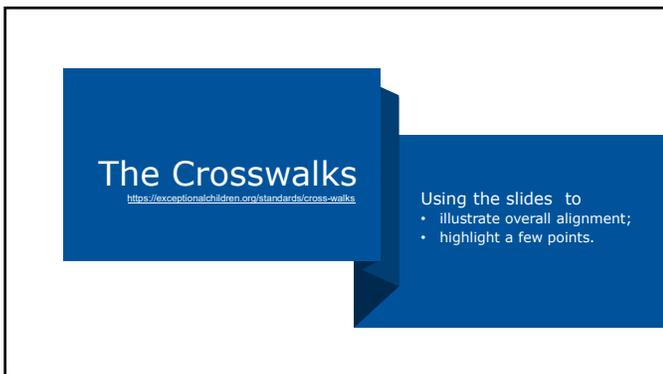
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The Crosswalks

- The crosswalks have been prepared to demonstrate the strong influence of the HLPs in the writing of the CEC Standards.
- Throughout the development process the SDWG referenced the HLPs and ensured that these were embedded in the Standards.
- In addition, HLPs are cited in the Knowledge Bases that were prepared by the SDWG for each of the Standard Components.

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The Crosswalks

<https://exceptionalchildren.org/standards/cross-walks>

- Using the slides to
- illustrate overall alignment;
 - highlight a few points.

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Making it Real: Implications for EPPs, LEAs, and SEAs



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Implications for EPPs

- Develop/revise programs to align with 2020 Standards and incorporate HLPs and PLO resources for instruction within the curriculum
- Promote programs as practice-based to applicants, partner schools, employers
- Train clinical faculty/cooperating teachers
- Focus on HLPs in mentoring-induction programs for recent graduates
- Collaborate with LEAs and SEA to provide special educators with ongoing professional development, coaching, and support on implementation of HLPs



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Implications for K-12 Schools

- Provide clinical experiences that enable candidates to practice target competencies
- Make HLPs a focus of new teacher mentoring and support
- Use HLPs as “look-fors” in supervision and evaluation of all special educators
- Collaborate with EPPs and SEA to provide special educators with ongoing professional development, coaching, and support on implementation of HLPs



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Implications for State Education and Licensing Agencies

❖ *Align State Standards for Program Approval and Licensure with CEC Standards and HLPs*

- Collaborate with EPPs and LEAs to revise requirements for provisional/emergency licensure
 - Emphasize practice-based coursework and mentoring focused on *most essential* HLPs
 - Provide professional development for provisionally licensed teachers focused on mastery of additional HLPs
- Collaborate with EPPs and LEAs to design and deliver *practice-based* professional development for all special educators focused on identified, high-need HLPs



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Wrap-Up



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Questions?



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High-Leverage Practice Videos

This is a collection of content for the High-Leverage Practices for Students with Disabilities created by Dr. Michael Kennedy at the University of Virginia

1 - 12 of 28 Share

Middle School Mathematics ...

Mississippi CEC Keynote 3/22...

HLPs for the Post-COVID Cla...

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Practice-Based Learning Opportunities

Every Student Deserves an Equitable Opportunity to Achieve.

About Practice-Based Learning Opportunities

Teachers can learn to use high-leverage practices (HLPs) when they have effective opportunities to practice using the HLPs in thoughtful ways, to support teacher educators' use of HLPs, the CEDAR Center, in collaboration with Educator Preparation Program faculty across the country, has collected a set of effective practice opportunities that we refer to as practice-based learning opportunities or PBOs. In this introduction, we describe why PBOs are important and how they can be structured to teach specific HLPs. We also outline the structure for the various PBOs we include.

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IRIS CENTER COVID-19 RESOURCES Careers at IRIS

Resources PD Options Articles & Reports About

THE IRIS CENTER > RESOURCES > HIGH-LEVERAGE PRACTICES

Search

Enter keyword

Search Filter

Topics

- Assessment
- Collaboration
- Instruction
- Social/Emotional/Behavioral

Resource Types

- Case Study
- Module

Alignments

- Lowest - A minimal connection; the focus of the resource is not the HLP.
- Modestly - A clear connection; the focus of the resource includes the HLP.
- Strongly - A clear connection; the focus of

High-Leverage Practices

Developed by the Council for Exceptional Children and the CEDAR Center, high-leverage practices are 22 essential special education techniques that all K-12 special education teachers should master for use across a variety of classroom contexts. Learn more about these practices in the guidance document [High-Leverage Practices in Special Education](#).

This interactive alignment tool, developed in collaboration with CEDAR, identifies which IRIS resources provide information on HLPs.

Assessment	(23)
Collaboration	(16)
Instruction	(51)
Social/Emotional/Behavioral	(34)

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MS Department of Ed-CEEDAR Collaborative



PROFESSIONAL GROWTH SYSTEM
**SPECIAL EDUCATION
 GROWTH RUBRIC**
 Observation and Feedback Guidebook

https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacherr%20Center/special_education_growth_rubric_guidebook_2021_002.pdf

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