Supporting Teachers’ Knowledge and Implementation of HLPs

Dr. Michael Kennedy

In this session, the presenter focuses on the need for general and special education teachers to understand and be ready to implement high-leverage practices (HLPs). Because HLPs are often broad and overlap, specific focus will be placed on how the HLPs intersect with specific content areas. Specific strategies for building teacher knowledge and readiness to implement will be presented.

Michael J. Kennedy is an Associate Professor of Special Education in the Curry School of Education at the University of Virginia. Before completing his Ph.D. at the University of Kansas, he was a high school special education teacher for six years. Kennedy’s main area of research is the design, implementation, and experimental testing of multimedia-based interventions to support pre- and in-service teachers’ knowledge and implementation of evidence-based and high-leverage practices. He also creates instructional vignettes to support literacy-related outcomes for students with high incidence disabilities and implementation of high-leverage practices. Please visit www.VocabSupport.com, www.SpedIntro.com, and www.highleveragepractices.org to find free resources for teaching and learning. Kennedy has published over 50 peer-reviewed articles, and received two doctoral training grants from the Office of Special Education Programs, and an early career grant from the Institute for Education Sciences in 2013. He is Co-Editor of The Journal of Special Education Technology.

Implementation/Support of HLPs in Mathematics to Address Concerns around Problem-Solving

Dr. Stephanie Morano

This breakout session will present an overview of how the HLPs for instruction can be applied to mathematics, and will focus on how to implement HLPs to provide effective problem-solving instruction. Participants will practice planning to implement a problem solving ‘attack strategy’ and will learn how to use schema-based problem-solving instruction to meet the needs of students with disabilities.

Stephanie Morano is an Assistant Professor of Special Education in the Curry School of Education and Human Development at the University of Virginia. Before earning a Ph.D. in special education from Penn State, Stephanie began her career as an elementary special educator in New York, and then worked as a special education teacher-trainer for the U.S. Peace Corps in Grenada, W.I. Stephanie’s research and teaching focus on effective mathematics instruction and intervention for students with disabilities.

Role of Collaboration to Increase Student Success: Partnerships that Support Effective Positive and Corrective Feedback to Students

Dr. Lysandra Cook

This session will focus on the role effective collaboration plays in providing students with high-quality feedback to enhance learning and behavioral outcomes. Research consistently indicates that providing students with effective instructional and behavior feedback has a powerful effect on their school outcomes. Teams will examine skills and systems designed to enhance collaboration for designing and delivering instruction which includes high-quality feedback for students.

Lysandra Cook, Ph.D. is an Associate Professor in the Special Education program at the University of Virginia’s Curry School of Education and Human Development. Her scholarship interests revolve around the translation of research to practice in special education, including issue related to (a) identification and implementation of evidence-based practices, (b) guidance for pre- and in-service special education teachers to be critical consumers of research, and (c) effective collaboration and co-teaching.
Use of Classroom Teaching Scan (CT Scan) Tool to Identify Implementation of HLPs in Action and Collect Special Education Data

Katy Compel

Morning Session: Administrators   Afternoon Session: Teachers

The Albemarle County Public Schools Department of Special Education is working collaboratively with the University of Virginia to improve outcomes and achievement by collecting baseline data regarding specialized instruction in Albemarle County Public Schools. One of the ways we are planning to improve outcomes is through a data-driven decision-making process utilizing the CT Scan that has been developed by Dr. Michael Kennedy at the University of Virginia. In this session, participants will explore the purpose of using the tool, how ACPS is using the tool and then walks through the tool and application, demonstrating how data is collected as well as showing the resulting graphical display and data set. We finish with a review explaining why this data collection methodology is so important to "moving the needle" forward for achievement for students with disabilities. In the administrator session, participants will also look at how we use this process as division level administrators as well as how we use this tool with building level administrators.

Katy Compel is the Assistant Director of Special Education in Albemarle County Public Schools. In addition to her current role, Katy has experience as a Special Education Teacher, School Based Administrator and Central Office Administrator. While Katy facilitates many areas in special education, her passion is in increasing achievement for students with disabilities by focusing on enhancing specialized instruction. Katy has a Master’s in Special Education from James Madison University as well as a Master’s in Administration/Supervision from Regent University.