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At the Intersections of SoTL:
Transfer and Transformation, Diversity and Inclusivity

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Special Education and The Efficacy of High Leverage Practices: Pathways to Post-Pandemic Excellence for All Learners

COVID-19 has significantly impacted the educational gains of students such that exploring supports to promote post-pandemic excellence is needed. The use and implementation of High Leverage Practices (HLPs) are important for post-pandemic pedagogy. Applying DisCrit theory, this case study evaluates the effectiveness of HLPs in classroom environments that support multiculturalism and diversity, equity, and inclusion. Exploring emergent themes in Special Education teacher reflections, this research asks: ***What tools can educators use to provide pathways to post-pandemic excellence for all learners?*** Findings suggest that despite dual pandemics—COVID-19 and COVID-1619—the implementation of collaboration and instruction HLPs in inclusive settings can benefit all learners. This work has implications for educators interested in improving student outcomes and mitigating the effects of racism in schools.

Keywords: Special education, high leverage practices, COVID-19 pandemic, miseducation, curriculum violence

Research Question

What tools can educators use to provide pathways to post-pandemic excellence for all learners?



Methodology

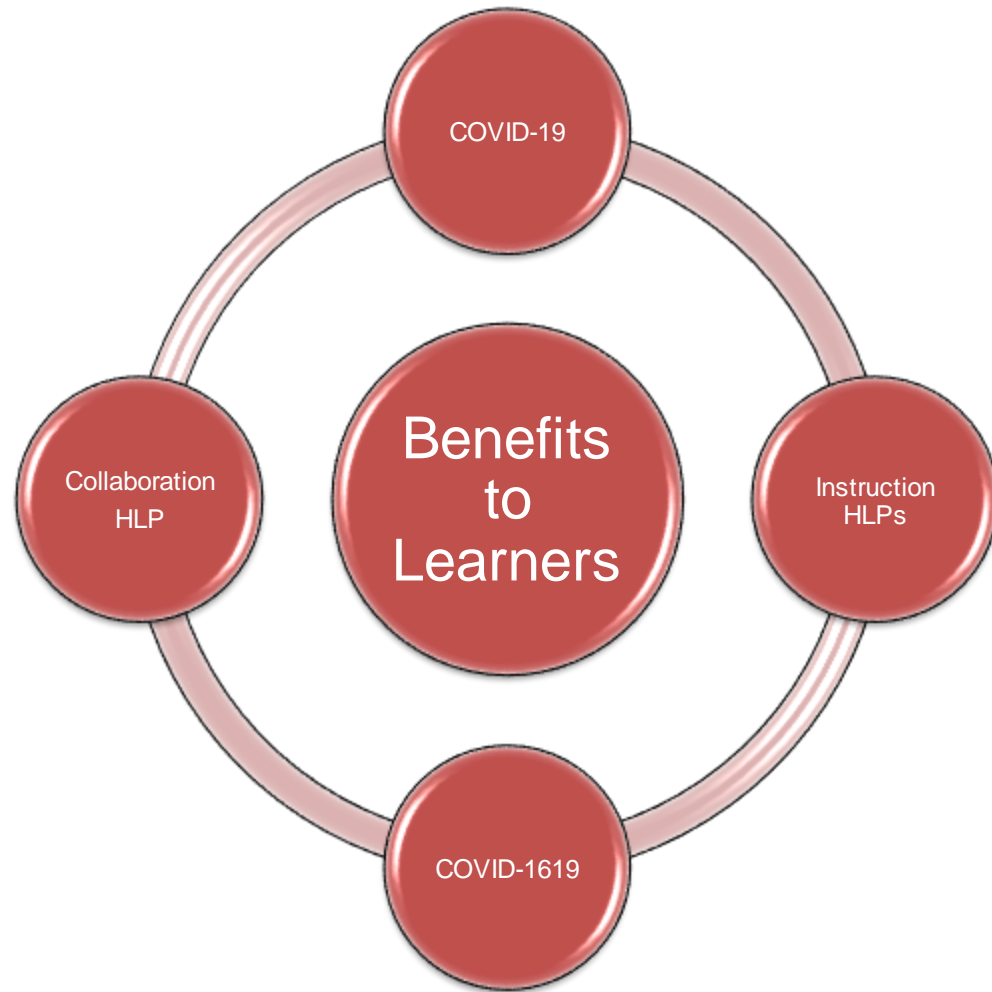
Participants:

- The study involved four in-service Special Education teachers involved in clinical field experience as part of coursework at Lucy Craft Laney College (pseudonym) a Historically Black College or University (HBCU) in the U.S.
- The sample included three Black males and one Black female identified as participants 1-4.

Procedures:

- As part of an Internship Seminar, four in-service Special Education teachers shared reflections regarding their teaching experiences in a post-pandemic learning environment through online discussion forums and reflection journals.
- Their reflections were analyzed to determine emergent themes relative to the use of instruction and collaboration HLPs to support learners post-pandemic.

Findings



Findings suggest that despite dual pandemics—COVID-19 and COVID-1619—the implementation of collaboration and instruction HLPs in inclusive settings can benefit all learners.



For More Information,

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