HLPs: Improving Student Learning Through Instruction

JENNIFER P. NELSON, ED.D.
Let’s Get to Know Each Other

• Select the picture that best describes you and go to that part of the room.

• Introduce yourself to a couple of people and tell them why you selected the picture.
Your Favorite Vacation Destination
Your favorite spare time activity
Where are you from?
CEEDAR/HLP - UofM

- Joined CEEDAR 2015
- Worked in conjunction with the TNDOE, University of Tennessee – Knoxville, & Vanderbilt University
Partnering In Tennessee: Ensuring all teachers and leaders are prepared to support all learners through RTI²

Jennifer Nelson, Linda Page, Susan Benner & Tia Hedask

TENNESSEE STATE PRIORITIES

- Early foundations & Literacy: Building early in early grades to contribute to future success
- High School & Bridge to Postsecondary: Preparing significantly more students for postsecondary completion
- All Means All: Providing individualized support and opportunities for all students with a focus on those who are furthest behind
- Educator Support: Coordinating the preparation and development of an exceptional educator workforce
- District Empowerment: Providing districts with the tools and autonomy they need to make the best decisions for students

RTI²

CROSSWALK

InTASC
HLPS
edTPA
PSEL
TEAM

BLUEPRINT GOAL

Teacher and Leader Preparation

Review teacher and leader preparation and development to ensure programs demonstrate the knowledge, skills, and dispositions to produce instruction and information for all students, including students with disabilities, to graduate college and career ready

ACTIVITIES

- Ultimate mission: Redefining educational leadership and expanding access to professional development
- tripod model of leadership preparation
- core components: Scholarship, Professional Development, and Preparation
- strategic priorities: Transformation, Stakeholder Engagement, and Leadership Preparation

The University of Memphis

Vanderbilt University

CROSSWALK FRAMEWORK

Tennessee
CEEDAR/HLP - UofM

• HLP Professional Development Day & Syllabi Review 2017 & 2018

James McLeskey

Larry Maheady
## Table 1. Commonalities and Distinctions Across HLPs

<table>
<thead>
<tr>
<th>High-Leverage Practices (from Teaching Works)</th>
<th>High-Leverage Practices in Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explaining and modeling content, practices, and strategies</td>
<td>Use explicit instruction</td>
</tr>
<tr>
<td>Diagnosing particular common patterns of student thinking and development in a subject-matter domain</td>
<td>Teach cognitive and metacognitive strategies to support learning and independence</td>
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<tr>
<td>Coordinating and adjusting instruction during a lesson</td>
<td>Systematically design instruction toward a specific learning goal</td>
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<tr>
<td>Setting up and managing small-group work</td>
<td>Adapt curriculum tasks and materials for specific learning goals</td>
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<tr>
<td>Specifying and reinforcing productive student behavior</td>
<td>Scaffold instruction</td>
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<td>Use flexible grouping</td>
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<td></td>
<td>Use strategies to promote active student engagement</td>
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<td></td>
<td>Provide positive and constructive feedback to guide students’ learning and behavior</td>
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</tbody>
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HLPs for Special Education

• Domains
  • Collaboration
  • Assessment
  • Social/Emotional & Behavioral Support
  • Instruction
HLPs: Instruction

• Content knowledge, pedagogical knowledge and data are vital to successful design, delivery and assessment
• Need to well grounded in students’ needs (IEPs) and the curriculum
• Use of HLPs promotes
  • Engaged learners
  • Meaningful activities
  • Successful approaches across multiple tiers of support

HLP Domain: Instruction

• Identify and prioritize long- and short terms learning goals
• Systematically design instruction toward a specific goal
• Adapt curriculum tasks and materials for specific learning goals
• Teach cognitive and metacognitive strategies to support learning and independence
HLP Domain: Instruction

• Provide scaffolded supports
• Use explicit instruction
• Use flexible grouping
• Use strategies to promote active student engagement
• Use assistive and instructional technologies
• Provide intensive instruction
HLP Domain: Instruction

• Teach students to maintain and generalize new learning across time and settings
• Provide positive and constructive feedback to guide students’ learning and behavior
Unpacking Instruction HLPs

• Select an Instructional HLP at your table (light purple strips of paper).
• Complete the Frayer Model Sheet with a table partner
Share Out

• Take turns sharing your HLP with your table and link it back to your Frayer sheet.

Working Out Loud
Implications for Action

• Shift in teaching practices
• Demonstrate best teaching practices for novice teachers
• Meaningful clinical experiences
• Align curriculum with HLPs
• Others?
Roundtable Discussion

• Faculty: What HLPs are evident in your course syllabi? What strategies/activities are you using to teach these HLPs in the classroom and field experiences.

• P-12 Partners: How are you integrating the HLPs into the classroom/school? Which of these HLPs are challenging and you could use more support to integrate them? Which HLPs are most relevant and potentially helpful for your particular setting?
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