

High-Leverage Practices for Students with Disabilities

Self-Assessment Tools



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Acknowledgements

The authors would like to thank the following individuals for their thoughtful reviews: Melissa K. Driver, Kennesaw State University; Elizabeth Hoffman, Rio Salado College; David Guardino, Office of Special Education Programs; Michael J. Kennedy, University of Virginia; James McLeskey, University of Florida; and, Kate Zimmer, Kennesaw State University.

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HLP Screener

This content is a joint product of the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) under U.S. Department of Education, Office of Special Education Programs, Award No. H325A120003, David Guardino serving as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this resource is intended or should be inferred.





High-Leverage Practices Self-Assessment Tool

Purpose: This resource will help preservice and in-service teachers reflect on and assess how well they are implementing high-leverage practices (HLPs) for students with disabilities. In the tool, teachers and teacher candidates can self-assess on all 22 HLPs or target only specific HLPs. The content for this self-assessment is based on the [HLP resources](#) developed in the last several years (e.g., HLP videos, HLP Leadership Guides, and Practice-Based Learning Opportunities).

The goals of this tool are as follows:

- To provide a resource that teacher candidates and in-service teachers can use to self-assess and reflect on their use of HLPs.
- To provide teacher candidates, faculty, in-service teachers, and administrators data on HLP implementation that can be used to guide professional learning and supports.
- To provide a broad measure on the ability of teacher candidates and in-service teachers to implement HLPs, which can serve as a basis of discussion with faculty and administrators.

Audience: This assessment tool is designed for general and special education teacher candidates, in-service teachers, faculty, and district administrators.

How to Use This Tool: This tool has four sections to represent the four areas of practice: (1) Collaboration; (2) Assessment; (3) Social/Emotional/Behavioral, and (4) Instructional. Teachers respond to the probes across the HLPs to indicate their understanding and use of HLPs in their classrooms using the following scale:

5 = Mastered. I already apply this skill to my work and have noted improvements in student learning.

4 = I can apply this skill to my work with some confidence.

3 = Making progress. I am just beginning to understand how to apply this skill to my work.

2 = I believe this concept and/or skill is important but do not yet understand how to apply it in my classroom.

1 = I am unfamiliar with this principle or element.

N/A = Not applicable.

Note: It is **not** expected that the entire self-assessment is given at one time. You can select which HLP self-assessment subtests you would like to complete. Not sure which one(s) you want to focus on? Try taking the short screener first.

For more information on HLPs, refer to <https://highleveragepractices.org/>.

Name: _____		Date: _____					
<p>Instructions: Rate the extent to which you feel successful in understanding and using the key skills from the HLPs in each domain.</p> <p>5 = Mastered. I already apply this skill to my work and have noted improvements in student learning.</p> <p>4 = I can apply this skill to my work with some confidence.</p> <p>3 = Making progress. I am just beginning to understand how to apply this skill to my work.</p> <p>2 = I believe this concept and/or skill is important but do not yet understand how to apply it in my classroom.</p> <p>1 = I am unfamiliar with this principle or element.</p> <p>N/A = Not applicable.</p>							
Collaboration Domain							
HLP 1: Collaborate With Professionals to Increase Student Success							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I use verbal active listening skills, such as paraphrasing and asking clarification questions.						
2	I use nonverbal active listening skills, such as smiling and making eye contact, when I am talking with my colleagues.						
3	I ask open-ended questions to encourage active participation and sharing of information from others.						
4	I make statements that are accurate and descriptive rather than vague and evaluative.						
5	I share resources with colleagues that provide guidance on strategies to support students with disabilities.						
6	I problem-solve with colleagues using data to make decisions about services and instructional approaches designed to meet the individual needs of students with disabilities.						
7	My colleagues and I have shared responsibility and accountability for the success of students with disabilities.						
Comments:							
HLP 2: Lead Effective Meetings With Professionals and Families							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I set and articulate clear goals and expectations to ensure that meetings are informative and productive.						
2	I schedule meeting times to ensure members' participation and share the date, time, location, projected length, and agenda for the meeting ahead of time, including any preparation expectations.						

3	I establish a welcoming and positive tone when greeting team members and ensure that all meeting members are introduced.						
4	During the meeting, I encourage each team member to contribute to and have an equal voice in discussions.						
5	I encourage and reinforce parent input during the meeting by asking guiding questions and including time on the agenda to garner parental input.						
6	I provide an explanation of student data, including progress monitoring data, in a way that all team members can use the data to make informed decisions.						
7	I summarize meeting accomplishments and establish next steps before the meeting ends.						
Comments:							
HLP 3: Collaborate With Families to Support Student Learning and Secure Needed Services							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I communicate regularly with families openly and honestly, sharing student's successes, educational progress, and challenges.						
2	I communicate with families using multiple modes (e.g., email, telephone, in-person, learning management systems, blog, class webpage).						
3	I demonstrate a high level of knowledge in evidence-based strategies that support students with disabilities.						
4	I communicate high expectations for my students and their families.						
5	I treat families with dignity and respect.						
6	I take time to learn about and honor my students and their families' cultural diversity. I apply this knowledge to my practice.						
7	I make sure to clearly share ideas and actions that families can use to support a student's individualized education program goals and objectives.						
8	I communicate with parents using a language and method that would make the information most accessible. If I do not speak the language used by the family, I take necessary steps to ensure that they get the information in a way that they can understand it (e.g., use a translator).						
Comments:							

Assessment Domain							
HLP 4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I use formal assessments (unit tests, reading inventory) to gather information about my students' academic strengths and areas of growth.						
2	I use informal assessments (observations, checklists) to gather information about my students' academic strengths and areas of growth.						
3	I ask my students about their preferences, strengths, needs, and long-term goals.						
4	I ask my students' family members about student interests, motivations, health, language, and cultural experiences in school and at home to inform instruction.						
5	I use information from various sources (school-based assessments, student input, and family input) to develop a comprehensive learner profile that will inform decisions related to individualized education programs. A comprehensive learner profile includes academic, social, functional, cultural, and motivational information to inform how the student learns best.						
Comments:							
HLP 5: Interpret and Communicate Assessment Information With Stakeholders to Collaboratively Design and Implement Educational Programs							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I gather, organize, and share student assessment data with families and relevant educators while providing sufficient time for review before the individualized education program (IEP) meeting.						
2	I identify and summarize key findings from multiple data sources as they relate to student strengths and needs.						
3	I use students' culture and language to inform how I interpret their assessment results.						
4	I compare each student's assessment results to their same-age peers to identify areas of need.						
5	I use students' assessment data to determine needed accommodations and modifications.						

6	I present student data in an understandable format so that families and educators can use the data to guide programmatic decisions.						
7	I encourage discussion and problem solving among families and team members to ensure that a student's IEP is high quality.						
8	I collaborate with team members to monitor student progress and make IEP adjustments accordingly.						
Comments:							
HLP 6: Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments That Improve Student Outcomes.							
	Rate the extent to which you incorporate this HLP	N/A	1	2	3	4	5
1	I use a variety of assessment results to establish students' present level of performance.						
2	I set ambitious, realistically attainable, long-term goals (e.g., specific, measurable, attainable, relevant, and time-based goals) for my students' achievement.						
3	I create goals for my students that are that are observable, measurable, positively stated, understandable, and always applicable.						
4	I can choose appropriate interventions to meet my students' long-term goals.						
5	I consistently implement high-quality, evidence-based instruction to meet my students' goals.						
6	I consistently monitor my students' progress toward their long-term goals to determine effectiveness of instruction.						
7	I use progress monitoring data to determine if changes in instructional practices, interventions, and/or services are needed.						
8	I use graphs or data tables so that the level of student progress can be clearly communicated to key stakeholders and team members.						
9	I am patient, systematic, and persistent in looking for what will work for my students.						
Comments:							

Social/Emotional/Behavioral Domain							
HLP 7: Establish a Consistent, Organized, and Respectful Learning Environment							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I discuss and provide the rationale for classroom expectations, rules, and procedures with students using terms that are observable, measurable, positively stated, understandable, and always applicable.						
2	I make sure that classroom expectations, rules, and procedures reflect the cultures, values, and beliefs of students and families from various ethnic, cultural, and linguistic backgrounds represented in the school.						
3	I explicitly teach, reteach, and model three to five positively stated expectations (e.g., be respectful, be responsible, and be safe).						
4	I incorporate student input in class expectations.						
5	I understand that behavior is a form of communication, and I take this under consideration when I interpret and respond to a student's behavior in the classroom.						
6	I limit the amount of unstructured time.						
7	I post expectations, rules, and procedures in highly visible areas of the classroom.						
8	I lay out the classroom and other high-traffic areas in a way that will meet the needs of the students.						
Comments:							
HLP 8: Provide Positive and Constructive Feedback to Guide Students' Behavior							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I provide positive and specific feedback on student behavior.						
2	When I give feedback, I focus on the process rather than making it about the person (e.g., Say "You worked really hard on that assignment" instead of "You are so smart!").						
3	I provide instructive feedback in which I emphasize the social or behavioral skill I want my students to learn.						
4	I provide corrective feedback when addressing my students' social/behavioral errors instead of reprimanding them (e.g., say "Remember, we are reading quietly to ourselves" instead of "Stop talking!").						
5	I provide timely feedback close to when the behavior occurs.						

6	I am sincere when I provide feedback to students and avoid using sarcasm and joking.						
7	I consider how students' age, learning history, cultural background, and preferences, as well as classroom dynamics, could influence their response to feedback.						
8	I adjust the type and frequency of feedback based on students' learning progress.						
Comments:							
HLP 9: Teach Social Behaviors							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I systematically identify students with social skills deficits through a variety of data sources (e.g., disciplinary referrals, classroom data, family input).						
2	I proactively identify students with social skills deficits through a variety of data sources (e.g., disciplinary referrals, classroom data, family input).						
3	I provide targeted instruction in social skills for students.						
4	I consider the setting and circumstances of when a specific social skill is needed and develop examples, nonexamples, and role-playing scenarios to support students in generalizing the skill.						
5	I take into consideration students' culture, age, and natural environment when instructing and developing social skills.						
6	I organize and sequence examples by prioritizing instruction around the context where the social skill deficit would most likely lead to negative outcomes.						
7	I develop engaging and well-paced lessons in social skill instruction that mirror the core components of academic lesson plans (e.g., teach, model, practice).						
8	I encourage student mastery of social skills by providing immediate, consistent, specific, positive, and corrective feedback.						
9	I scaffold supports that are gradually faded to increase students' independent use of social skills.						
10	I encourage generalization of social skills by providing students with the opportunity to practice the skills in a variety of settings.						
Comments:							

HLP 10: Conduct Functional Behavioral Assessments (FBA) to Develop Individual Student Behavior Support Plans							
Rate the extent to which you incorporate this HLP.		N/A	1	2	3	4	5
1	I consider how social attention and communication may have contributed to the student engaging in a behavior.						
2	I consider how student behavior may be caused by trying to avoid, delay, or reduce the amount of time that students need to do an undesired activity.						
3	I consider how a student's wish to avoid another student may influence student behavior.						
4	I make sure that the FBA has a clear description of the target behavior.						
5	I identify the events, times, and situations that predict the behavior in the FBA.						
6	I identify the consequences that maintain the target behavior in the FBA.						
7	Using data, I develop a hypothesis regarding the events that prompt and support the target behavior in the FBA.						
8	I apply the antecedent-behavior-consequence (A-B-C) model when developing the FBA hypothesis statement. For example, when someone coughs (A), a student might pinch them (B), leading them to get attention (C).						
9	I analyze data collected through the FBA to select an appropriate replacement behavior based on the function of the target behavior.						
10	I use the data to develop a behavior support plan.						
11	I explicitly teach and reinforce the selected replacement behavior to the student.						
12	I modify the environment with a student's behavior support plan to avoid problem behavior reoccurrence.						
13	I collect data and monitor student progress and adjust the behavior intervention accordingly.						
Comments:							

Instruction Domain							
HLP 11: Identify and Prioritize Long- and Short-Term Goals							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I connect students' learning goals to the essential knowledge and skills depicted within standards and curricula.						
2	I use student data to identify students' strengths and needs that guide long- and short-term goal development.						
3	I use formative assessments (e.g., classroom assessments, opportunities to respond) to guide instruction and determine student progress toward individualized education program goals and objectives.						
4	I use summative assessments (e.g., unit tests) to obtain data on students' progress.						
5	I develop ambitious, attainable, and socially significant goals to ensure that students can access and be successful in an inclusive setting.						
6	I collaborate with families to learn about their instructional priorities for the students and use this information to guide goal development.						
7	I recognize the big ideas that students need to learn from the standards and make sure to teach these ideas first.						
8	I am familiar with the grade-level standards I teach and can determine what students need to know and do to meet the standards.						
9	I can identify what prerequisite skills the student must have to successfully meet a standard.						
Comments:							
HLP 12: Systematically Design Instruction Toward Learning Goals							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I can translate students' long- and short-term goals into individual learning activities.						
2	I create lessons where student outcomes are clear, measurable, ambitious, attainable, and actionable.						
3	I am clear about where and how targeted skills and knowledge will be measured within a given lesson or setting.						
4	I develop goals that clearly define what students will do to demonstrate their learning.						

5	I have clear criteria to determine the extent to which students are achieving the goal.						
6	The goals and objectives I create for students are observable.						
7	The goals and objectives I develop are clear and measurable.						
8	I state students' goals and objectives in a positive manner.						
9	The goals I set for students are linked as much as possible to the general education curriculum.						
10	I ensure that there is a clear need of the goals and objectives set for each student.						
11	I ensure that the goals and objectives set are ambitious but mediated by students' individual needs.						
Comments:							
HLP 13: Make Adaptations to Tasks and Materials							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I intentionally plan for differentiation in my instruction to meet individual student needs.						
2	I examine the directions of a task or activity to identify advanced vocabulary, sentence complexity, and/or length and simplify these directions as needed.						
3	I use visual aids to illustrate each step of the directions for a task or activity.						
4	I use technology to facilitate students' understanding of tasks and concepts.						
5	I use multiple adaptations (e.g., breaking down an activity or a routine into smaller steps) to increase the likelihood of student success.						
6	I adapt materials by reducing the amount of content presented or required for completing a task.						
7	I differentiate my students' tasks and materials by starting with easier content and building toward more challenging content.						
8	I highlight important information from texts, notes, and/or worksheets to make important ideas more visible for my students.						
9	I support student learning by using guided notes to help with retention and improve student note-taking skills.						
10	I create and/or use graphic organizers to help students understand relationships and organize concepts.						

11	I provide and explicitly teach students to use mnemonic strategies to remember important aspects of lessons and content.						
12	I use physical objects (e.g., manipulatives) to support students in doing an activity or task.						
	Comments:						
HLP 14: Use Cognitive and Metacognitive Strategies							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I provide cognitive strategy instruction to reinforce student independence and self-direction. This includes activating background knowledge; discussing, modeling, memorizing, and supporting the strategy; and allowing for independent performance (i.e., self-regulated strategy development model).						
2	I examine sources of evidence-based practices to determine whether they will meet my students' needs.						
3	I use task analysis to determine the steps that students will need to take to accomplish goal.						
4	I clearly model and facilitate student practice to show students how to use self-regulation procedures (e.g., goal setting, self-monitoring) when participating in tasks and activities.						
5	I explicitly teach and use strategic instruction models (e.g., self-regulated strategy development) to enhance student memory and information recall.						
6	I break down, model, and provide step-by-step instruction to facilitate student strategy use.						
7	I provide frequent opportunities for students to practice strategy use across various settings and time.						
8	I monitor student strategy use and ensure that any modification a student makes does not impact the strategy's usefulness.						
9	I provide feedback and positive reinforcement to my students as they use the targeted strategy.						
	Comments:						

HLP 15: Provide Scaffolded Supports							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I create tasks with a focus on essential knowledge and skills.						
2	I provide scaffolded supports (e.g., graphic organizers, sentence stems) across a wide range of areas (e.g., academics, behavior, social skills).						
3	I use assessments to gauge student thinking, language, writing, or performance to determine the type and level of supports needed.						
4	I use my knowledge of standards/benchmarks, curriculum, and prerequisites to structure tasks from easiest to most difficult.						
5	I adjust student support to learn a strategy as needed.						
6	I make sure to provide only the amount of scaffolded support the student needs to perform a skill or task independently.						
7	I fade supports gradually to encourage student independence with concepts and tasks.						
8	I use a variety of supports (e.g., technology, checklists, graphic organizers) and adjust what is used based on students' support needs.						
Comments:							
HLP 16: Use Explicit Instruction							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I design carefully sequenced and organized lessons that focus on the most important content.						
2	I start lessons with a clear statement of the lesson goals and student expectations.						
3	I review prerequisite skills and knowledge before providing instruction on new content.						
4	I break down complex skills and strategies into smaller instructional pieces.						
5	I provide clear and concise step-by-step demonstrations of how to do a skill or explain a concept.						
6	When applicable, I incorporate a variety of examples and nonexamples into my lessons.						
7	I provide guided practice with scaffolded supports.						

8	I provide my students with frequent opportunities to respond to questions.						
9	I provide immediate affirmative and corrective feedback based on student performance.						
	Comments:						
HLP 17: Use Flexible Grouping							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I vary group size (e.g., whole or small group) based on students' instructional needs and learning objectives.						
2	I vary the type of group (e.g., same ability or mixed ability) based on students' instructional needs and learning objectives.						
3	I use same-ability groups when providing intensive instruction for students who have similar strengths, needs, and/or interests to meet short-term goals and objectives.						
4	I use mixed-ability groups to increase engagement in academic discussions.						
5	I use mixed-ability groups to improve interpersonal relationships between students with and without disabilities across racial/ethnic backgrounds.						
6	I use cooperative learning structures (e.g., jigsaw) to meet academic, behavioral, and/or interpersonal instructional objectives.						
7	I monitor the interactions between group members and their learning during group work time.						
8	I hold students accountable for what they do during group work to promote positive interdependence.						
	Comments:						
HLP 18: Use Strategies to Promote Active Student Engagement							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I build and maintain positive relationships with my students.						
2	I individualize engagement tools using technology, visuals, or other structured supports for students.						

3	I use a wide range of research-supported active student response practices (e.g., peer tutoring, digital tools, collaborative learning strategies).						
4	I provide students with opportunities to respond (e.g., asking questions) throughout my lessons.						
5	I encourage students to participate in group activities by including games and contingencies.						
6	I give detailed academic- and behavior-specific feedback with explanation of how students are meeting expectations.						
Comments:							
HLP 19: Use Assistive and Instructional Technologies							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I consider my students' assistive technology needs related to their goals, access to the general education curriculum, and extracurricular activities.						
2	I make assistive technology decisions based on students' strengths and needs.						
3	I make assistive technology decisions based on the environment in which my students learn and socialize.						
4	I consider the supports available in the environments where my students learn and socialize.						
5	I consider the tasks that students are expected to do when making assistive technology decisions.						
6	I directly integrate assistive technology into my students' individualized education program goals, as applicable.						
7	I collect and analyze data about students' use of assistive technology across instructional settings.						
8	I determine if changes to assistive technology devices or services are needed based on student data.						
Comments:							
HLP 20: Provide Intensive Instruction							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I use progress monitoring to track student improvements.						
2	I create student-specific intensive intervention plans based on an examination of diagnostic assessment data.						

3	I can implement intervention plans, track student responses, and reexamine data as needed.						
4	I establish my students' present level of academic performance.						
5	I set ambitious long-term goals using established norms.						
6	I implement high-quality instruction or intervention with fidelity.						
7	I monitor student progress toward the goal.						
8	I use decision rules to evaluate instructional effectiveness and student progress.						
9	I generate a hypothesis about student progress to individualize instruction.						
10	I make instructional changes based on my chosen hypothesis.						
	Comments:						
HLP 21: Teach Students to Maintain and Generalize New Learning Across Time and Settings							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I apply the same techniques that changed a behavior in one setting to all settings where the target behavior is desirable.						
2	I help students recognize reinforcement options in the natural environment (e.g., a preferred snack).						
3	I use examples from a variety of settings and contexts to demonstrate a behavior or skill.						
4	I use reinforcement contingencies where students do not know when the reinforcement will happen (i.e., unpredictable).						
5	I use similar stimuli in the training setting and the setting where generalization is desired.						
6	I provide students training in self-management, in which they monitor and report on their own generalization of behavior.						
7	I use verbal instructions to promote generalization.						
8	I use reinforcement schedules to ensure that desirable behaviors persist across settings.						
9	I reduce the frequency of reinforcement as students demonstrate increased success with a behavior/skill.						
10	I build in opportunities for overlearning trials (i.e., extra instruction to reinforce learning).						

11	I build in opportunities for distributed practice (i.e., breaking up practice into several short sessions during a longer period of time).						
12	I review methods to increase generalization (i.e., use in multiple settings or activities) of the skill or behavior as needed.						
13	I review methods to increase and maintenance (i.e., continue to be able to perform across time) of the skill or behavior as needed.						
Comments:							
HLP 22: Provide Positive and Constructive Feedback to Guide Students' Learning							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I provide positive and specific feedback on student learning.						
2	When I give feedback, I focus on the process rather than making it about the person (e.g., Say "You worked really hard on that assignment" instead of "You are so smart!").						
3	I provide instructive feedback in which I emphasize the academic skill I want my students to learn.						
4	I provide corrective feedback when addressing my students' academic errors instead of reprimanding them (e.g., say "Remember, read the directions carefully" instead of "Pay attention!").						
5	I provide timely feedback close to when the behavior occurs.						
6	I am sincere when I provide feedback to students and avoid using sarcasm and joking.						
7	I consider how students' age, learning history, cultural background, and preferences, as well as classroom dynamics, could influence their response to feedback.						
8	I adjust the type and frequency of feedback based on students' learning progress.						
Comments:							



High Leverage Practices Short Screener

Purpose: This resource will help preservice and in-service teachers reflect on and assess how well they are implementing high-leverage practices (HLPs) for students with disabilities. In the tool, teachers and teacher candidates can self-assess on all 22 HLPs or target only specific HLPs. The content for this self-assessment is based on the [HLP resources](#) developed in the last several years (e.g., [HLP videos](#), HLP Leadership Guides, Practice-based Learning Opportunities).

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Audience: This assessment tool is designed for general and special education teacher candidates, in-service teachers, faculty, and district administrators.

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Name: _____ **Date:** _____

Instructions: Rate the extent to which you feel successful in understanding and using the key skills from the following HLPs.

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Rate the extent to which you incorporate this HLP	N/A	1	2	3	4	5
1. I problem-solve with my colleagues using data to make decisions about the services and approaches to use to support students.						
2. I create lessons where student outcomes are clear, measurable, ambitious, attainable, and actionable.						
3. I use multiple sources of information (e.g., assessments, parent input, student input) to inform myself about how the student learns best.						
4. I encourage and reinforce parent input during meetings by asking them questions to get their input.						
5. I incorporate student input in class expectations.						
6. I discuss and provide the rationale for classroom expectations, rules, and procedures with students using terms that are observable, measurable, positively stated, understandable, and always applicable.						
7. I develop ambitious, attainable, and socially significant goals to ensure students can access and be successful in an inclusive setting.						
8. I use progress monitoring data to determine if changes in instructional practices, interventions, and/or services are needed.						
9. I take time to learn about and honor my students and their families' cultural diversity. I apply this knowledge to my practice.						
10. I use multiple adaptations (e.g., breaking down an activity or a routine into smaller steps) to increase the likelihood of student success.						
11. I identify and summarize key findings from multiple data sources as they relate to student strengths and needs.						
12. I present student data in an understandable format so that families and educators can use the data to guide programmatic decisions.						
13. I provide corrective feedback when addressing my students' social/behavioral errors instead of reprimanding them (e.g., "Remember, we are reading quietly to ourselves" instead of "Stop talking!").						
14. I communicate with parents using a language and method that would make the information most accessible.						

Rate the extent to which you incorporate this HLP	N/A	1	2	3	4	5
15. I clearly model and facilitate student practice to show students how to use self-regulation procedures (e.g., goal setting, self-monitoring) when participating in tasks/activities.						
16. I provide scaffolded supports (e.g., graphic organizers, sentence stems) across a wide range of areas (e.g., academics, behavior, social skills)						
17. I provide an explanation of student data, including progress monitoring data, in a way that all team members can use the data to make informed decisions.						
18. I consider the setting and circumstances of when a specific social skill is needed and develop examples, nonexamples, and role-playing scenarios to support students in generalizing the skill.						
19. I encourage discussion and problem solving among families and team members to ensure that a student's individualized education program is high quality.						
20. I apply the antecedent-behavior-consequence (A-B-C) model when developing the Functional Behavioral Assessment hypothesis statement. For example, when someone coughs (A), a student might pinch them (B), leading them to get attention (C).						
21. I provide students with opportunities to respond (e.g., asking questions) throughout my lessons.						
22. I consider my students' assistive technology needs related to their goals, access to the general education curriculum, and extracurricular activities.						
23. I use progress monitoring to track student improvements.						
24. I use cooperative learning structures (e.g., jigsaw) to meet academic, behavioral, and/or interpersonal instructional objectives.						
25. I provide positive and specific feedback on student learning.						

Scoring

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- Collaboration: 1, 4, 9, 14, 17 _____ out of 25
 - Assessment: 3, 8, 11, 12, 19 _____ out of 25
 - Socio-emotional/Behavioral: 5, 6, 13, 18, 20 _____ out of 25
 - Instructional: 2, 7, 10, 15, 16, 21, 22, 23, 24, 25 _____ out of 50