How to use HLPS to identify needs and supports for the field

Melissa Driver – Kennesaw State University
Toni Franklin – Columbus State University
Katie Dewey Hill – Utah State Board of Education
Identifying and Supporting High Leverage Instructional Practices in Utah

Creating professional learning and supports to build capacity
Utah’s Definition:

“High-leverage practices are frequently occurring, educational practices that all educators should know how to do.”
Utah’s 5 High Leverage Practices

- Data to Improve Outcomes
- Active Student Engagement
- Systematically Designed Instruction
- Feedback
- Learning Environment
2022 Utah High Leverage Practices

Welcome to the High-Leverage Practice (HLP) Course

Course Facilitator:
Katie Dewey Hill
Quality Instruction Coordinator
Teaching & Learning
Utah State Board of Education
katie.hill@schools.utah.gov

In this course, each module will focus on one of Utah's 5 High-Leverage Practices that can be implemented to increase learning outcomes for students. The modules include valuable tools you can use to implement these practices in daily instruction. There is an assessment opportunity at the conclusion of each module as well as an opportunity to contribute your experience to a discussion regarding the module’s HLP. These HLPs are connected to one another in many ways. You will find as you implement one, you are likely addressing another as well. Making these connections is an important part of building these practices meaningfully into your teaching.

Each module focuses on one High-Leverage Practice. The assignments for each module include a discussion and an assessment. These assignments are required for the completion of the course. Once you have completed the short orientation module, you can focus on the HLPs in any order you'd like. Once you've completed all the requirements of the course, you will be able to access the credit form module at the end of the module list.

The estimated time to complete this course is 25-30 hours.

Utah High-Leverage Practices Course Outline

- Introduction to HLPs and the Course - This module is your first stop in this course, you cannot go on to the other modules until you have completed the introduction.
- HLP 1 - Using Student Assessment Data to Inform Instruction
- HLP 2 - Using Strategies to Promote Active Student Engagement
- HLP 3 - Systematically Designing Instruction to Meet Student Needs
- HLP 4 - Effectively Providing Positive and Constructive Feedback for Students
- HLP 5 - Establishing a Consistent, Organized, and Respectful Learning Environment
**High Leverage Practice**

**MICROCREDENTIAL Stack (5 MCs)**

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### Strategies to Promote Active Student Engagement

**Microcredential ID:** 2741

**STACK**
Utah’s High Leverage Practices for Classroom Instruction

**CREDITS**
0.5 USBE Credit

**DESCRIPTION**
This microcredential represents an educator’s ability to use a variety of instructional strategies to promote active student engagement.

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### Feedback

**Microcredential ID:** 2748

**STACK**
Utah’s High Leverage Practices for Classroom Instruction

**CREDITS**
0.5 USBE Credit

**DESCRIPTION**
This microcredential represents an educator’s ability to provide positive and constructive feedback to guide students’ learning and behavior.

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### Systematically Designed Instruction

**Microcredential ID:** 2745

**STACK**
Utah’s High Leverage Practices for Classroom Instruction

**CREDITS**
0.5 USBE Credit

**DESCRIPTION**
This microcredential represents an educator’s ability to systematically design instruction towards a specific learning goal, including the use of explicit instruction and scaffolded supports.

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### Using Student Assessment Data to Inform Instruction

**Microcredential ID:** 2739

**STACK**
Utah’s High Leverage Practices for Classroom Instruction

**CREDITS**
0.5 USBE Credit

**DESCRIPTION**
This microcredential represents an educator’s ability to use student assessment data, analyze instructional practices, and collaborate with other professionals to make necessary instructional adjustments to improve student outcomes.
EPP & DOE Partnership

Collaborated with GaDOE to support statewide MTSS Initiative

- Developed State specific IC
- Developed Practice-Based Learning Opportunity (PLO) utilizing the training website for GoMTSS, the state data collection platform
MTSS Practice-Based Learning Opportunity (PLO) Series
GO MTSS Interactive Case Study: Elementary

Authors


Definition

The purpose of this interactive case study is to provide pre- and in-service teachers purposeful practice using the Georgia Statewide Longitudinal Data System GO MTSS Platform. In this PLO, resources are provided for use in teacher education course work and professional learning experiences. Aspects of the interactive case study may be selected, adapted, and modified to meet the unique needs of the course, program, or professional learning.

The overarching objective of this interactive case study is for participants to collect and analyze multiple sources of data to make instructional decisions, collaborate with professionals and student family members, and select and adapt evidence-based interventions to support the holistic strengths and needs of a fictional student.

Description of this activity:

In this interactive case study, participants will be guided through the GO MTSS Platform to learn background information on a fictional elementary school child in the state of Georgia. Participants will review existing data and practice collecting additional progress monitoring data and collaborate with stakeholders to make informed decisions about instructional changes and adaptations to interventions.

A unique aspect of this interactive case study is the use of mixed reality simulation (MRS) to allow participants to practice collecting progress monitoring data and delivering targeted instruction with student avatars, as well as practice analyzing intervention data with a colleague and communicating progress with a parent using adult avatars. MRS extends upon traditional role play and allows pre- and in-service teachers the opportunity to purposefully practice important teaching strategies they are learning in a virtual environment that mirrors authentic educational interactions (Driver et al., 2018). MRS allows pre- and in-service teachers to practice decision-making and instructional skills in an environment that mimics how real students and adults might respond and adjust their actions based on those responses (Dieker et
What scientific, research, or evidence-based interventions have been used?

**Area:** READING

**Intervention:** Guided Reading

**Intervention Description:**
Guided Reading is an evidence-based approach to reading instruction and intervention. It is implemented in small groups. Students read grade level texts aloud with teacher feedback and support.

<table>
<thead>
<tr>
<th>Beginning Date</th>
<th>Setting</th>
<th>Adaptation Date</th>
<th>Frequency</th>
<th>No of Sessions</th>
<th>Hours</th>
<th>Minutes</th>
<th>Weekly Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/17/2021</td>
<td>Dubie receives guided reading intervention in a group of four students at a table in the back of her second-grade classroom</td>
<td>Weekly</td>
<td>2</td>
<td>90</td>
<td>30</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

What was the baseline performance for this area of difficulty? Include date, data, and performance summary.

<table>
<thead>
<tr>
<th>Baseline Date</th>
<th>Baseline Data</th>
<th>Baseline Summary</th>
<th>Score/rating</th>
<th>Mastery</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/20/2021</td>
<td>Instructor administered three consecutive passage reading fluency assessments using second grade EasyCBM passage probes</td>
<td>Student was administered 3 timed EasyCBM passage reading assessments for 1 minute each. An average of her scores was calculated to establish her baseline passage (ps) reading fluency level. EasyCBM is a web-based assessment system that includes both benchmarking and progress monitoring assessments combined with a comprehensive array of reports. The assessments in easyCBM are general outcome curriculum-based measures, or CBMs, which are standardized measures that sample from a year's worth of curriculum to assess the degree to which students have mastered the skills and knowledge deemed critical at each grade level. All easyCBM reading measures, in which the Passage Reading Fluency measure is included, have been developed with reference to the report of the National Reading Panel and developed using Item Response Theory (IRT). In Grades 1-5, easyCBM provides three Passage Reading Fluency screening forms to be used locally for each school.</td>
<td>24.0</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>
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<table>
<thead>
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<th>08/20/2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Data</td>
<td>Instructor administered three consecutive passage reading fluency assessments using second grade Easy CBM passage probes</td>
</tr>
<tr>
<td>Explanation of Baseline Data</td>
<td>Student was administered 3 timed EasyCBM passage reading assessments for 1 minute each. An average of her scores was calculated to establish her baseline passage (oral) reading fluency level. EasyCBM is a web-based assessment system that includes both benchmarking and progress monitoring assessments combined with a comprehensive array of reports. The assessments in easyCBM are general outcome curriculum-based measures,</td>
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<td>Mastery</td>
</tr>
<tr>
<td>24.0</td>
<td>50</td>
</tr>
</tbody>
</table>

SST: Progress Monitoring ➔ Add Baseline Data
<table>
<thead>
<tr>
<th>Goal</th>
<th>Goal Score</th>
<th>Goal Date</th>
<th>Goal Date</th>
<th>Reason to Adjust</th>
<th>Updated By</th>
<th>Updated Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ducie will improve her PRR rate by 1 word per week over the next 12 weeks of biweekly testing on Grade 1 PPR passages after receiving small group guided reading and phonics instruction twice weekly. Grade 1 passages will be used because her baseline level is below 50 on Grade 2 passages.</td>
<td>36.0</td>
<td>12/10/2021</td>
<td></td>
<td></td>
<td>User9110, Test</td>
<td>12/12/2021</td>
</tr>
<tr>
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Feedback
Discussion