

# High Leverage Practices (HLPs) In Action

## Resources & Examples for Personnel Development

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**2019 OSEP LEADERSHIP CONFERENCE**





# 2019 OSEP Leadership Conference

## *DISCLAIMER:*

*The contents of this presentation were developed by the presenters for the 2019 OSEP Leadership Conference. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.*

*(Authority: 20 U.S.C. 1221e-3 and 3474)*

# Session Objectives

- Overview of HLPs
- HLPs in action, across states
- Currently available HLPs resources



# Do you remember. . .

The first time you learned to drive, play an instrument, play a sport, or teach a strategy or curriculum?

*What was your performance like?*



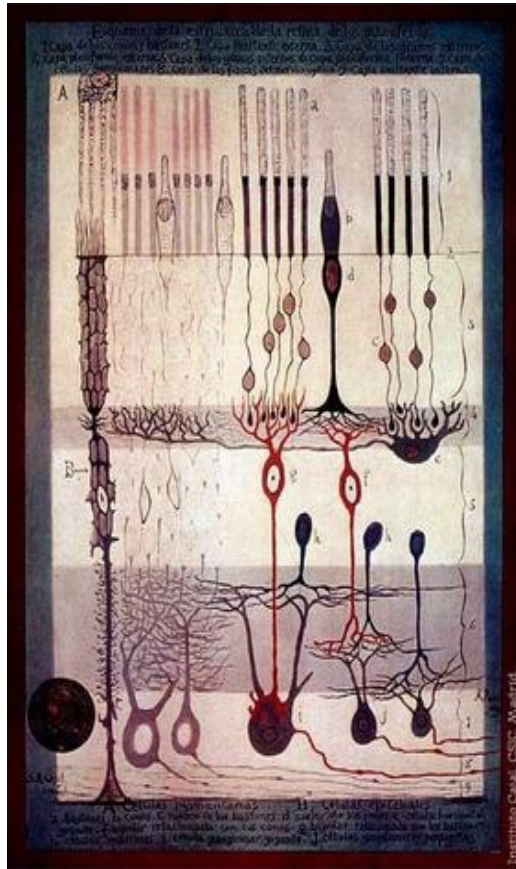
# When you were learning,

How many of you had a good teacher or coach who helped you learn?

***What did that teacher or coach do to help you?***



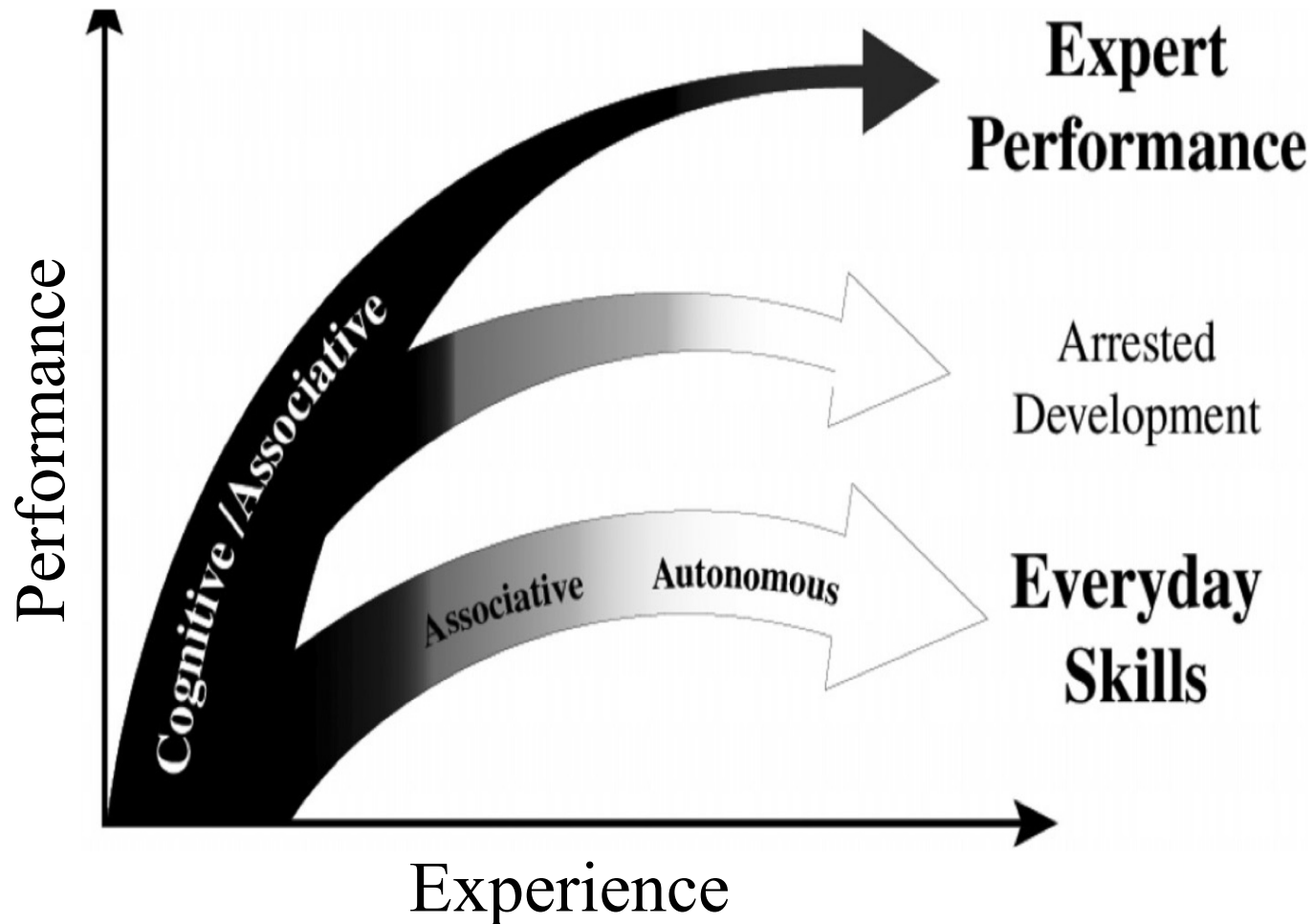
# Why is practice important?



Allows for the development of fluent performance and situated knowledge



# Contributes to Development of Expertise





# Deliberate Practice





# What is Deliberate Practice?

- Intense concentration on improving the most critical aspects of performance over time
- Immediate feedback designed to improve analysis of performance



# Deliberate Practice is:

Reasonable set of practices that:

- ☒ are the essence of effective teaching, leading, etc.
- ☒ can improve student outcomes
- ☒ are fundamental to developing more complex practice



# These practices should...

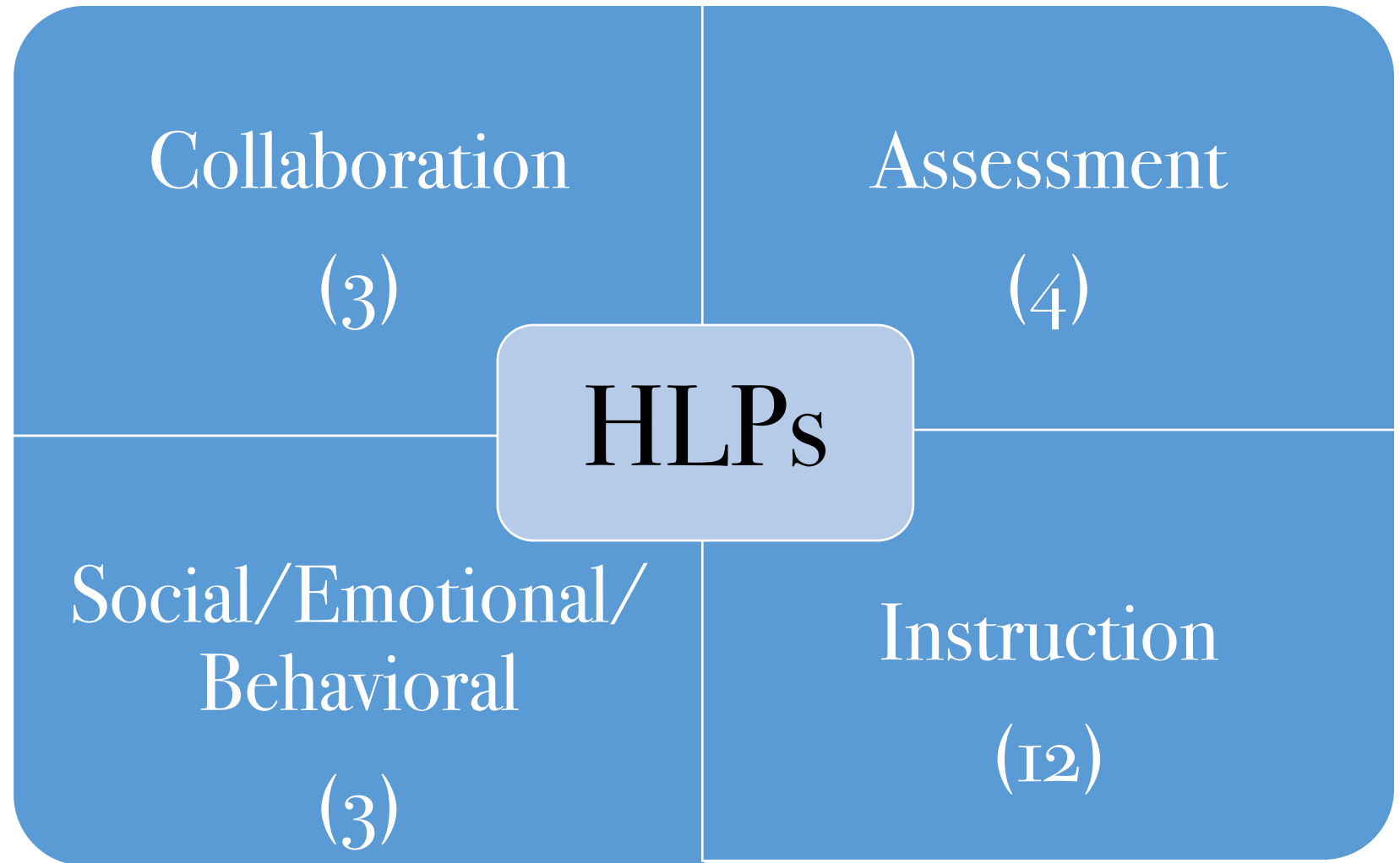
- Cut across content areas
- Apply to different types of learners
- Apply to learners of different ages

AND, one should be able to break them down into smaller parts and teach them using deliberate practice



# HLP Content

22 HLPs  
Across Four  
Domains



# HLPs: Collaboration



1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services.



# HLPs: Assessment



4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.





# HLPs: Social/Emotional/Behavioral



7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.





# HLPs: Instruction



- 11. Identify and prioritize long- and short-term learning goals.
- 11. Systematically design instruction toward specific learning goals.
- 12. Adapt curriculum tasks and materials for specific learning goals.
- 13. Teach cognitive and metacognitive strategies to support learning and independence.



# HLPs: Instruction (*con't*)



- 15. Provide scaffolded supports.
- 16. Use explicit instruction.
- 17. Use flexible grouping.
- 18. Use strategies to promote active student engagement.
- 19. Use assistive and instructional technologies.



# HLPs: Instruction



- 20. Provide intensive instruction
- 21. Teach students to maintain and generalize new learning across time and settings.
- 22. Provide positive and constructive feedback to guide students' learning and behavior.



# HLPs Creation: A Collaborative Process

- Partnership between:
  - Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center
  - Council for Exceptional Children (CEC)
  - CEC's Teacher Education Division (TED)







# Why Use HLPs?

They become the core curriculum in teacher education, upon which cohesive deliberate practice opportunities can be built.



# Does this mean we should forget about evidence based practice?

## **Not at All**

Many HLPs are necessary for implementing evidence-based practices successfully (e.g., providing feedback).



# Example

Using explicit instruction and feedback to teach summarization strategies or how to teach regrouping with base ten blocks

**EXAMPLE**





# HLPs and EBPs: A Promising Pair

## HLPs

- Based on evidence and professional expertise
- Used across different content and grade levels
- Common core of professional knowledge and skill...taught to teacher candidates and practicing teachers across all types of programs and pathways
- Provide infrastructure

## EBPs

- Instructional strategies backed by evidence and professional expertise
- Often content focused
- Appropriate for students at different developmental levels



# HLP Stakeholders

 Educator Preparation Providers (EPPs)

 P-12 Teachers

 Instructional/Academic Coaches and Teacher Leaders

 School and District Leaders

 State and National Policymakers



# Educator Preparation Programs

## Institutions of Higher Education (IHEs)

- What is the process?

1. Prioritize
2. Collaborate
3. Implement
4. Collect evidence



# P-12 Teachers




 Opportunities for intensifying instruction

 Versatile practices to implement across settings

 Supports all phases of instruction





# Instructional/Academic Coaches and Teacher Leaders

-  Framework for feedback
-  Ability to examine the strength and efficiency of the system
-  Impact on ALL learners in the system



# School and District Leaders

-  Knowledge of HLPs in order to support implementation of these structures
-  Individualizing district, school, and classroom level decisions based on data



# State and National Policymakers

 Setting a common framework for supporting the learning needs of ALL students

 Complying with requirements within ESSA and IDEA





# How are we helping professionals learn to use the HLPs?



# HLPs in Action: Tennessee

Purpose: Create Cohesive Opportunities to Practice HLPs

- School district & university partner selected 6 HLPs
  - District provides professional development on HLPs to practicing teachers
  - University partner revises coursework to include HLPs



# HLPs in Action: Georgia

Purpose: Align with initiatives across Stakeholders

- Partnership with EPPs and SEA to provide professional development series within MTSS framework
- Audience included EPP, SEA, LEA.



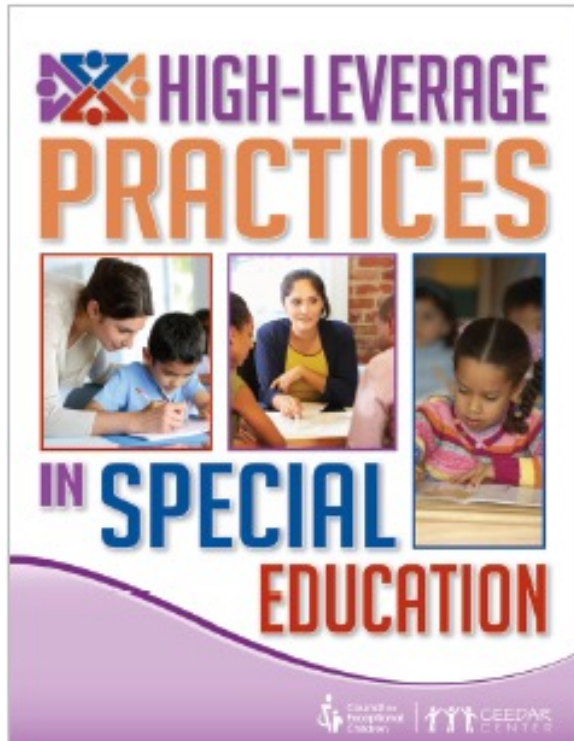
# WE HAVE RESOURCES FOR YOU!

## The Website

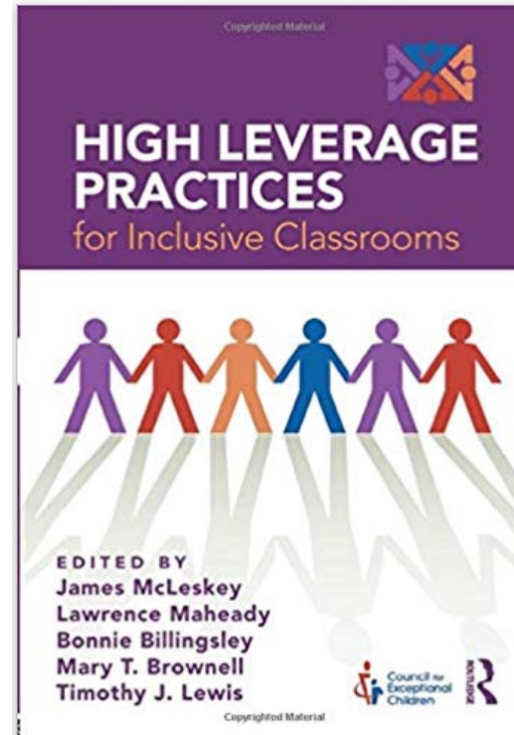
- [www.HighLeveragePractices.org](http://www.HighLeveragePractices.org)



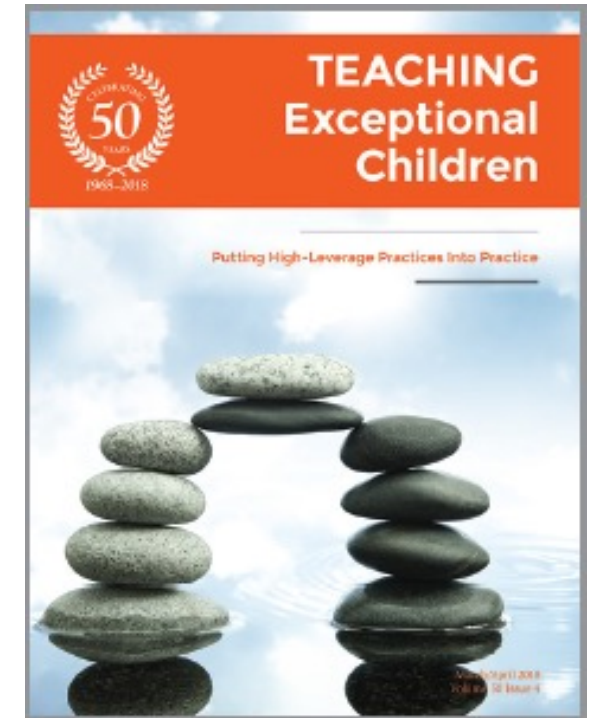
# Books



*High Leverage Practices in Special Education*



*High Leverage Practices for Inclusive Classrooms*

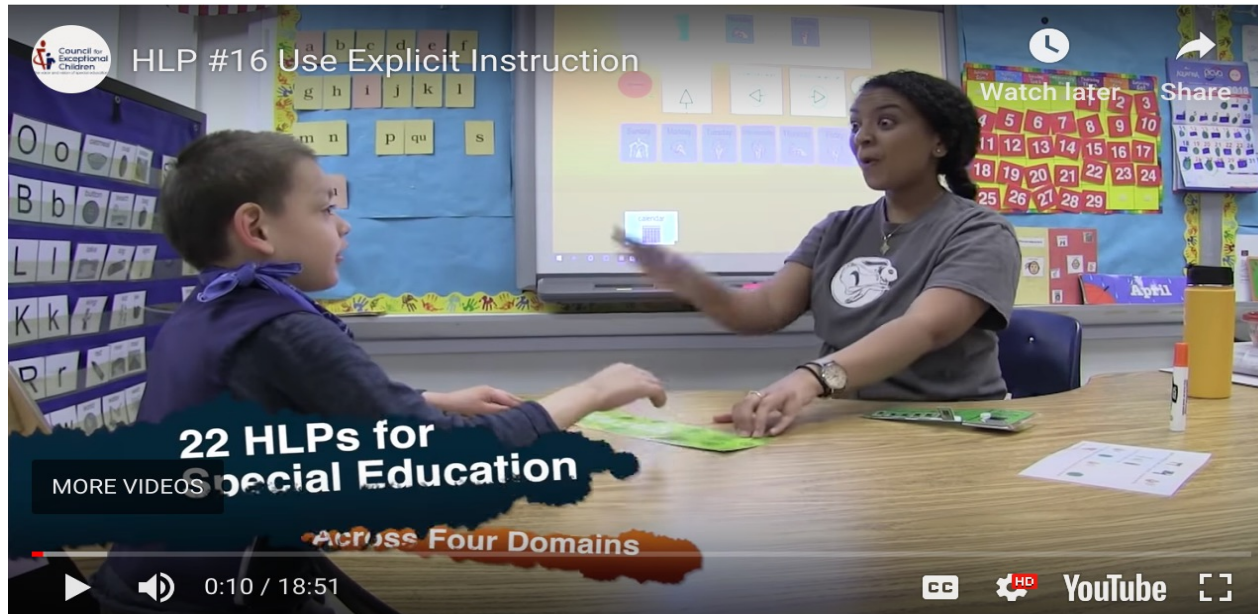


*Teaching Exceptional Children Special HL Edition – “Putting HLPs into Practice” – March/April 2018*





# HLPs Resources: Videos



## Video Library

- Introduction Video
- HLPs #8 and #22: Feedback
- HLP #12: Systematically Design Instruction
- HLP #16: Use Explicit Instruction
- HLP #18: Student Engagement
- HLP #7: Learning Environment

## Let's Take a Quick Look



# HLPs Resources: Webinars

[www.ccedar.org/archived-webinars/](http://www.ccedar.org/archived-webinars/)





# HLPs Resources: Brief

[www.ceedar.org/reports/](http://www.ceedar.org/reports/)



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## High-Leverage Practices and Evidence-Based Practices: A Promising Pair

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High-leverage practices (HLPs) and evidence-based practices (EBPs) when used together can become powerful tools for improving student outcomes. This brief is designed to show the promise of these practices in advancing educator preparation and practice and, subsequently, outcomes for students with disabilities and those who struggle. We begin by defining HLPs and EBPs and sharing examples of how educator preparation programs are integrating them in their candidates' learning opportunities and conclude with an illustration of how they can be seamlessly integrated into instruction provided as part of multi-tiered systems of support (MTSS).

### High-Leverage Practices: What Are They and Why Are They Important?

Educator preparation programs have come under sharp criticism in recent years for failing to demonstrate the impact of their graduates on the achievement of their students. Teachers and leaders are key to improving outcomes of students with disabilities. Preparation experiences must include well-supervised opportunities for candidates to practice with feedback about what they are learning in coursework. Field placements should be carefully selected to reinforce what candidates have learned in coursework. To move in the direction of tightly structured learning opportunities for teacher candidates, scholars in general and special education (Ball & Forzani, 2011; McLeskey & Brownell, 2015) have argued that teacher educators need to identify a critical set of practices that are essential to improving student learning and behavior and can be learned in coursework, deliberately practiced in field experiences carefully structured by faculty (e.g., tutoring small groups of students in identified practices), and generalized to more loosely structured field experiences.

These critical practices, also known HLPs, should be those that research has demonstrated can impact student achievement and be used across different content areas and grade levels. These HLPs should also be those that teacher candidates can learn through practice and feedback. They would form a "common core of professional knowledge and skill that can be taught to aspiring teachers across all types of programs and pathways" (Ball & Forzani, 2011, p. 19). HLPs can provide infrastructure to support effective teaching and consistent learning for every student to succeed.

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High-Leverage Practices and Evidence-Based Practices: A Promising Pair

## “High-Leverage Practices and Evidence-Based Practices: A Promising Pair”



# HLPs Resources: PD Guide

## *“HLPs in Special Education: A Professional Development Guide for School Leaders”*

[HOME](#)[ABOUT THE HLPs](#)[K-12 PRACTICES](#)[BIRTH-5 PRACTICES](#)[RESOURCES](#)[VIDEOS](#)[PROFESSIONAL DEVELOPMENT GUIDE](#)

### Introducing High-Leverage Practices in Special Education: A Professional Development Guide for School Leaders



Introducing High-Leverage Practices in Special Education: A Professional Development Guide for School Leaders was developed to assist school leaders in planning and implementing professional development about high-leverage practices to K-12 educators. High-leverage practices are frequently occurring, essential educational practices that all K-12 special educators should know how to do. These practices are evidence based, meaning that they reflect effective methods that when successfully implemented can improve results for struggling learners. They also are broadly applicable across content areas.

The twenty-two high-leverage practices—which were identified through consensus among special educators—are designed to serve

#### WE WANT TO HEAR FROM YOU

Have you watched the HLP Video Series?  
Let us know what you think about them  
by filling out this survey.

[Take Survey](#)

# HLP Professional Development Guide for School Leaders

 Developed for school leaders implementing K-12 professional development

 Special Education Administrators, Principals, Mentors and Coaches

 Web-Based Guide

 Downloadable

 Interactive, fillable forms

 Free



# Q&A



# References

- McLeskey, J., Barringer, M., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M., Winn, J., & Ziegler, D. (2017). High leverage practices in special education: The final report of the HLP Writing Team. Arlington, VA: CEC & CEEDAR Center.
- McLeskey, J. & Brownell, M. (2015). High leverage practices and teacher preparation in special education (Document No. PR-1). Retrieved from <http://cedar.education.ufl.edu/wp-content/uploads/2016/05/High-Leverage-Practices-and-Teacher-Preparation-in-Special-Education.pdf>

