High Leverage Practices (HLPs) In Action

Resources & Examples for Personnel Development

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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

Performance

Experience

Expert Performance

Arrested Development

Everyday Skills

Cognitive / Associative

Associative

Autonomous
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

Collaboration (3)

Assessment (4)

Social/Emotional/Behavioral (3)

Instruction (12)
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.
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.
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
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
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

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HLPs Resources: Videos

Let’s Take a Quick Look

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
HLPs Resources: Webinars

www.ceedar.org/archived-webinars/
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 combining HLPs and EBPs to address the needs of students with disabilities and those who struggle. We begin by defining HLPs and EBPs and sharing examples of how educational 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. Best placements should be carefully selected to reinforce what candidates are learning in the classroom as an integral part of their preparation. These experiences can range from the structured and supervised field experiences found in education programs, to less intrusive, yet impactful, field experiences found in less formal settings. HLPs and EBPs can be used across different contexts and grade levels. These HLPs should be those that research has demonstrated can impact student achievement. HLPs should also be those that teacher candidates can learn through practice and feedback. They would form a “common core” of content and skill that can be taught to aspiring teachers across all types of programs and settings.

These practices, also known as HLPs, should be those that have demonstrated an impact on student achievement and can be used across different contexts and grade levels. These practices should be those that teacher candidates can learn through practice and feedback. They should form a “common core” of content and skill that can be taught to aspiring teachers across all types of programs and settings.

“High-Leverage Practices and Evidence-Based Practices: A Promising Pair”
“HLPs in Special Education: A Professional Development Guide for School Leaders”
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
References
