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?
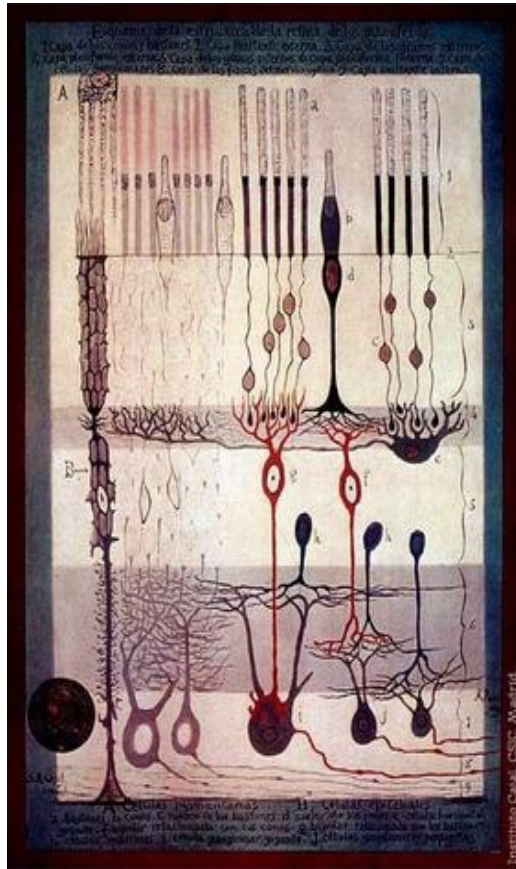
What was your performance like?

When you were learning,

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

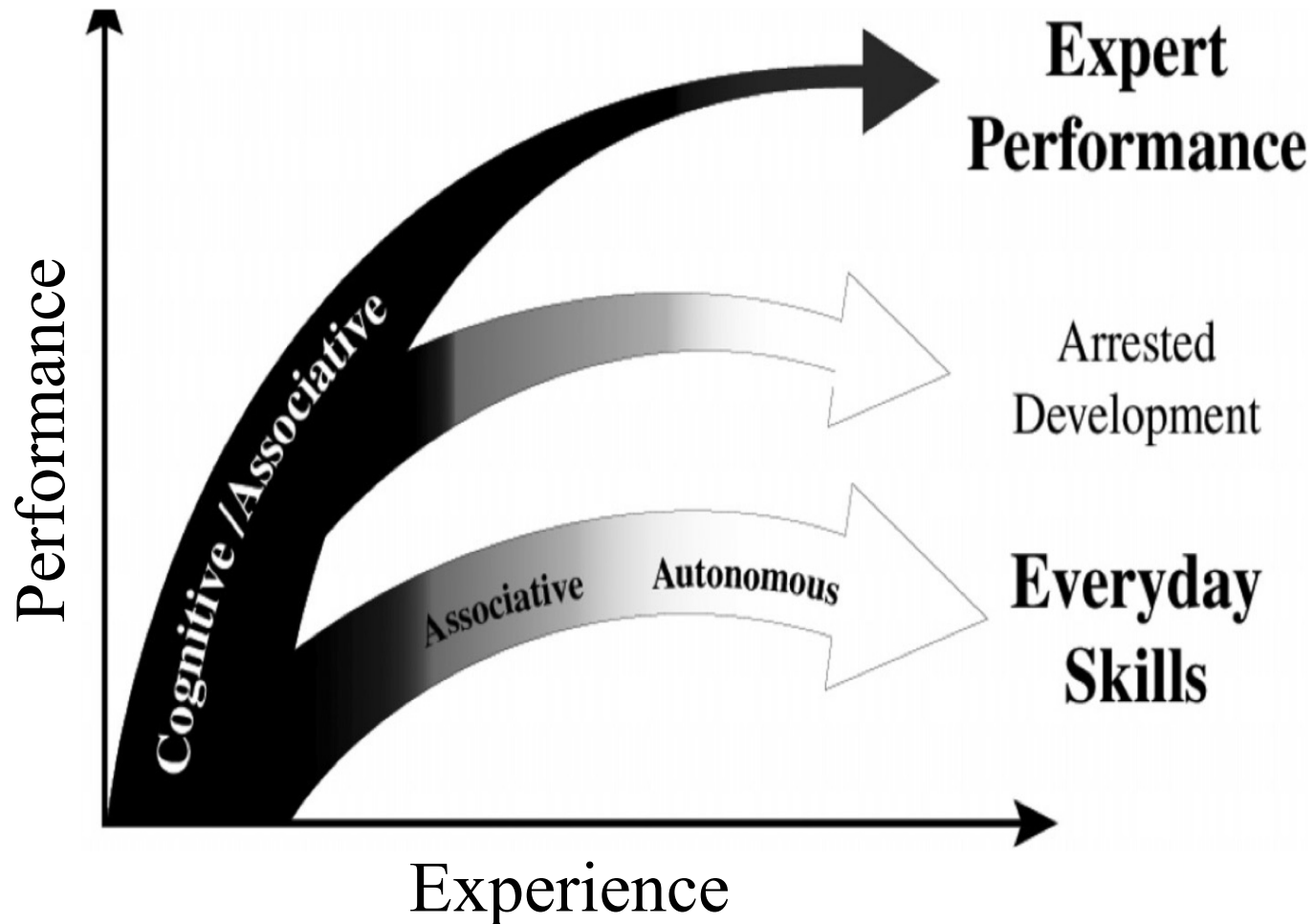## *What did that teacher or coach do to help you?*

Why is practice important?

Allows for the development of fluent performance and situated knowledge

Contributes to Development of Expertise

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

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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
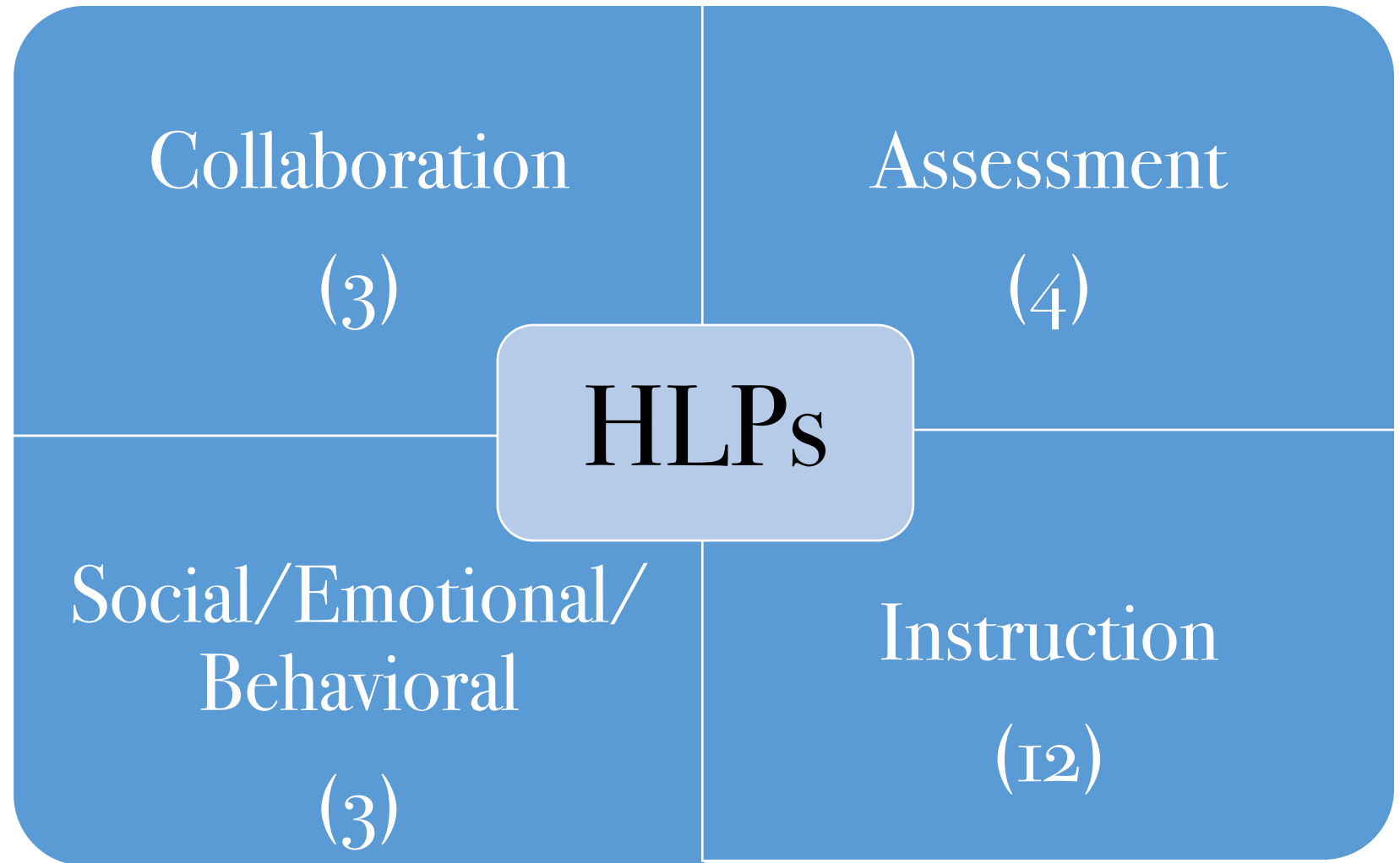
These practices should...

- 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)

HLPs

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.

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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.

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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.

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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).

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Example

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

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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

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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
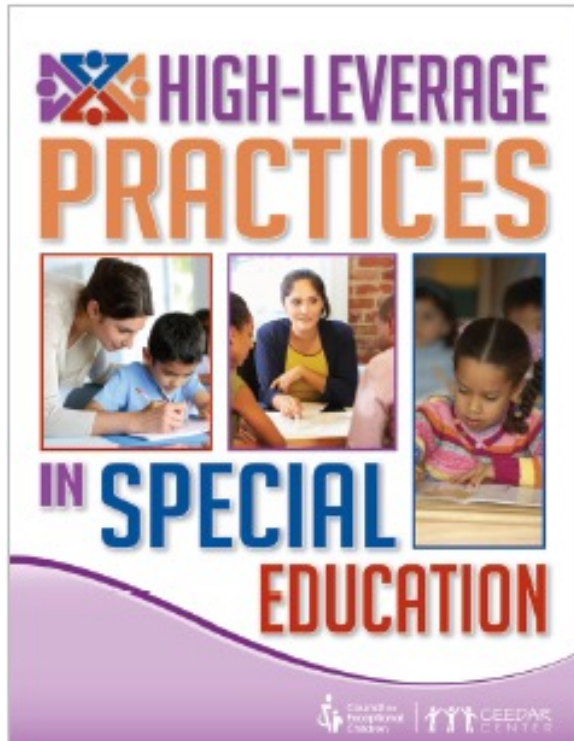
High Leverage Practices in Special Education
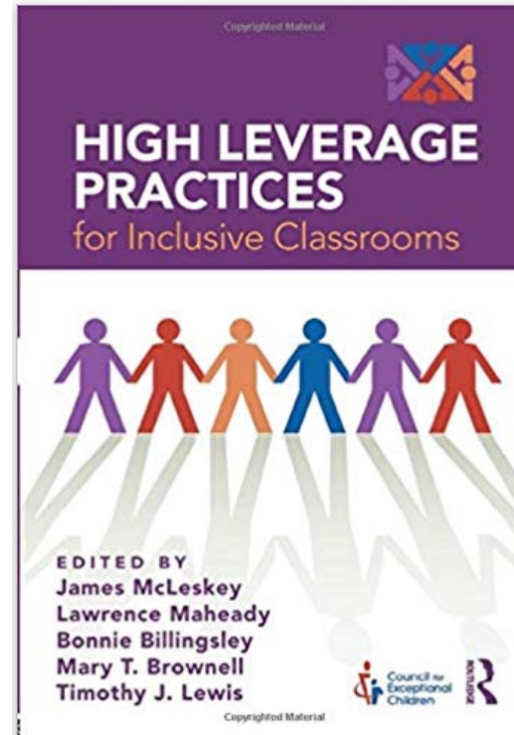
High Leverage Practices for Inclusive Classrooms
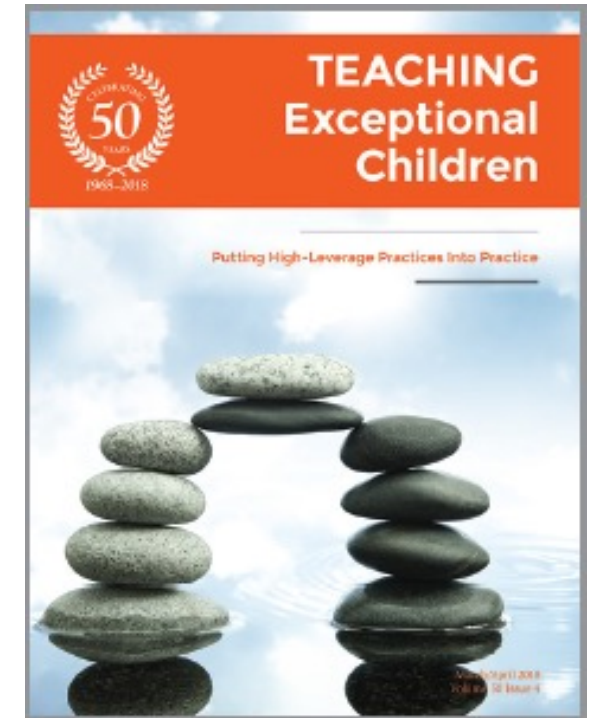
Teaching Exceptional Children Special HL Edition – "Putting HLPs into Practice" – March/April 2018

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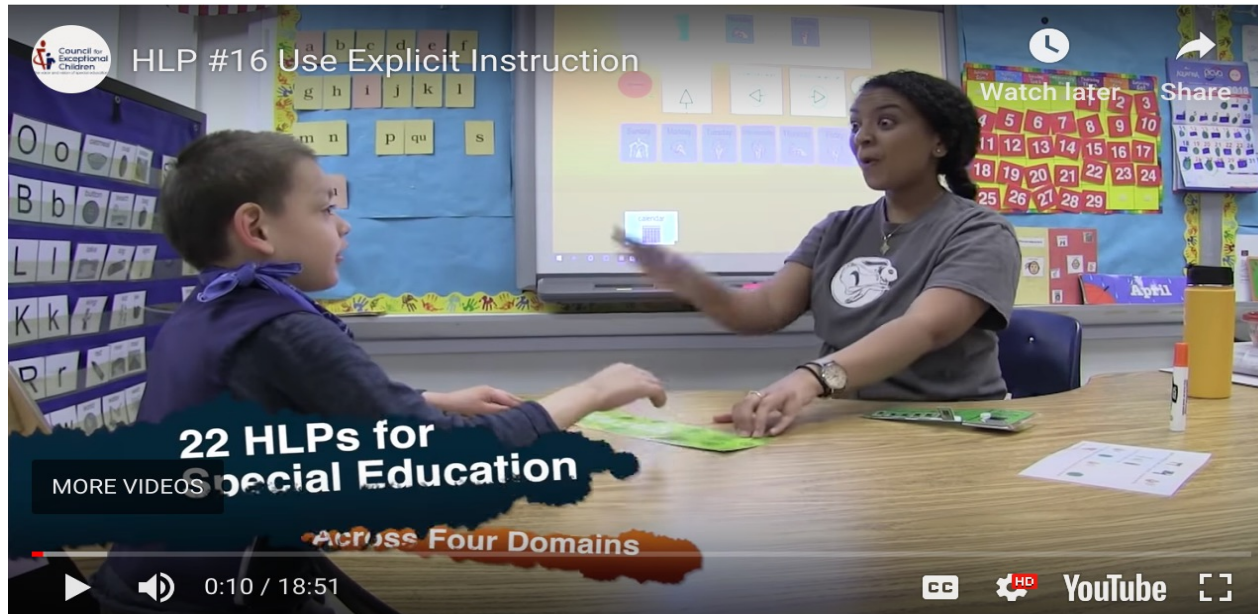
Video Library
- **Introduction Video**
- **HLPs #8 and #22: Feedback**
- **HLP #12: Systematically Design Instruction**
- **HLP #16: Use Explicit Instruction**
- **HLP #18: Student Engagement**
- **HLP #7: Learning Environment**

Let's Take a Quick Look

HLPs Resources: Webinars

www.ceedar.org/archived-webinars/

Integrating High Leverage Practices (HLP) in School-Based Contexts

Explicit Instruction: The Key to Student Learning

Culturally Responsive Teaching: Meeting the Needs of Diverse Learners

HLPs Resources: Brief

www.ceedar.org/reports/

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

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HLPs Resources: PD Guide

"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

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://ceedar.education.ufl.edu/wp-content/uploads/2016/05/High-Leverage-Practices-and-Teacher-Preparation-in-Special-Education.pdf

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