



Accelerating Learning Recovery Through High-Leverage Practices

Lynn Holdheide, American Institutes for Research

Amy Howie, Public Consulting Group

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Objectives

- Define High-Leverage Practices (HLPs) for students with disabilities and describe the need for coaching on these practices in both general and special education settings.
- Describe how HLP resources can be used to support to teachers to accelerate learning recovery efforts.
- Discuss how to establish district and school-level infrastructure to provide individualized, ongoing coaching and feedback to support the implementation of HLPs.

Agenda

1. The Imperative for Learning Recovery (10 minutes)
2. High-Leverage Practices Overview (15 minutes)
3. HLP Website and Resources Tour (10 minutes)
4. District and School Infrastructure Discussion (10 minutes)
5. Leveraging ESSER Funds (10 minutes)
6. Closing (5 minutes)

Activator

- What are **students'** greatest needs related to learning recovery in my school or district?
- What are **teachers'** greatest needs related to learning recovery in my school or district?



The Imperative for Learning Recovery



High-Leverage Practices: What Are They and Why Do They Matter?

Fist to Five

- What is your level of knowledge of the High-Leverage Practices (HLPs) for students with disabilities from the Council for Exceptional Children/CEEDAR Center?



I don't have any prior knowledge.

I'm an expert.

What Are HLPs?

“A set of practices that are fundamental to support K–12 student learning, and that can be taught, learned, and implemented by those entering the profession.”

—Windschitl et al., 2012, p. 880

How Are HLPs Used?

HLPs are practices that can be woven into **core instruction** in the general education setting to **intentionally design, deliver, and assess instruction** that leads to equitable learning outcomes for ***all*** students, including students with diverse learning needs.



Features of HLPs

- Focus directly on instructional practice.
- Occur with high frequency in teaching.
- Research based and known to foster student engagement and learning.
- Broadly applicable and usable in any content area or approach to teaching.
- Skillful execution is fundamental to effective teaching.

Handout 1: HLP Overview

Source: Council for Exceptional Children & CEEDAR, 2017

Why Should We Focus on HLPs?

- HLPs are content agnostic and can be used across all grades.
- HLPs form a common core of professional knowledge and skill for all teachers, including novice teachers.
- We can create a seamless system of support for teachers throughout their career.
- We can define effective practice for teachers, assess it, and then improve it!

True or False?

1. HLPs are just for special education teachers.

FALSE. HLPs are for ***all*** teachers!

2. When used effectively, HLPs can help promote equitable outcomes for SWDs and others with special learning needs.

TRUE! HLPs can lead to improved student learning outcomes for all students in core instruction.

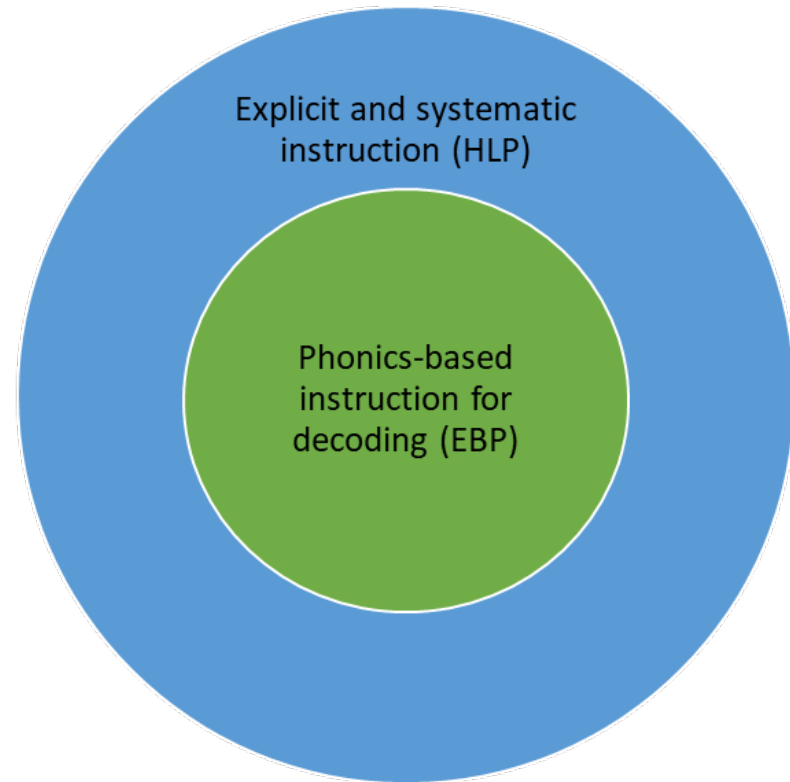
A Few Caveats

- HLPs do not imply that learning to teach is simply a matter of mastering these HLPs.
- HLPs do not replace the need to teach content using evidence-based practices (EBPs).
- Our purpose today is not to teach you about the HLPs but how to be more intentional in supporting educators to use HLPs to accelerate learning and improve equitable access to instruction for all students.

Example of HLPs and EBPs Working Together

EBPs are:

- Content specific
- Subgroup specific
- Taught using HLPs



Additional Reading:

For more information about HLPs and EBPs, please read this brief: [High-Leverage Practices and Evidence-Based Practices: A Promising Pair](#) and video: [Clarifying the Relationship Between HLPs and EBPs](#)

HLP Website and Resources Tour

Website Tour Highlights

- Main Website: <https://highleveragepractices.org/>
- Videos (including unedited clips of instruction!):
<https://highleveragepractices.org/unedited-clips-teachers-implementing-hlps>
- HLP Leadership Guides (for administrators, coaches, and mentors):
<https://highleveragepractices.org/hlp-leadership-guides>

Other Resources

- HLPs Anchor Document: <https://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>
- Removing Barriers to Effective Distance Learning by Applying the High-Leverage Practices: <https://cedar.education.ufl.edu/wp-content/uploads/2020/10/CEEDER-Leveraging-508.pdf>
- IRIS High Leverage Practices Interactive Alignment Tool: <https://highleveragepractices.org/high-leverage-practices-interactive-alignment-tool>



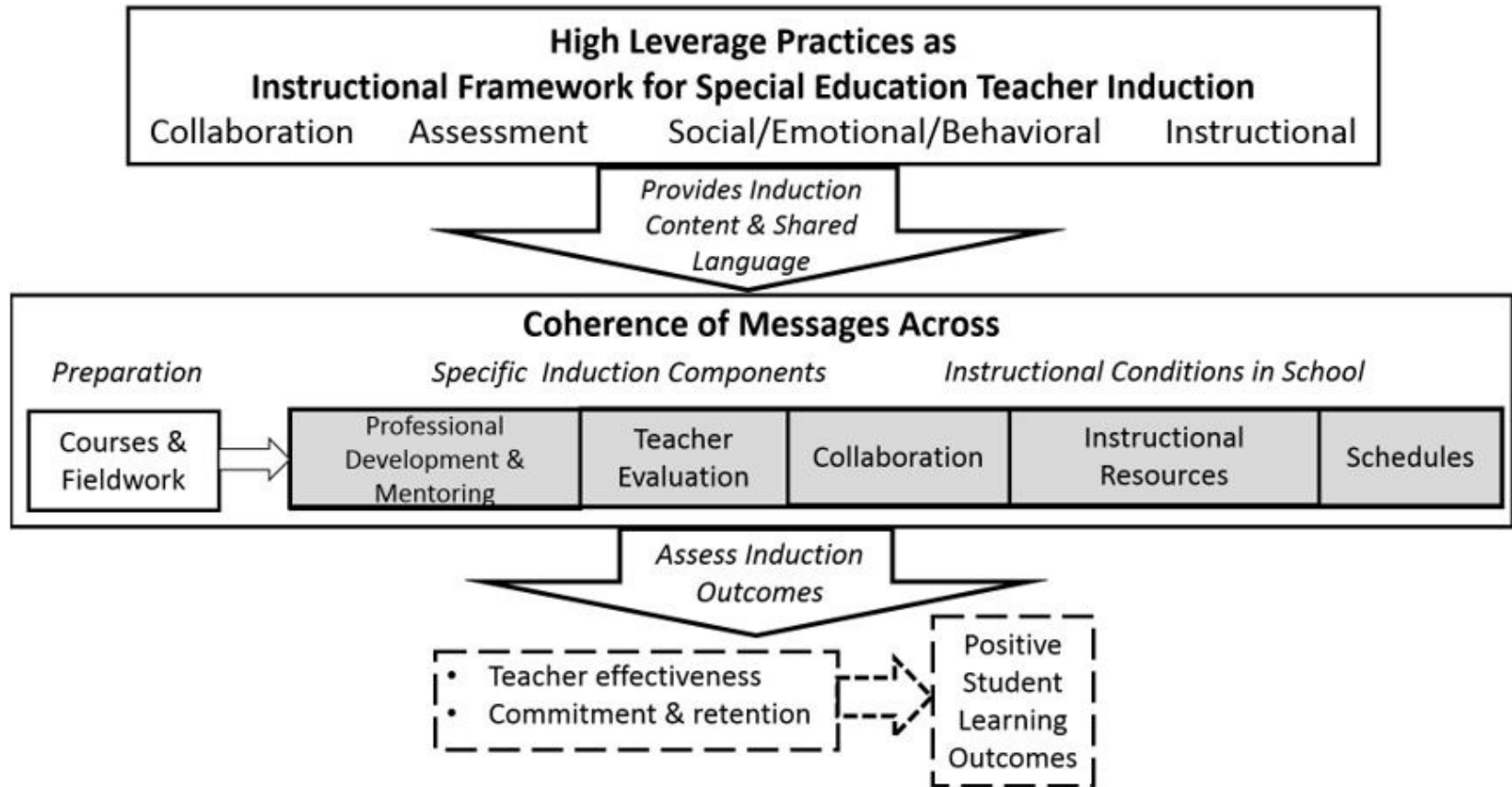
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District and School Infrastructure to Accelerate Learning Recovery

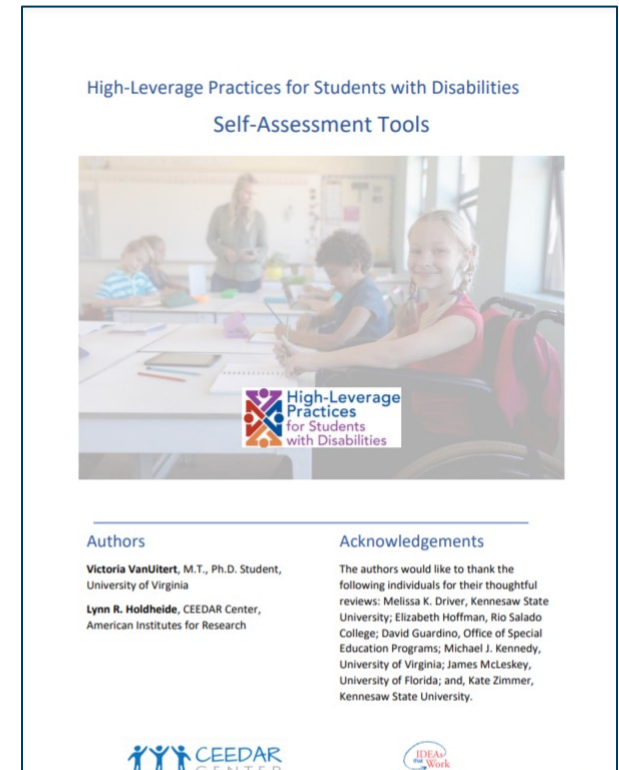
Instructional Framework For Teacher Support



Source: Billingsley et al., 2019

HLP Self-Assessment Tool

- **Self-assess and reflect** on use of HLPs.
- **Data on HLP implementation** can be used to **guide professional learning and supports**.
- Broad measure on the **ability to implement** the HLPs, which can serve as a **basis of discussion** with faculty and administrators.



<https://cedar.education.ufl.edu/wp-content/uploads/2021/07/HLP-Self-Assessment-Tools-Cover-Page-combined.pdf>

HLP Self-Assessment Tool

Name: _____

Date: _____

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

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.

Handout 2: HLP Self-Assessment Tool

HLP Self-Assessment Tool

	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I provide scaffolded supports (e.g., graphic organizers, sentence stems) across a wide range of areas (e.g., academics, behavior, social skills).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I use assessments to gauge student thinking, language, writing, or performance to determine the type and level of supports needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	I use my knowledge of standards/benchmarks, curriculum, and prerequisites to structure tasks from easiest to most difficult.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Discussion

- How can HLPs be integrated into the following school and district-level supports for educators to accelerate learning recovery?
 - District/educator preparation program partnerships
 - Mentoring and induction
 - Instructional coaching
 - Educator evaluation
 - Professional learning supports

Leveraging ESSER Funds to Support Learning Recovery

Available Funds

Specifies state funds to:

- **Academic impact of lost instructional time**
- Summer learning and enrichment programs
- Afterschool programs
- Emergency needs
- **Supporting the educator workforce**
- Monitoring and measuring progress

https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf

In addition to ESSER (CARES Act) and the ESSER II funds that states and districts have already received, the American Rescue Plan:

Provides nearly \$176.3 billion to states to support districts and schools in safely reopening and sustaining safe operations

SEAs submit plans to the Department by June 7, 2021 (some states have requested an extension)

All ARP funds must be obligated by September 30, 2024

“any activity authorized under the ESSA and IDEA”

Flexible Funding

Mentoring and induction is an effective strategy to retain teachers.

- [North Carolina](#) and the [District of Columbia](#) have included plans to expand mentoring and induction programs in their ESSER plans.

The **Georgia Teacher/Provider Retention Program (GA-TPRP)** provides new teachers mentoring and induction and professional learning that is grounded in the high-leverage practices. Leveraging **5.4 million of ARP funds** to provide on-site coaching.

Corona-Norso School District's Teacher Induction Program assigns first- and second-year participating teachers with individualized one-on-one weekly mentoring and support during their first 2 years participating in the induction program.

HLP Playbook

Helping States and School Districts to Accelerate Learning for All Students



Spending more time with students is only part of the solution to address learning loss. To accelerate learning, students need quality instruction delivered by effective, well-supported teachers.



Handout 3: HLP Playbook Reference Sheet

Questions?

References

- Billingsley, B., Bettini, E., & Jones, N. D. (2019). Supporting special education teacher induction through high-leverage practices. *Remedial and Special Education, 40*(6), 365-379.
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- Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2012). Proposing a core set of instructional practices and tools for teachers of science. *Science Education, 96*(5), 878-903.
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Lynn Holdheide, American Institutes for Research
lholdheide@air.org
615-308-2525

Amy Howie, Public Consulting Group
ahowie@pcgus.com
317-833-2760

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