



Are High-Leverage Practices Usurping Evidence-Based Practices? Actually, They're Symbiotic

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The Presenters



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Today's Presentation

- Discuss difference between High Leverage Practices (HLPs) and Evidence-based Practices (EBPs)
- Describe why HLPs are essential to implementing EBPs effectively
- Provide examples of how HLPs can be used to implement an EBP in writing and science
- Describe free resources you can use to improve implementation of HLPs and EBPs

Type in the Q&A chat

- What comes to mind when you hear the phrase “high leverage practice (HLP)”?



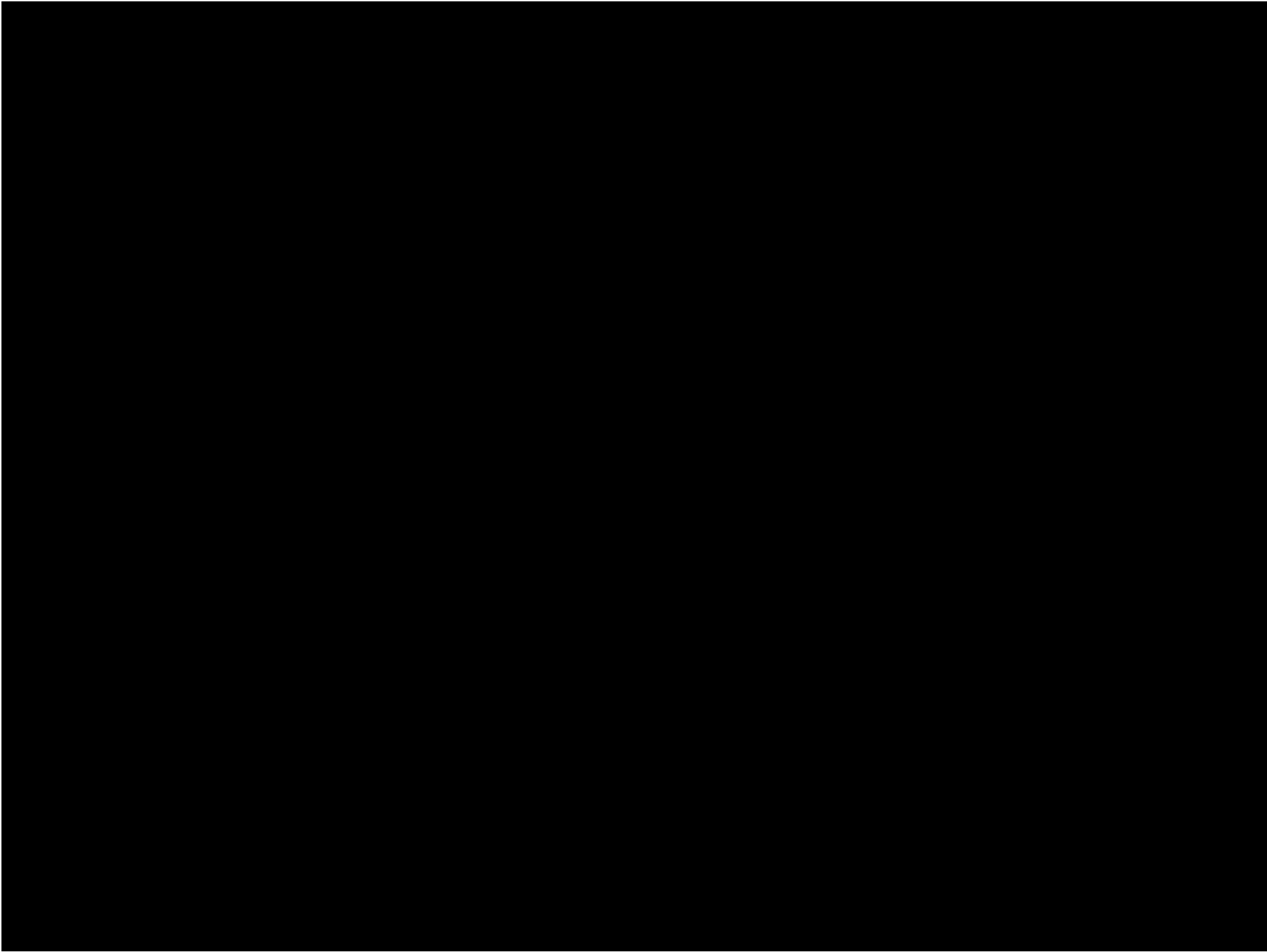
What are HLPs?

HIGH-LEVERAGE PRACTICES



IN SPECIAL EDUCATION

Highleveragepractices.org



Summary: What are HLPs?

- HLPs are foundational to effective teaching, cut across grade levels and content areas
- All graduates of teacher preparation programs should have familiarity with and readiness to implement the HLPs
- HLPs compliment, not replace evidence-based practices
- Many HLPs are needed/essential for implementing evidence-based practices



What are EBPs?



Evidence-based practices (EBPs) are:


Practices that have been subjected to rigorous research and proven to improve student outcomes.



Unlike HLPs, EBPs often address different




Examples of EBPs: What Works Clearinghouse



Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students

Practice Guide Summary



Educators' Practice Guide Summary • WHAT WORKS CLEARINGHOUSE™


Introduction

The three evidence-based recommendations in this WWC practice guide support teachers in helping students develop a deeper understanding of algebra.

Algebra moves students beyond an emphasis on arithmetic operations to focus on the use of symbols to represent numbers and express mathematical relationships. Understanding algebra is key to success in future math courses, making it critical to identify strategies that improve algebra knowledge. The *Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students* practice guide from the What Works Clearinghouse (WWC) presents three recommendations educators can use to help students develop a deeper understanding of algebra, promote process-oriented thinking, and encourage precise communication. The recommendations in the guide focus on:


- Incorporating solved problems into classroom instruction and activities,
- Utilizing the structure of algebraic representations, and
- Using alternative algebraic strategies when solving problems.

This summary introduces the recommendations and supporting evidence described in the full practice guide. For more practical tips and classroom examples, download your free copy of the guide at <http://ies.ed.gov/ncee/wwc/practiceguide.aspx?id=20>.



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Institute of Education Sciences

Tips for Supporting Reading Skills at Home




Four Tips for Supporting Reading Skills at Home:

- 1 Have conversations before, during, and after reading together
- 2 Help children learn how to break sentences into words and words into syllables
- 3 Help children sound out words smoothly
- 4 Model reading fluently by practicing reading aloud with your child

Appropriate for children in grades

K	1	2	3

What Works Clearinghouse™



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List in the Q&A chat EPBs you are using

Examples may include:

- Read 180
- Wilson reading
- Schema-based strategy instruction in math
- Self-regulated strategy development in writing

When you use these evidence based practices, do you . . .





For example



Other HLPs Guide and Support EBP Implementation



Explicit Instruction (HLP #16)

HLP16	Use explicit instruction.
<p>Teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts. Teachers use explicit instruction when students are learning new material and complex concepts and skills. They strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully and independently.</p>	

Explicitly Teaching Learning Strategies (HLP #14)

HLP14

Teach cognitive and metacognitive strategies to support learning and independence.

Teachers explicitly teach cognitive and metacognitive processing strategies to support memory, attention, and self-regulation of learning. Learning involves not only understanding content but also using cognitive processes to solve problems, regulate attention, organize thoughts and materials, and monitor one's own thinking. Self-regulation and metacognitive strategy instruction is integrated into lessons on academic content through modeling and explicit instruction. Students learn to monitor and evaluate their performance in relation to explicit goals and make necessary adjustments to improve learning.

Using Explicit Instruction (HLP #16) to ***Model*** Learning Strategies

Using explicit instruction to model a new strategy / skill involves:

1. Showing / demonstrating the strategy
2. Thinking aloud (effective for modeling cognitive strategy use as well as self-regulation)



Using Explicit Instruction (HLP #16) to *Model*

Written Phrase
Contraction

could not	couldn't
are not	aren't
I am	I'm
do not

Modeling Example

Watch the teacher in this video use explicit instruction to model a cognitive strategy (using a graphic organizer) and using self-talk to self-regulate her writing behaviors. This video is a training video provided by Think SRSD (<https://www.thinksrsd.com/>)

- <https://www.youtube.com/watch?v=aVCUJiw7MI8&t=2s>

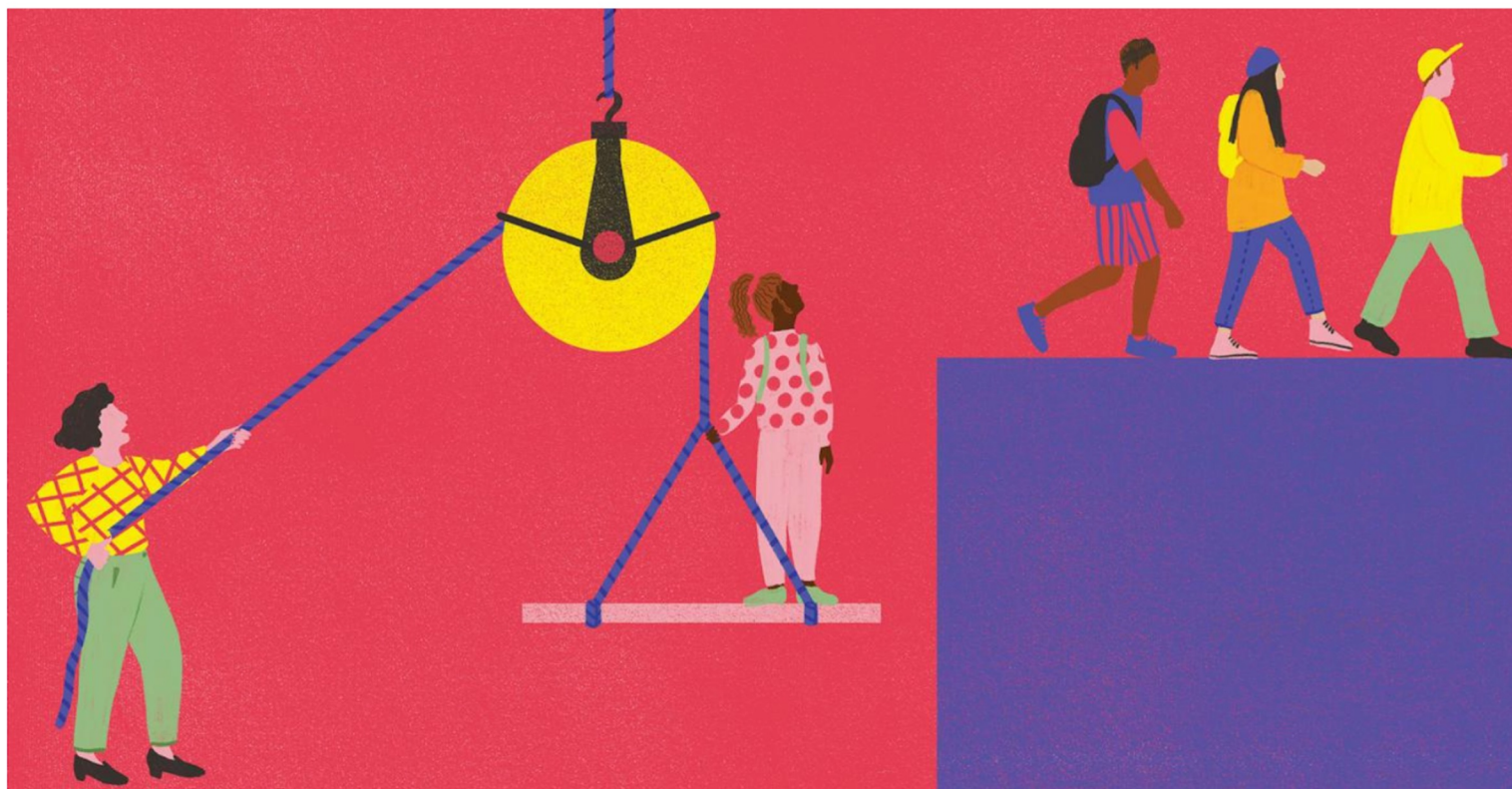
1. What aspects of the modeling were effective for students with disabilities?
2. How (and what) will you model in an upcoming lesson?

Teacher Model



Teaching Students with Disabilities—and All Students Who Need a Learning Boost

By Mary T. Brownell, Stephen Ciullo, Michael J. Kennedy



acqueline is a sixth-grade special education teacher whose school district recently decided to implement an inclusive approach to teaching and learning. Mary T. Brownell, Stephen Ciullo, and Michael J. Kennedy
https://www.aft.org/ae/winter2020-2021/brownell_ciullo_kennedy

Significant Reading Problems

By Sharon Vaughn and Jack M. Fletcher

It's Time to Act on a 20-Year-Old Consensus

By Sharon Vaughn and Jack M. Fletcher

Three Things We Need to Learn

By Sharon Vaughn and Jack M. Fletcher

Systemic Support for Special Education *Making It a More Integral Part of General Teacher Preparation*

By Mary T. Brownell, Lynn Holdheide, Margaret L. Kamman, and Erica D. McCray

The Power of "Screen Time"

Harnessing It to Promote Language and Literacy Learning in Early Childhood and Elementary School

By Rebecca D. Silverman and Krstin Keane

The Fraught Debate Over Reopening Schools

And the Need to Focus on Science
By Rachel M. Cohen

22 High-Leverage Practices for K–12 Teachers

Teaching is complex—and that's reflected in these 22 HLPs. The practices, and the four aspects of teaching and collaboration that organize them, are complementary, and teachers often use

An Example from Science!



“Big Idea” Question



Review Concepts



Check-In Questions



Teacher Demo



Vocabulary

- Student-Friendly Definition
- Examples & Non-Examples
- Morphological Word Parts



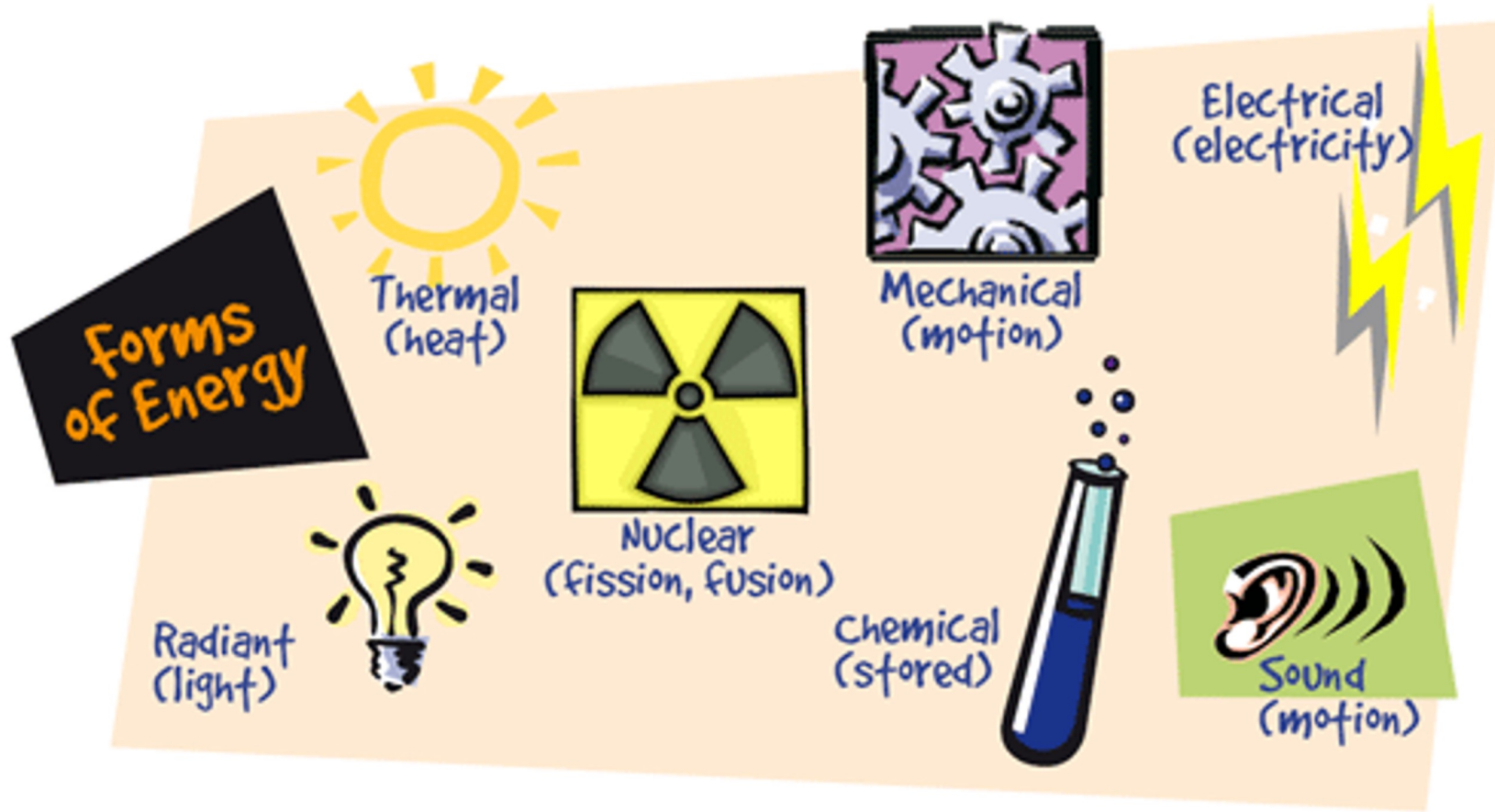
Simulation/Activity

Thermal Energy





Big Question: How do **you** use thermal energy everyday? How can thermal be converted into other forms of energy?





Demonstration

Balloon Expansion

TEACHER DIRECTIONS:

Before: Ask students what they already know about energy/if they already know anything about thermal energy.

During: You will need a glass bottle, a balloon, and a hot plate if doing this experiment in person. Place the balloon over the glass bottle and then put the bottle on the hot plate. Make sure to questions students during the experiment: (what do they predict will happen when you turn on the hot plate? Etc.)

After: Tell students that they will learn more about thermal energy today, and thermal energy is what made the balloon expand.





What do you predict will happen to the balloon after the bottle is put on the hot plate? Why





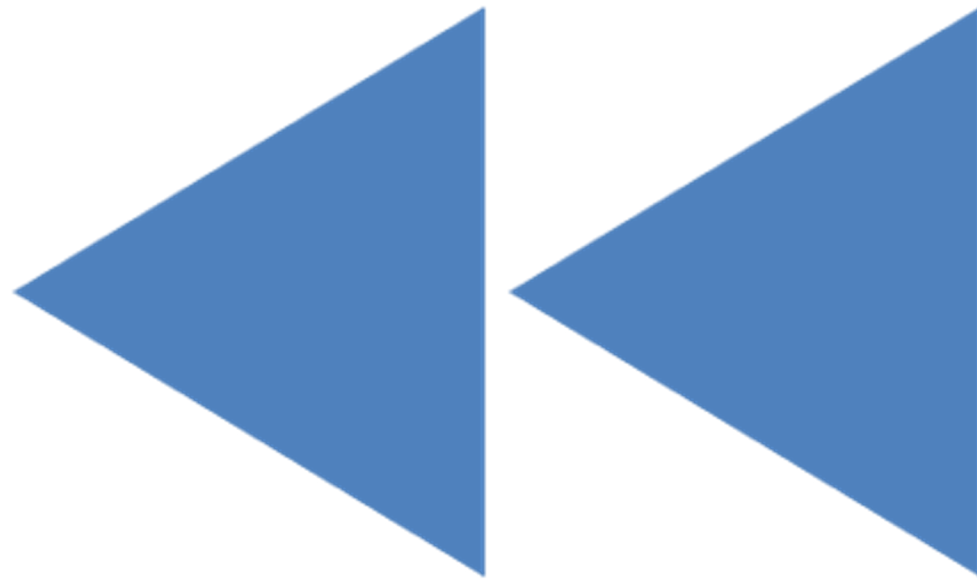
Was your prediction correct?





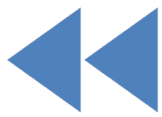
What do you think caused the balloon to blow up?





Energy : The ability to do work



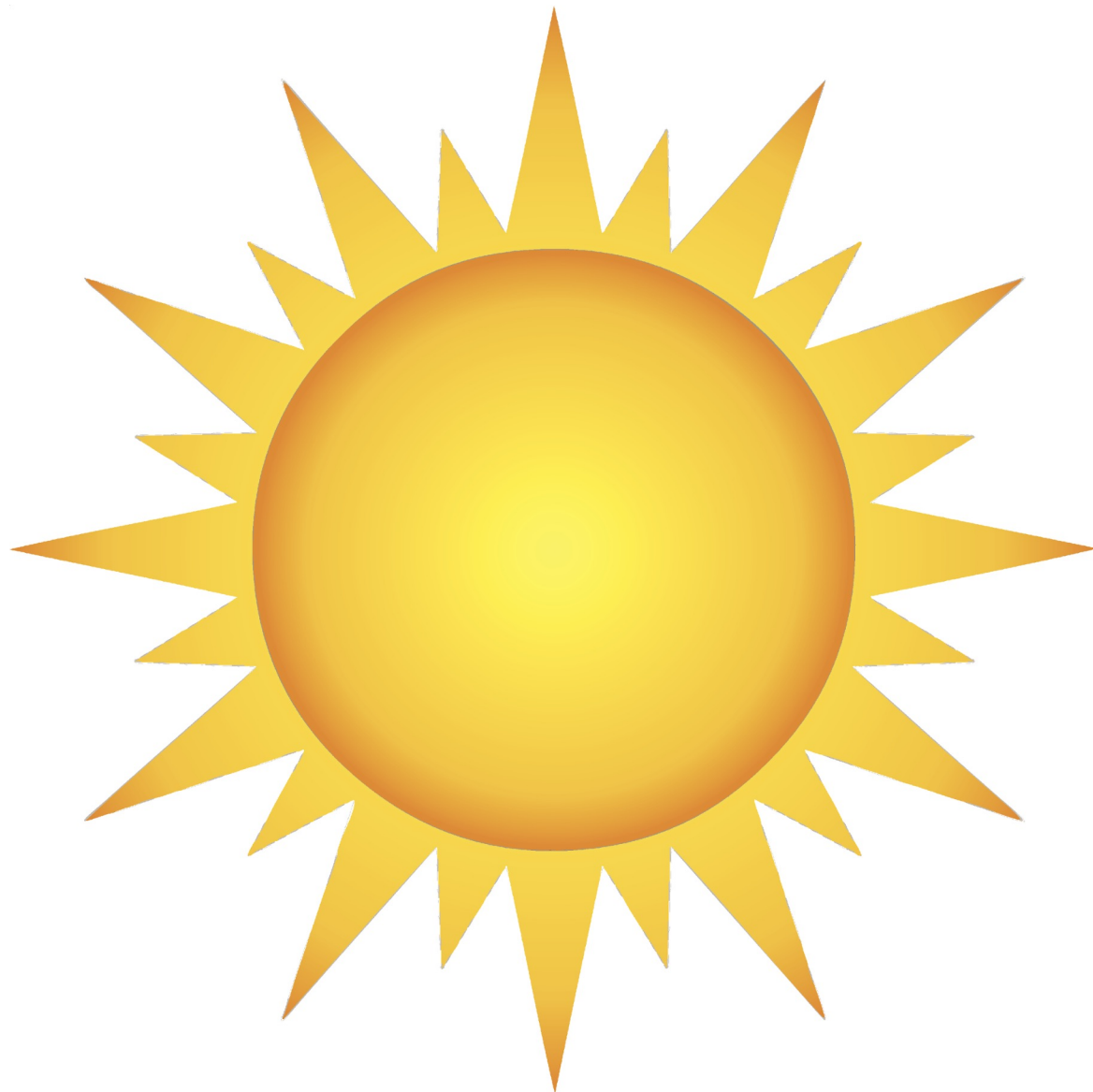
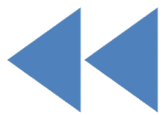


Eating

=

Energy





◀◀
Solar Energy: ability to do work from the **sun**







Energy is the ability to do

_____.





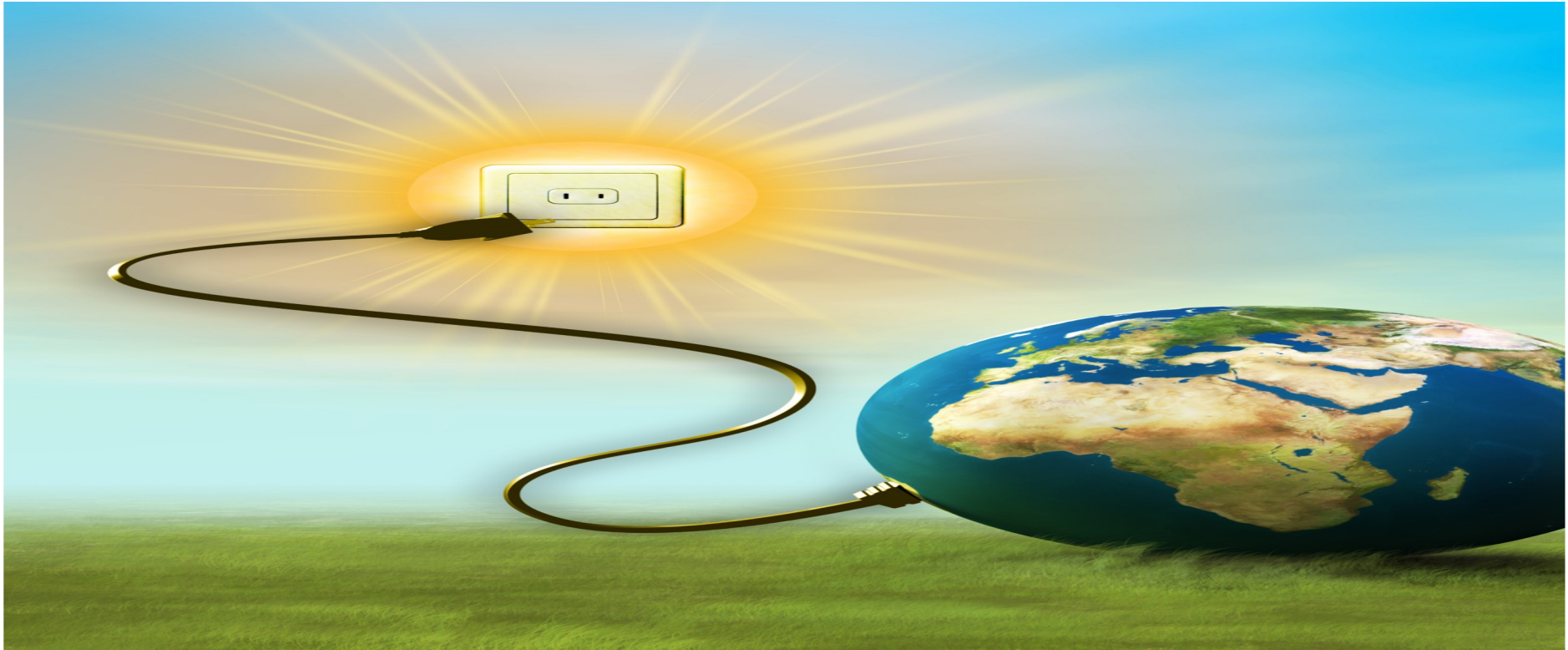
Can animals get energy
to do work from eating?

1) Yes

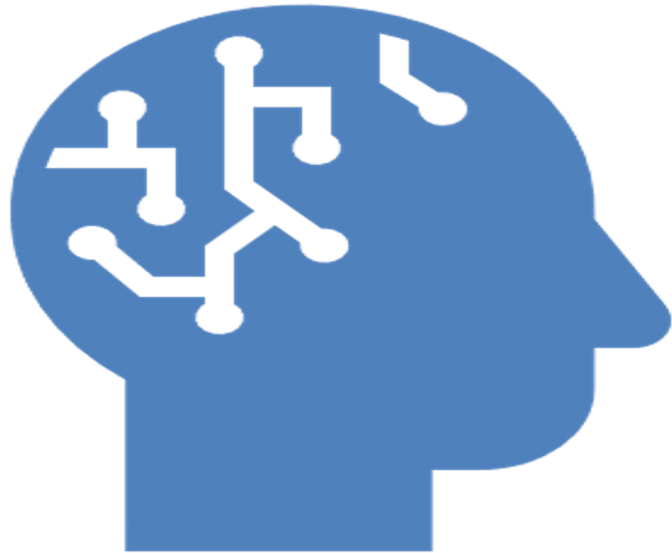
1) No



What is solar energy?



Thermal Energy

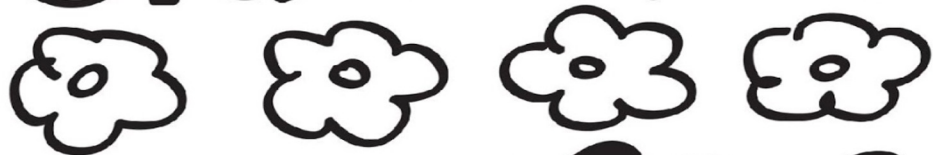




Thermal Energy: Energy from heat



GRACIAS!



**THANK
YOU!**

Thanks!

Thank you!

Grazie!

Gracias!

Merci

Thanks!



Thanks!



MERCI!



GRAZIE



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SCHOOL *of* EDUCATION
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Questions or Comments to Michael Kennedy, Ph.D.
MKennedy@Virginia.edu



To Improve Your Instruction

highleveragepractices.org



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FIND RESOURCES

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Removing Barriers to Effective Distance Learning by Applying the High-Leverage Practices

[VIEW BRIEF](#)

About High-Leverage Practices

[LEARN MORE](#)

Watch HLPs in Action

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Explore HLP Foundations

Resources designed to support and strengthen educators understanding of the high-leverage practices for students with disabilities — including how they were developed, what they are, the supporting evidence (as available), and how they can be used in classrooms.

[BUILD KNOWLEDGE](#)

Access Professional Development Materials

Resources intended to be used as professional learning activities for educators to increase their knowledge, understanding, and use of the HLPs for students with disabilities.



[GO DEEPER](#)

Apply HLPs

Resources to support teachers' acquisition of how to use the high-leverage practices through scaffolded opportunities to practice - increasing in complexity and with less support provided overtime until mastery is developed.

[PRACTICE HLPs](#)

Explore HLP Foundations

HIGH-LEVERAGE PRACTICES 	15 results found for " " <div>Sort By: <div>Relevance </div></div>
<div><div><input type="checkbox"/></div><div>HLP 1: Collaborate with professionals to increase student success (14)</div></div> <div><div><input type="checkbox"/></div><div>HLP 2: Lead Effective Meetings With Professionals and Families (15)</div></div> <div><div><input type="checkbox"/></div><div>HLP 3: Collaborate With Families To Support Student Learning and Secure Needed Services (15)</div></div> <div><div><input type="checkbox"/></div><div>HLP 4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs (14)</div></div> <div><div><input type="checkbox"/></div><div>HLP 5: Interpret and Communicate Assessment Information with Stakeholders to Collaboratively Design and Implement Educational Programs (14)</div></div> <div><div><input type="checkbox"/></div><div>HLP 6: Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments that Improve Student Outcomes (15)</div></div> <div><div><input type="checkbox"/></div><div>HLP #7: Establish a Consistent, Organized and Respectful Learning Environment (15)</div></div> <div><div><input type="checkbox"/></div><div>HLP #8: Provide Positive and</div></div>	<div><div><h2>Big Ideas in Special Education: Specially Designed Instruction, High-Leverage Practices, Explicit Instruction, and Intensive Instruction</h2><div>Content type: Journal Article</div><p>The mandate to provide specially designed instruction to support the learning and behavioral needs of students with disabilities is at the core of special education. As the field of special education has evolved, a proliferation of terms has been...</p></div><div><div><h2>High-Leverage Practices in Special Education</h2><div>Content type: Book</div><p>This book introduces and defines the high-leverage practices (HLPs), how they were identified, and the supporting evidence. Designed for all teachers, contexts, and grades, these HLPs are based on four aspects of practice: collaboration, assessment, social...</p></div><div><div><h2>Cross-walks: Alignment of the CEC High Leverage Practices with the CEC Initial Practice-Based Professional Preparation Standards for Special Educators</h2><div><div>Content type: Tool</div><div>Last Updated: 9 November, 2020</div></div><p>These standards are the result of three years of work by the CEC Standards Development Work Group (SDWG).</p></div></div></div></div>

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[PRACTICE HLPs](#)



- ☐ HLP 1: Collaborate with professionals to increase student success (5)
- ☐ HLP 2: Lead Effective Meetings With Professionals and Families (5)
- ☐ HLP 3: Collaborate With Families To Support Student Learning and Secure Needed Services (5)
- ☐ HLP 4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs (5)
- ☐ HLP 5: Interpret and Communicate Assessment Information with Stakeholders to Collaboratively Design and Implement Educational Programs (5)
- ☐ HLP 6: Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments that Improve Student Outcomes (5)
- ☐ HLP #7: Establish a Consistent, Organized and Respectful Learning Environment (6)
- ☐ HLP #8: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior (6)

HLP #7 Guide

Content type: Tool

Last Updated: 12 January, 2021

This guide highlights key elements of high-leverage practice (HLP) 7; provides tips for mentors, supervisors, and other school leaders who are supporting the implementation of this HLP; and presents questions to consider when observing and evaluating this...

HLP Leadership Guides

Content type: Page

Last Updated: 12 January, 2021

These guides are intended for school leaders (Administrators, Teacher Coaches, Mentors, etc.) to support their teams in effectively implementing the High Leverage Practices in the classroom.

Using the HLP Videos to Activate Implementation

Content type: Webinar

This webinar provides guidance for educator preparation programs and professional development (PD) providers to implement high-leverage practices (HLPs) into teacher preparation and PD through the use of supplemental resources, such as the Council for...

HLP #20: Provide Intensive Instruction

Content type: Video

Last Updated: 7 October, 2020

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[BUILD KNOWLEDGE](#)

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Resources to support teachers' acquisition of how to use the high-leverage practices through scaffolded opportunities to practice - increasing in complexity and with less support provided overtime until mastery is developed.

[PRACTICE HLPs](#)

- ☐ HLP 11: Identify and prioritize long and short-term goals (4)
- ☐ HLP #12: Systematically Design Instruction Towards Learning Goals (3)
- ☐ HLP #13: Make Adaptations Final (3)
- ☐ HLP #14: Use Cognitive and Metacognitive Strategies (3)
- ☐ HLP 15: Provide scaffolded supports (3)
- ☐ HLP #16: Use Explicit Instruction (3)
- ☐ HLP #17: Use Flexible Grouping (3)
- ☐ HLP #18: Use Strategies to Promote Active Student Engagement (4)
- ☐ HLP 19: Use assistive and instructional technologies (3)
- ☐ HLP #20: Provide Intensive Instruction (3)

✓ [More](#)

TYPE



- ☐ Book (1)
- ☐ Page (1)

Georgia's High-Leverage Practices Webinar: Reimagining Classroom Experiences to Maximize Student Engagement

Content type: Webinar

This webinar provides participants with a variety of strategies for building relationships, creating learning environments that encourage active participation, and checking for understanding to maximize student outcomes. The webinar focuses on high...

Georgia's High-Leverage Practices Webinar: Introduction to High-Leverage Practices Through a Multi-Tiered Systems of Support

Content type: Webinar

This webinar provides an overview of the interconnectedness of high-leverage practices (HLPs) and multitiered systems of support and provides resources to support the implementation of HLPs to provide equitable instruction for all students in Georgia. The...

Unedited Clips of Teachers Implementing HLPs

Content type: Video

Last Updated: 7 October, 2020

These unedited clips feature video exemplars of teachers implementing high-leverage practices (HLPs) in a variety of instructional settings. The settings include elementary-level, secondary-level, one-on-one, small-group, whole-group, and virtual...

Type in the chat

One way you might use or have used these resources



Iris Center

<https://iris.peabody.vanderbilt.edu/>



COVID-19 RESOURCES

Resources

PD Options

Articles & Reports

About

Help

AAA



New Module

**Family Engagement:
Collaborating with
Families of Students
with Disabilities**

Click Here



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▼ Topics

- ☐ Accommodations
- ☐ Assessment (includes Progress Monitoring)
- ☐ Assistive Technology
- ☐ Behavior and Classroom Management
- ☐ Collaboration
- ☐ Content Instruction
- ☐ Differentiated Instruction
- ☐ Disability
- ☐ Diversity
- ☐ Early Intervention/Early Childhood
- ☐ Evidence-Based Practices
- ☐ IEPs
- ☐ Juvenile Corrections
- ☐ Learning Strategies



IRIS Resource Locator

SORT BY:

TOPIC

RESOURCE TYPE

MODULE ELEMENT

Accommodations (64)



Assessment (includes Progress Monitoring) (73)



Assistive Technology (44)



Behavior and Classroom Management (100)



Collaboration (74)



Content Instruction (74)



Differentiated Instruction (80)



Disability (169)





Available Translations

Mathematics (60)



Modules (8)



[Evidence-Based Practices \(Part 1\): Identifying and Selecting a Practice or Program](#)

This module, the first in a series of three, discusses the importance of identifying and selecting evidence-based practices (est. completion time: 1.5 hours).

► [Show Available Elements](#)

[View Module Outline](#)



[Evidence-Based Practices \(Part 2\): Implementing a Practice or Program with Fidelity](#)

This module, the second in a series of three, discusses implementing an evidence-based practice or program with fidelity (est. completion time: 1 hour).

► [Show Available Elements](#)

[View Module Outline](#)



[Evidence-Based Practices \(Part 3\): Evaluating Learner Outcomes and Fidelity](#)

This module, the third in a series of three, examines how to evaluate whether an evidence-based practice is effective for the young children or students with whom you are working (est. completion time: 2 hours).

► [Show Available Elements](#)

[View Module Outline](#)



[High-Quality Mathematics Instruction: What Teachers Should Know](#)

This module describes the components of high-quality mathematics instruction: a standards-based curriculum and evidence-based practices. It also highlights a number of evidence-based practices as well as other classroom practices that teachers can use to teach mathematics (est. completion time: 1.5 hours).

► [Show Available Elements](#)

[View Module Outline](#)



[Intensive Intervention \(Part 1\): Using Data-Based Individualization To Intensify Instruction](#)

This module, first in a series of two, overviews data-based individualization and provides information about adaptations for intensifying and individualizing instruction. Developed in collaboration with the National Center on Intensive

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Micro-credentials

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number of hours it typically

reate an account with a
e available IRIS STAR Legacy
suit your PD needs. Thirty-
more are added all the time.



Once you have created an account and selected a module, you will:



Your IRIS PD [Certificate](#) (email or PDF) includes your name, the

Type in the chat

One way you might use or have used these resources



National Center on Intensive Intervention

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research ■

Search



Intensive
Intervention ▾

Tools
Charts ▾

Implementation
Support ▾

Intervention
Materials ▾

Information
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Resource Library

Social Emotional Learning and Intensive Intervention

Students who require intensive intervention often have social, emotional, and behavioral challenges that impact their ability to be successful in school as well as in their community. This brief presents an overview of how social emotional learning relates to intensive intervention and offers sample strategies for skill building among students in need of intensive learning, social, emotional, and behavioral supports.

[View Brief on SEL and Intensive Intervention](#)



<https://intensiveintervention.org/>



Intensive
Intervention ▾

Tools
Charts ▾

Implementation
Support ▾

Intervention
Materials ▾

Information
For... ▾

Resource Library

Literacy Strategies to Support Intensifying Interventions

NCII provides a series of reading lessons to support special education instructors, reading interventionists, and others working with students who struggle with reading. These lessons, adapted with permission from the Florida Center for Reading Research and Meadows Center for Preventing Educational Risk, address key reading and prereading skills and incorporate research-based instructional principles that can help intensify and individualize reading instruction. The reading lessons are examples of brief instructional routines that may be used to supplement reading interventions, programs, or curricula that are currently in place. These lessons are designed to illustrate concepts and supplement, not supplant, reading instruction and interventions for struggling readers. They do not represent an exhaustive reading curriculum. It is expected that teachers would customize these lessons to meet the needs of their target students.

Implementing the Lessons to Support Continuity of Learning During COVID-19



These video examples and tips illustrate how the sample lessons can be used during COVID-19 to provide additional practice opportunities for students. Examples include information for educators using the lessons through virtual learning and for parents or other family members in implementing them at home.

 [View Videos & Tips](#)

Related Resources

[LINK](#)

[Florida Center for Reading Research](#)

[LINK](#)

[Meadows Center for Preventing Educational Risk](#)

[GUIDE](#)

[Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#)

[See more](#)

Type in the chat

One way you might use or have used these resources



Integrating HLPs and EBPs in Practice





Effective practice strategies

Please join us tomorrow at 10:00 for our mainstage presentation:

Practice Makes Perfect: Using Practice Learning Opportunities to Improve Special Education Teachers Use of High Leverage Practice



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