



Operationalizing High Leverage Practices and Evidence-Based Practices in Reading Across MTSS

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Session Objectives

- ✧ Define High leverage practices (HLP) and evidence-based practices (EBP)
- ✧ Describe HLPs that are particularly supportive of students with disabilities
- ✧ Connect HLPs and EBPs across tiers of instruction (MTSS)

Brief History of HLPs

Birthered from...

- ✧ An increased focus on teacher practice
- ✧ A shift from teaching *about* practice to providing opportunities to demonstrate skills
- ✧ Recommendations that teacher education should be competency based

(Brownell, 2015 in press; Grossman and McDonald, 2008)

High leverage practices

✧ Definition – Practices that

- Focus on instructional practice
- Occur with high frequency in teaching
- Are research based and known to foster student engagement and learning
- Can be broadly applicable and usable in any content area or approach to teaching
- Require skillful execution to be effective

✧ Why are they important to have in one's “toolbox”?

HLPs

- ✧ Applicable to the everyday work of teachers
 - Fundamental to effective teaching
 - Used frequently
 - Cut across content domains and grade levels
 - Supported by research or have a strong legal foundation

HLPs

- ✧ Focus on developing experts
- ✧ Practices can be explicitly taught and modeled
- ✧ Applied with high leverage content

EBPs and HLPs



Evidence-based practices defined

✧ Evidence-based practices are instructional techniques with meaningful research support that represent critical tools in bridging the research-to-practice gap and improving student outcome.

Cook, B. G., & Cook, S. C. (2011). *Thinking and communicating clearly about evidence-based practices in special education*. Arlington, VA: Council for Exceptional Children.

Cook & Cook (2011)

- ✧ **EBPs** are practices that are supported by multiple, high quality studies that utilize research designs from which causality can be inferred and that demonstrate meaningful effects on students outcomes.
 - These are identified by an evidence based review process (Gersten et al., 2005; Horner et al., 2005).
 - Explicitly stated in ESSA

Cook, B. G., & Cook, S. C. (2011). Thinking and communicating clearly about evidence-based practices in special education. Arlington, VA: Council for Exceptional Children.)

HIGH LEVERAGE PRACTICES

High leverage practices

common to general and special educators

High Leverage practices (from Teaching Works)	High Leverage practices (from CEC/CEEDAR work group)
Explaining and modeling content, practices, and strategies	Use explicit instruction
	Teach cognitive and metacognitive strategies to support learning and independence
Diagnosing particular common patterns of student thinking and development in a subject-matter domain	Systematically design instruction toward a specific learning goal
	Adapt curriculum tasks and materials for specific learning goals
Coordinating and adjusting instruction during a lesson	Scaffold instruction
Setting up and managing small group work	Use flexible grouping
	Use strategies to promote active student engagement
Specifying and reinforcing productive student behavior	Provide positive and constructive feedback to guide students' learning and behavior

Specification of an HLP

(General education example)

Explaining and modeling are practices for making a wide variety of content, academic practices, and strategies explicit to students. Depending on the topic and the instructional purpose, teachers might rely on simple verbal explanations, sometimes with accompanying examples or representations. In teaching more complex academic practices and strategies, such as an algorithm for carrying out a mathematical operation or the use of metacognition to improve reading comprehension, teachers might choose a more elaborate kind of explanation that we are calling “modeling.” Modeling includes verbal explanation, but also thinking aloud and demonstrating.



HANDOUT

Specification of an HLP

(Special education example)

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/or classifying concepts. Teachers use explicit instruction when students are learning new material and/or 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.



HANDOUT

HLP Sources

✧ Teaching Works

- <http://www.teachingworks.org/work-of-teaching/high-leverage-practices>

✧ High Leverage Practices for Special Education Teachers

- draft document supported by CEC, Professional Standards and Practice Committee of CEC, Teacher Education Division of CEC, and CEEDAR

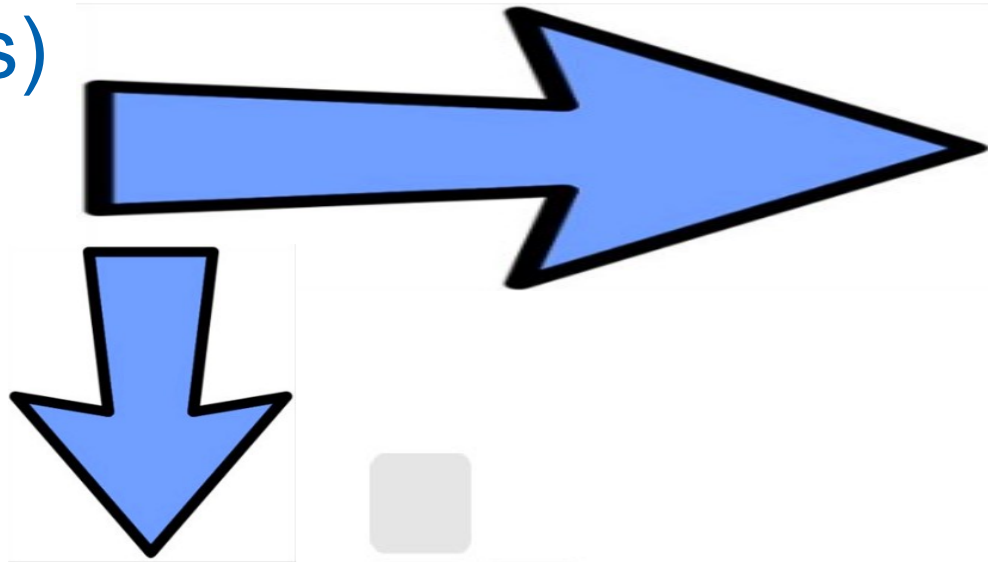


EBP & HLP is supercharged instruction!



Activity comparing HLPs

✧ Maybe think about them along a continuum (general to special education contexts and across tiers)



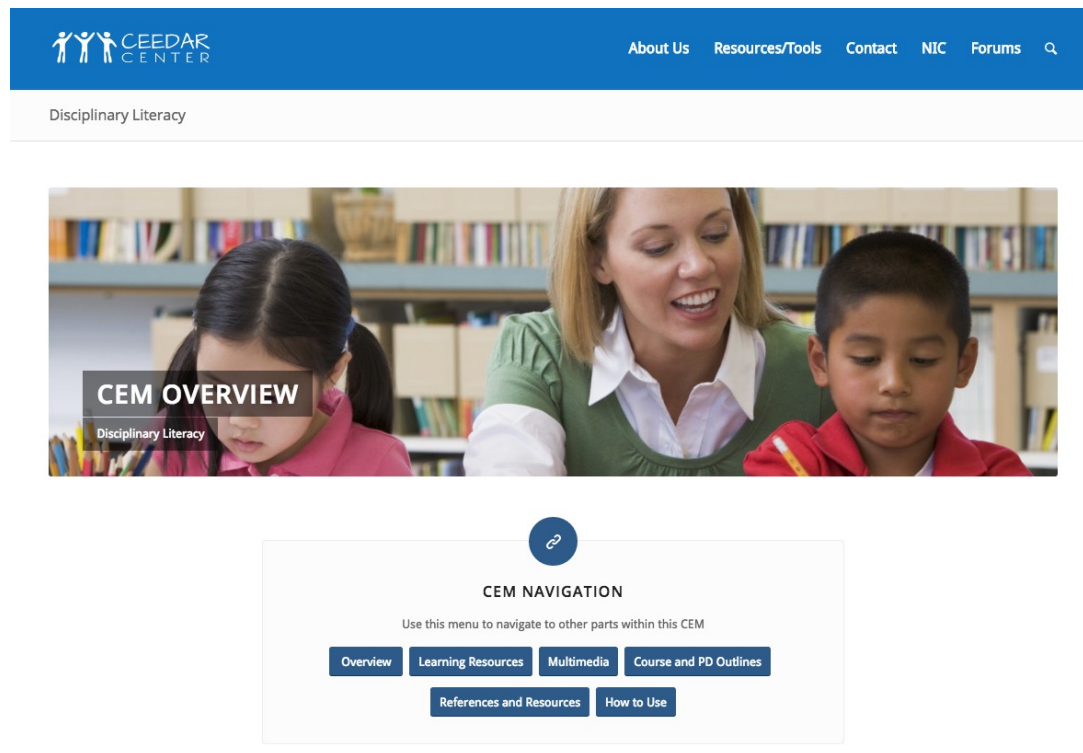


EVIDENCE-BASED READING INSTRUCTION K-5

EVIDENCE BASED PRACTICES IN LITERACY

<http://cedar.education.ufl.edu/cems/reading/>

EBPs in Disciplinary Literacy



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Overview Learning Resources Multimedia Course and PD Outlines
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<http://cedar.education.ufl.edu/cems/disciplinary-literacy/>

Strategies for developing core and disciplinary literacy skills

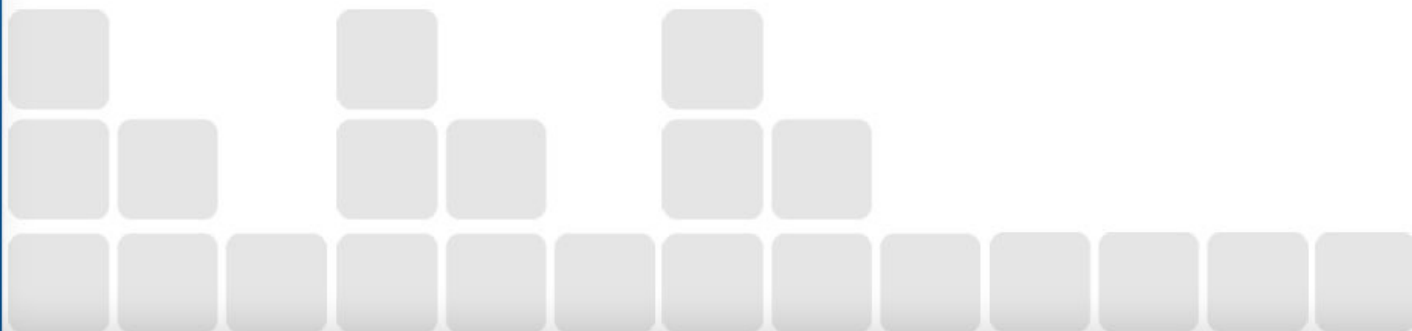
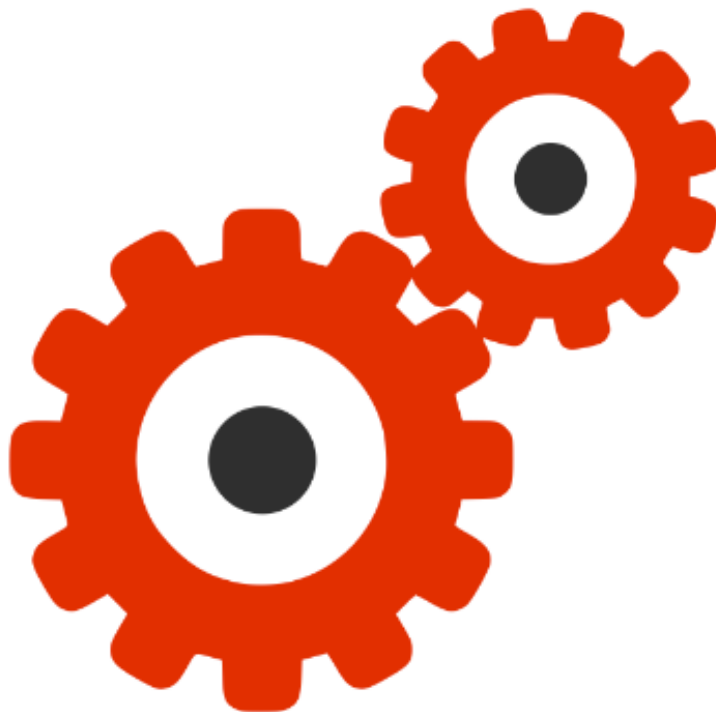
Core literacy

- ✧ Phonological and phonemic awareness
- ✧ Phonics
- ✧ Fluency
- ✧ Vocabulary development
- ✧ Comprehension

Advanced and discipline specific literacy

- ✧ Disciplinary literacy

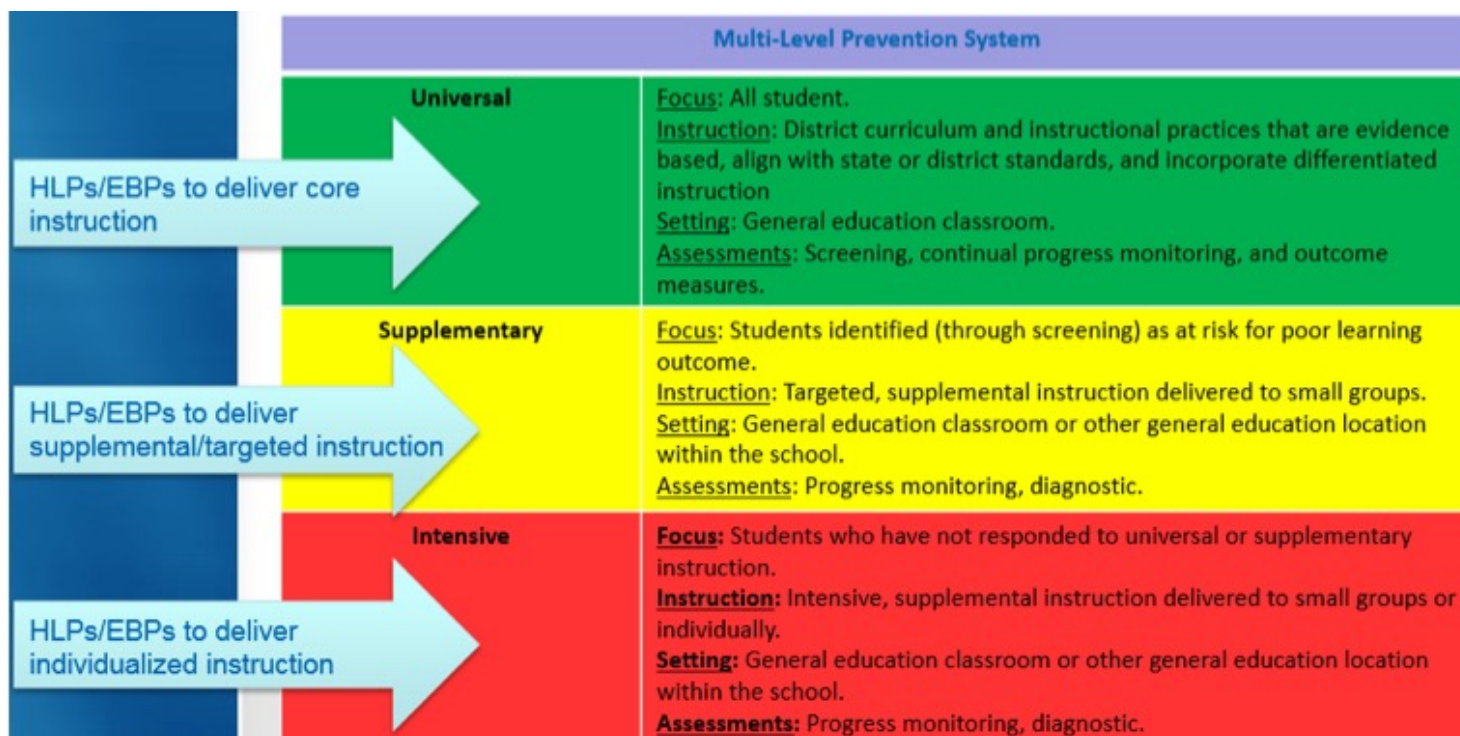
Coordinating HLP and EBP



General and special educators working together

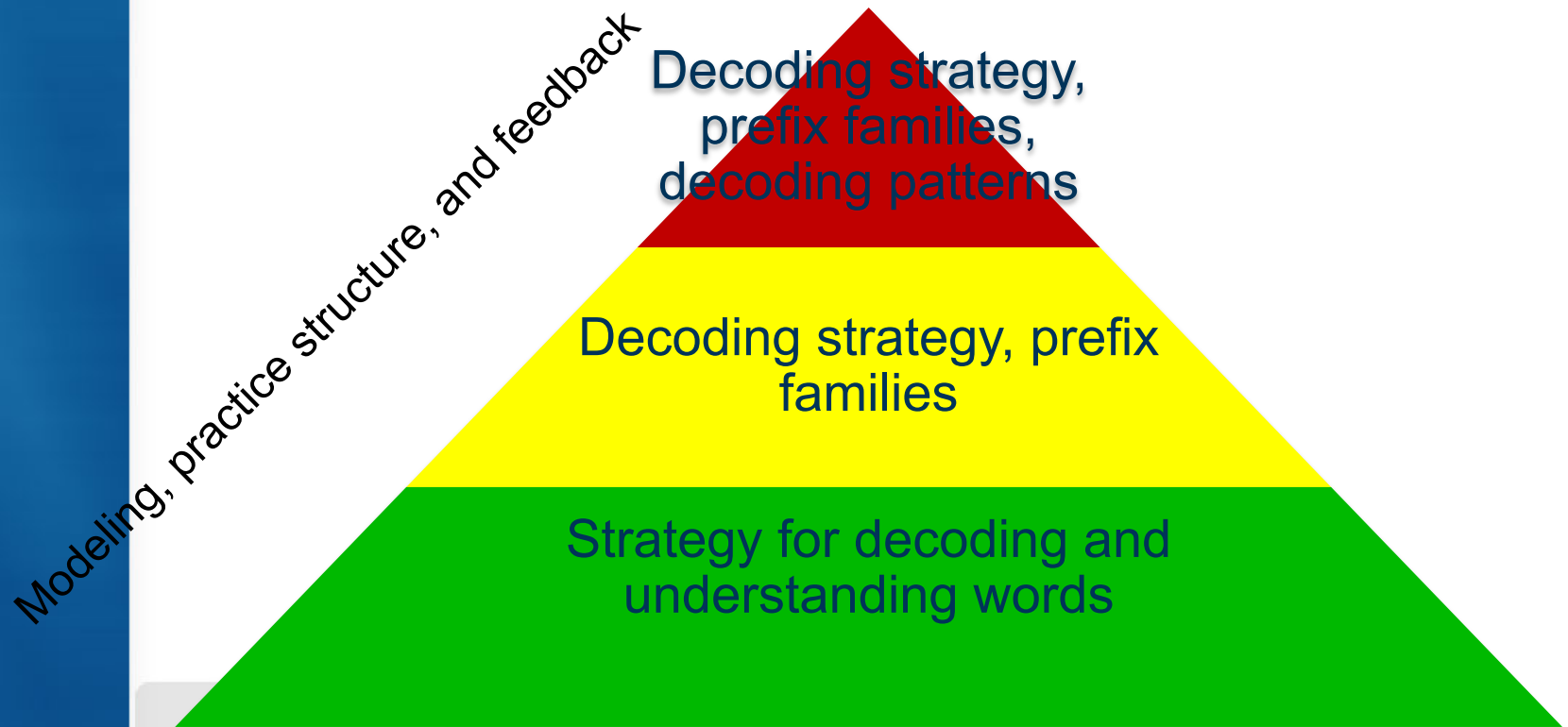


Use of HLPs and EBPs within an MTSS environment



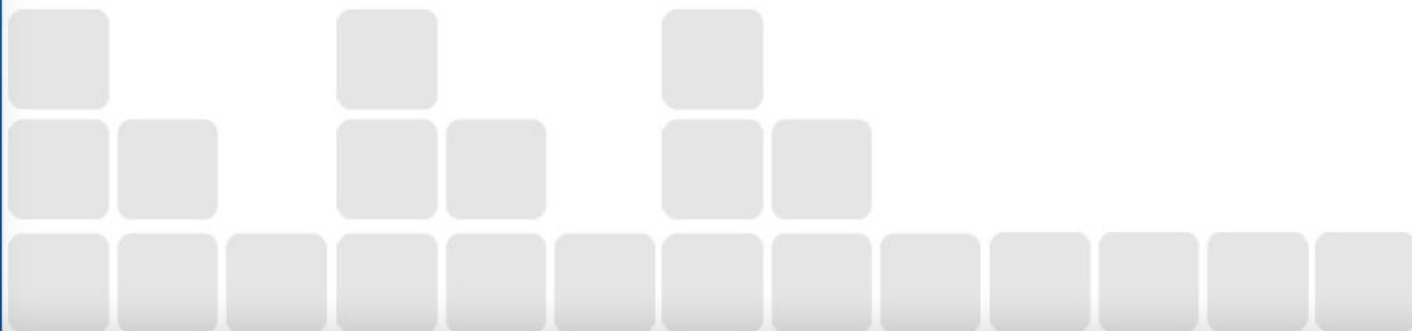
HANDOUT

Example of EBP coordination across tiers: Teaching decoding



Activity

Think about how the teacher in the video intensifies her instruction...

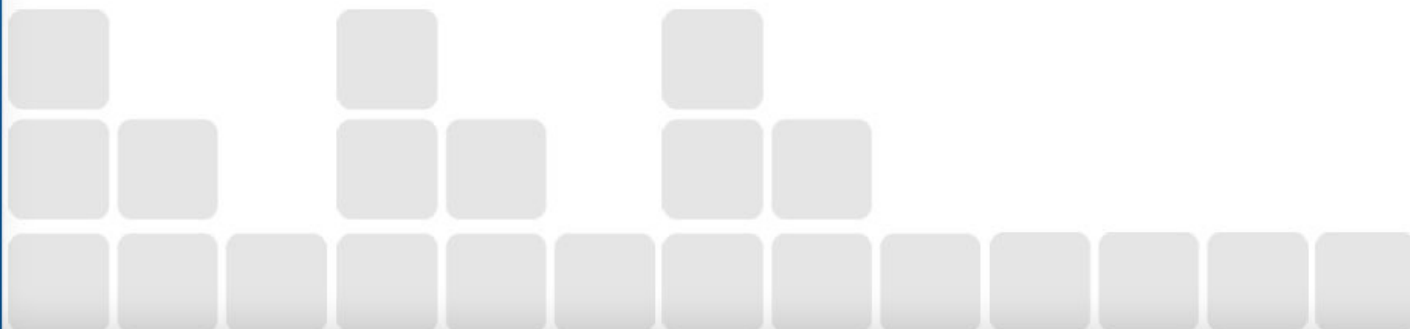




Activity

Thinking about HLPs and EBPs across tiers

How might coordinating use of HLPs and EBPs look different at each Tier?



Tier 1

A third grade teacher, Mrs. Lexicon, has planned a lesson to provide **opportunities to practice comprehension skills** with a focus on expanding their breadth of sophisticated vocabulary knowledge. The lesson begins with Mrs. L **reading a passage aloud while displaying the text** on the Smartboard. Students are **prompted to look and listen for vivid verbs** as she reads. After the passage is completed, Mrs. L asks students to **identify the vivid verbs and to infer meaning**. As the class **discusses the sophisticated words**, they are asked to think about how they might use those words, making linkages to familiar words, in their own stories later in the day.

Tier 2

Mrs. Lexicon has identified a group of students who need targeted supplemental instruction. Mrs. L uses flexible grouping to **model thinking** about **a vivid vocabulary word**. First, together Mrs. L and the group **chorally read a portion of the text**. Mrs. L. focuses the students on one word, blurting. She allows for **active student engagement** by pausing and asking the students what they think it means when a word is blurted out. As students provide answers, Mrs. L. provides **positive and corrective feedback**. After students model what blurring means, Mrs. L. states **explicitly** that if the author used the word said instead of blurring, the reader could not visualize the interruption. She then tasks the group to practice **locating vivid vocabulary** by reading the remainder of the text independently and identifying the vivid vocabulary, just as they did as a group.

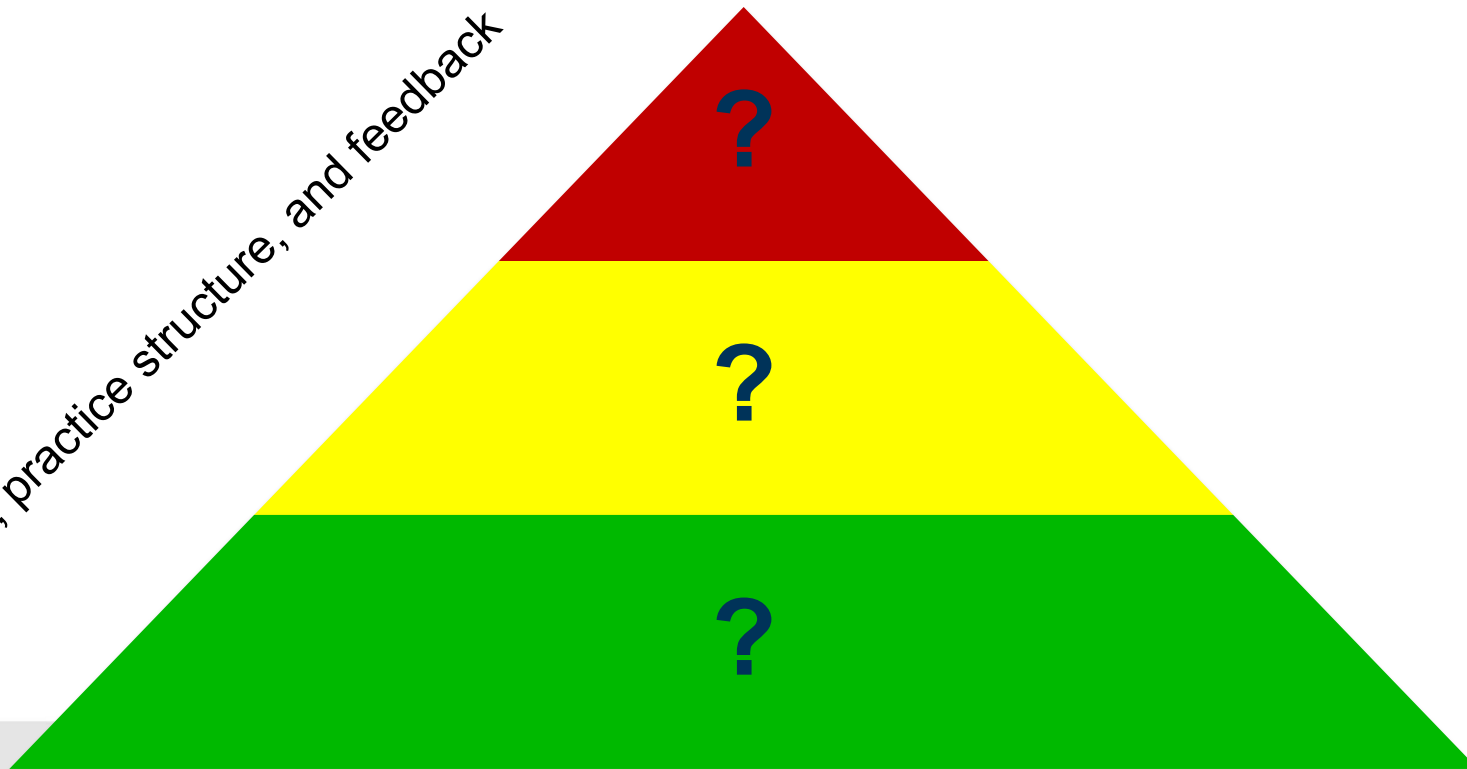
Tier 3

Mrs. Lexicon was certain that one student, Adam, from the small group would need **more intensive support** beyond the small group instruction. When she dismissed the group to continue reading independently, she asked Adam to stay with her for more **explicit instruction**. Mrs. L provided more modeling by **reading the passage in its entirety** aloud to Adam. Then she **segmented the passage** into shorter chunks for Adam to read to her. Mrs. L had Adam summarize **the segments** in his own words and write down his ideas and vocabulary words as they discussed so that he would have an outline prepared for the writing assignment later in the day.

HLP & EBP in comprehension

What might it look like across tiers?

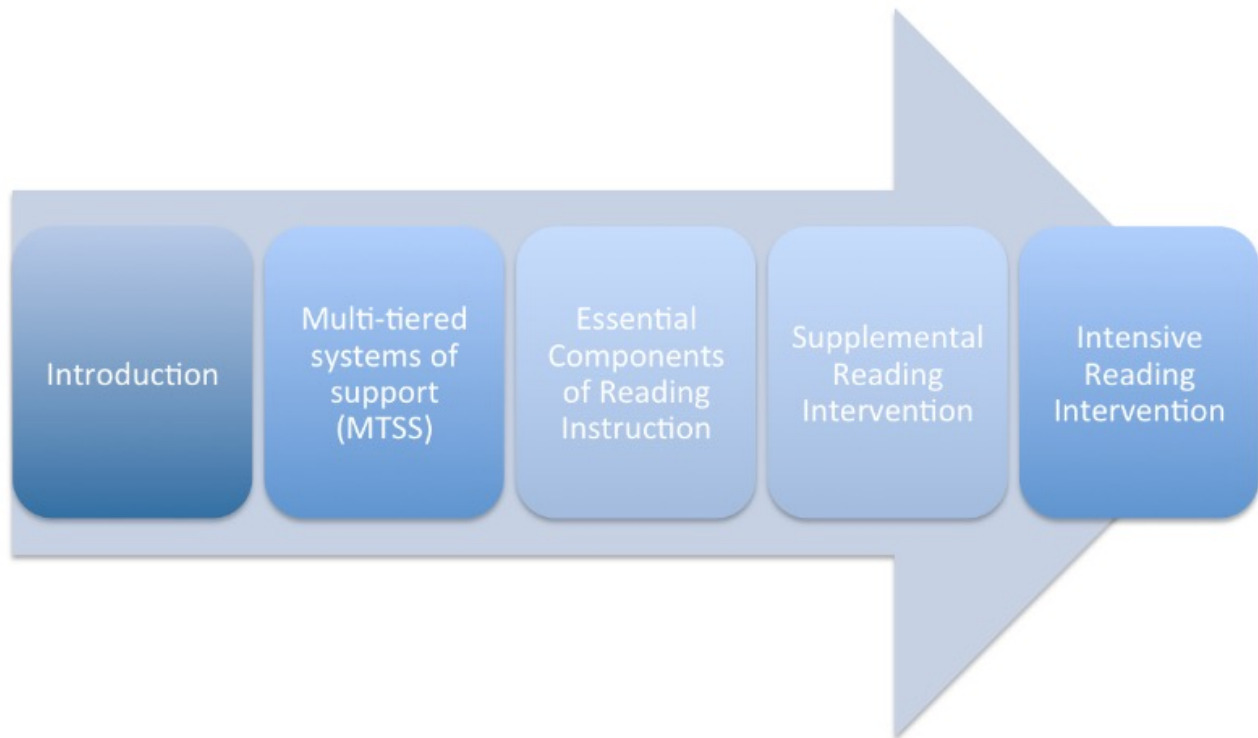
Modeling, practice structure, and feedback



CEEDAR RESOURCES

EBP in Literacy

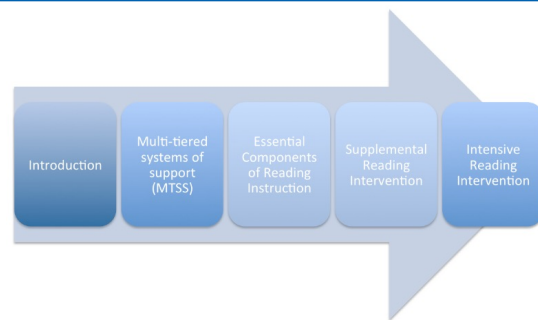
Course Enhancement Module in K-5 Reading CEEDAR Center



EBP in Literacy

CEM in K-5 Reading

CEEDAR Center



PARTS 3.1 AND 3.2: OVERVIEW OF THE ESSENTIAL COMPONENTS OF READING INSTRUCTION K-5

[Anchor Presentation](#)

[3.1 and 3.2 Handouts](#)

[Phonological Awareness Video](#)

[References and Resources](#)



PARTS 3.3: PHONOLOGICAL AND PHONEMIC AWARENESS

[Anchor Presentation](#)

[3.3 Handouts](#)

[Video Resources](#)

[References and Resources](#)



PART 3.4: FLUENCY

[Anchor Presentation](#)

[3.4 Handouts](#)

[References](#)



PART 3.5: VOCABULARY

[Anchor Presentation](#)

[3.5 Handouts](#)

[References](#)



PART 3.6: COMPREHENSION

[Anchor Presentation](#)

[3.6 Handouts](#)

[Video Resources](#)

[References and Resources](#)



PART 3.7: CORE CASE STUDY

[Anchor Presentation](#)

[3.7 Handouts](#)

Reflect: How will you use this content?

- ✧ For yourself
- ✧ Working with your colleagues
- ✧ Professional development

Additional Resources

- ✧ CEEDAR Center course enhancement modules (CEMs)

<http://cedar.education.ufl.edu/cems/>

- ✧ CEEDAR Center innovation configurations

<http://cedar.education.ufl.edu/tools/innovation-configurations/>

- ✧ CEEDAR Center reports

<http://cedar.education.ufl.edu/reports/>

Questions?