

# Improving your instruction: High leverage practices that work!

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# Disclaimer

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**Office of Special Education Programs**  
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# Overview

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- What is a high leverage practice (HLP)?
- Why should we focus on HLPs?
- What HLPs are endorsed by CEC?
- How can HLPs be implemented across the tiers of instruction? A podcast and video demonstration
- What additional resources will be coming from CEC to help you implement HLPs?



# Everybody is talking about HLPs

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But what are they?

# High Leverage Practices or HLPs

- are practices that are foundational to effective teaching in special education.

Explicit instruction



Collaborate with families and professionals



# To be an HLP: The practice must

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- Be fundamental to effective teaching
- Used frequently by teachers
- Cut across instructional content
- Apply to many age levels
- Apply to different types of learners
- Improve student outcomes

## You also must be able to

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- Break the HLP down into smaller parts and instruct teachers in how to use it

## Why should we focus on HLPs?

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- Every student deserves a skilled teacher
- Other professions do not allow one to practice without demonstrating a level of skill
- Skilled teaching can be decomposed and taught
- We can define effective practice for teachers, assess it, and then improve it!
- We can create a seamless system of education to support teachers throughout their career.



# Does this mean we should forget about evidence based practice?

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## Not at all!

- Many HLPs are necessary for implementing evidence-based practices successfully (e.g., providing feedback)

## Other HLPs are evidence-based practices

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- Functional behavior assessment is an evidence-based practice

# So who developed the HLPs for special education teachers?

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# A Collaborative Process

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- Partnership between:
  - Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center
  - Council for Exceptional Children (CEC)
  - CEC's Teacher Education Division (TED)



## Process for Developing the HLPs

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- Professional Standards and Practice Committee approved proposal to develop High Leverage Practices September 2014
- CEC Board approved the proposal and commissioned a High Leverage Practices Work Group (HLP Writing Team) November 2014

# HLP Writing Team Members

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- James McLeskey, Chair, University of Florida & CEEDAR Center
- Mary-Dean Barringer, Council of the Chief State School Officers and First CEC Teacher of the Year
- Bonnie Billingsley, Virginia Tech
- Mary Brownell, University of Florida & CEEDAR Center
- Dia Jackson, American Institutes for Research
- Michael Kennedy, University of Virginia
- Tim Lewis, University of Missouri
- Larry Maheady, SUNY, Buffalo State
- Jackie Rodriguez, College of William and Mary
- Mary Catherine Scheeler, Pennsylvania State University
- Judy Winn, University of WI – Milwaukee
- Deb Ziegler, CEC Staff

## Process for Developing the HLPs

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- First meeting of HLP Writing Team--January 2015
  - Collaboration, Assessment, Social/Behavior, Instruction
  - Agreed on criteria for identifying HLPs
  - Generated list of about 40 practices
  - Reduced to list of 26 practices by March for broad based input from CEC members

## Process for Developing the HLPs

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- Extensive CEC member input—April to December 2015
  - Focus groups (teachers, administrators, teacher educators)
  - Surveys
  - Conference presentations





## Process for Developing the HLPs

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- January 2015—about 40 practices
- March 2015—26 HLPs
- October 2015—23 HLPs
- January 2016—22 HLPs
- April 2016--Input from CEC Representative Assembly
- July 2016--CEC Board approval
- Disseminated to CEC membership

# 22 High-Leverage Practices



## High Leverage Practices in Special Education (HLPs)

**What are HLPs?**

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

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(3), 878-903.

**What were Criteria for HLP Development?**

- ◆ 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.

**What are the HLPs for Special Education?**

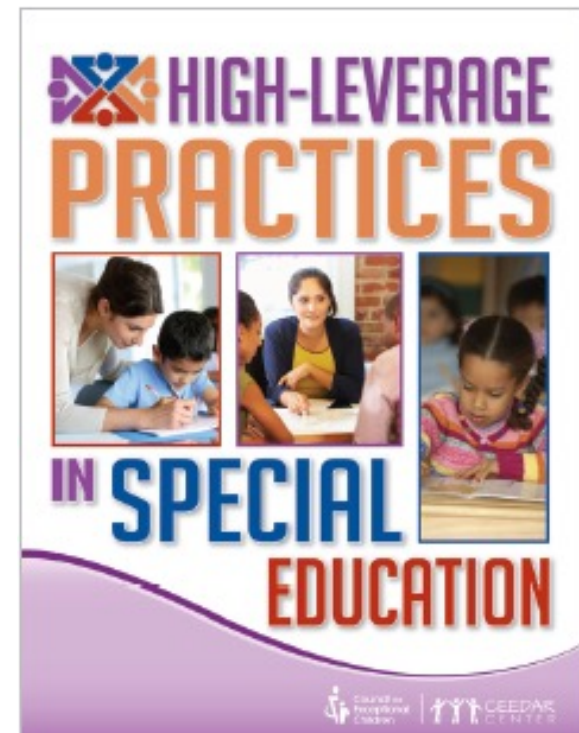
<b>Collaboration</b> <ol style="list-style-type: none"><li>1. Collaborate with professionals to increase student success.</li><li>2. Organize and facilitate effective meetings with professionals and families.</li><li>3. Collaborate with families to support student learning and secure needed services.</li></ol>	<b>Instruction</b> <ol style="list-style-type: none"><li>11. Identify and prioritize long- and short-term learning goals.</li><li>12. Systematically design instruction toward specific learning goal.</li><li>13. Adapt curriculum tasks and materials for specific learning goals.</li><li>14. Teach cognitive and metacognitive strategies to support learning and independence.</li><li>15. Provide scaffolded supports.</li><li>16. Use explicit instruction.</li><li>17. Use flexible grouping.</li><li>18. Use strategies to promote active student engagement.</li><li>19. Use assistive and instructional technologies.</li><li>20. Provide intensive instruction.</li><li>21. Teach students to maintain and generalize new learning across time and settings.</li><li>22. Provide positive and constructive feedback to guide students' learning and behavior.</li></ol>
<b>Assessment</b> <ol style="list-style-type: none"><li>4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.</li><li>5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.</li><li>6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.</li></ol>	
<b>Social/Emotional/Behavioral</b> <ol style="list-style-type: none"><li>7. Establish a consistent, organized, and respectful learning environment.</li><li>8. Provide positive and constructive feedback to guide students' learning and behavior.</li><li>9. Teach social behaviors.</li><li>10. Conduct functional behavior assessments to develop individual student behavior support plans.</li></ol>	

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# They're here!

- What every special educator needs to know on Day 1
- 22 High-Leverage Practices for special educators
  - Collaboration
  - Assessment
  - Social/emotional/behavioral
  - Instruction



## CEC and CEEDAR

- We put a stake in the ground.
- If we are going to improve practice, we have to define those practices that are most fundamental to good teaching and providing FAPE to students with disabilities.
- We have to focus teacher preparation and continuing professional learning (PD) on these practices.



## CEC and CEEDAR

- Resources so special educators (and others) learn ***about*** the HLPs
- Special educators (and others) learn to ***use*** the HLPs



# How are we helping teachers learn to use the HLPs?

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# High-Leverage Practices in Special Education

## Series of HLP Videos

### Purpose:

- Collaborate across federal technical assistance providers to video series demonstrating effective use of HLPs

### Design:

- Introduce each HLP and provide a demonstration
  - Definition of each HLP
  - Brief review of research
  - Several brief videos of general education and special education teachers implementing the HLP

### Goals:

- Establish a common language and vision of HLPs across both general and special educators;
- Demonstrate use and differentiation of the HLPs for students with increasing degrees of intensity,
- Offer free, universally available videos to support professional learning and implementation fidelity at the preservice and inservice levels



Center on  
**GREAT TEACHERS & LEADERS**  
at American Institutes for Research



The voice and vision of special education



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## Series of HLP Videos

### What they are:

- A resource to **augment** training/professional learning
- A demonstration of HLP practice across degrees of intensity
- A portrayal of teachers' implementation of an HLP

### What they are not:

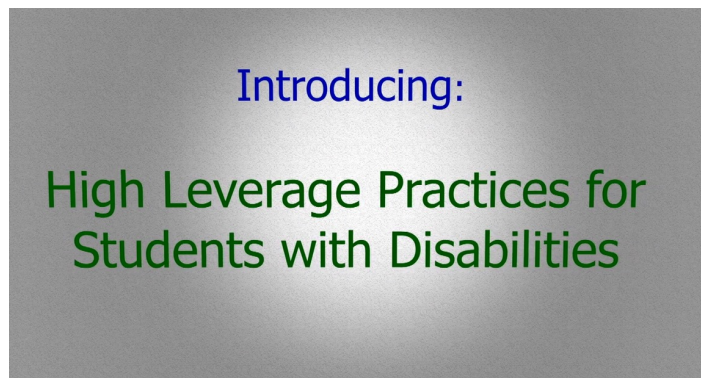
- A complete resource for training/professional learning
- A demonstration of each tier across various settings
- A depiction of all features of quality instruction/student engagement



# HLP Videos

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## HLP Introduction



## Video 1: HLP 16: Explicit Instruction





## HLP Website

Introducing:

High Leverage Practices for  
Students with Disabilities

#16: Explicit Instruction

#8: Constructive Feedback

#15: Scaffold Instruction

#18: Student Engagement

#7: Respectful  
Environment

#9: Social Behaviors

#14: Metacognition

#19: Assistive and  
Instructional Technology

#12: Systemic Instruction

#21: Intensive Instruction

#13: Adapt Curriculum Task  
& Materials

#17: Flexible Grouping

#11: Short & Long Term  
Goals

#20: Maintain & Generalize  
Skills

#10: Conduct Behavioral  
Assessments

# HLP Video Page

## High Leverage Practice #16: Use Explicit Instruction



Additional videos demonstrating increased intensity



- Stand-alone videos for case study/video analysis
- Increased intensity demonstration of HLPs
- Across various content and context



Reflection probes and examples



- Probes to guide reflection
- Example reflection embedded within the video



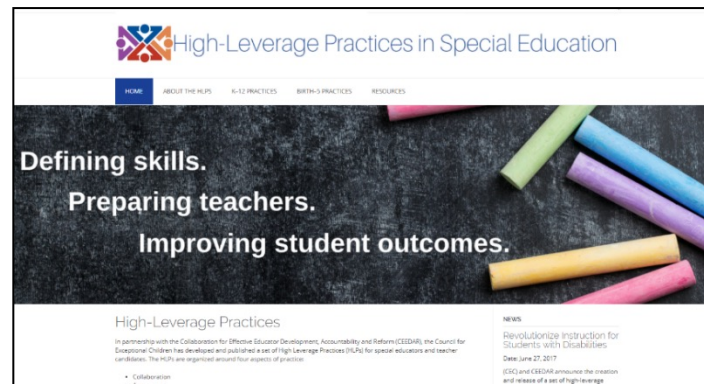
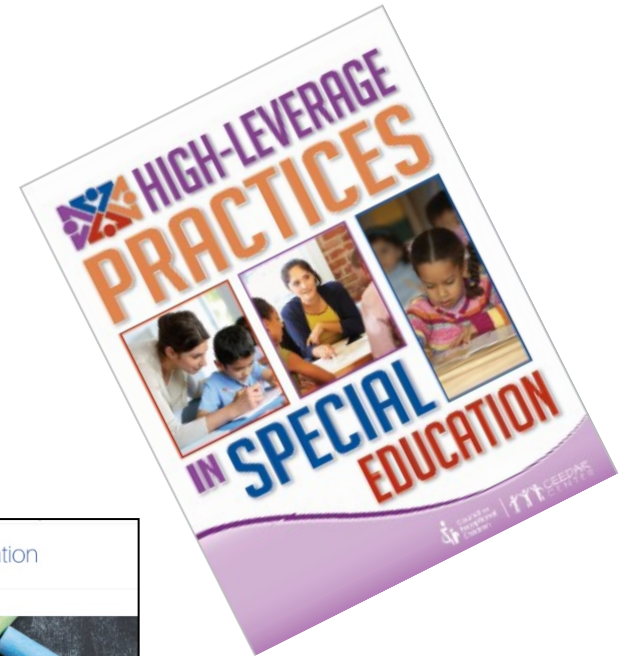
Additional Resources



- Links to additional resources to support HLP implementation

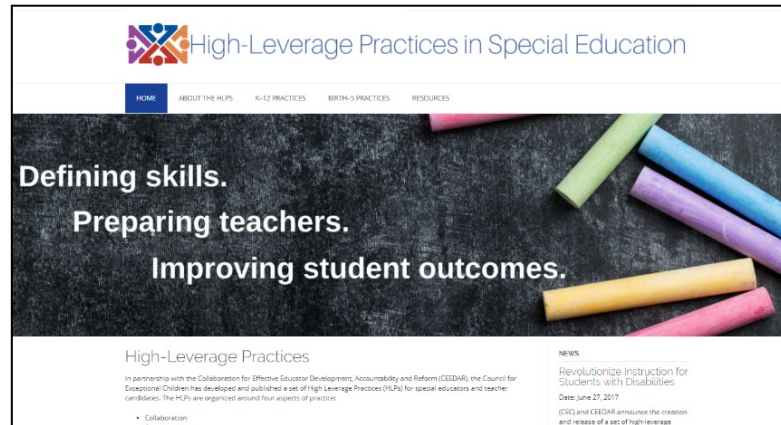
# Where to find HLP Resources

- The Book
  - ▣ April 2017
- Website
  - ▣ HighLeveragePractices.org



## CEC's Division of Early Childhood Recommended Practices (Birth-Age 5)

- Also included:



- DEC Recommended Practices (RP)
- DEC RP with Embedded Examples
- DEC RP Glossary
- DEC RPs with Interactive Glossary



# Initiatives to date AND What's next?

- *TEACHING Exceptional Children* article
  - ▣ May/June 2017
- HLP Press Conference
  - ▣ CEEDAR Convening, Chicago, Illinois – June 23, 2017
- HLP Webinar
  - ▣ October 2017

## A FREE Webinar for CEC Members

Free Members-Only Webinar  
Revolutionize Instruction for Students with Disabilities: High-Leverage Practices

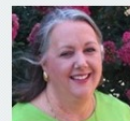
Thursday, Oct. 12, 2017  
6-7 p.m. ET

*Registration for this webinar is now closed. Don't worry—as a CEC Member, you'll have access to the webinar recording in the All-Member Forum soon! Keep an eye on your All-Member Forum Digest for more information.*

What should new special education teachers be able to do when they enter a classroom? CEC, in collaboration with the CEEDAR Center, has developed a set of 22 high-leverage practices (HLPs) that all special educators must master before they begin teaching. These fundamental practices—in the areas of collaboration, assessment, social/emotional/behavioral, and instruction—are used frequently in classrooms and have been shown to improve student outcomes.

In this special CEC members-only webinar, learn about the process used to develop the HLPs, the HLPs themselves, and how these practices are already being used in the field.

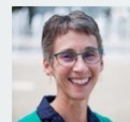
### Presenters



Deborah Ziegler, Ed.D.  
Council for Exceptional Children



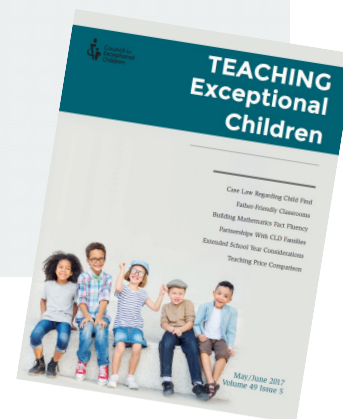
James McLeskey, Ph.D.  
CEEDAR, University of Florida



Sarah Drinkwater, Ph.D.  
Oregon State Department of Education

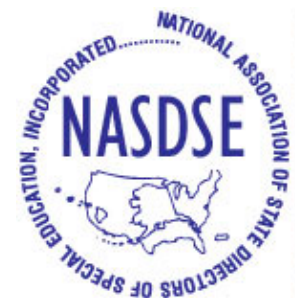


Paula Lancaster, Ph.D.  
Grand Valley State University



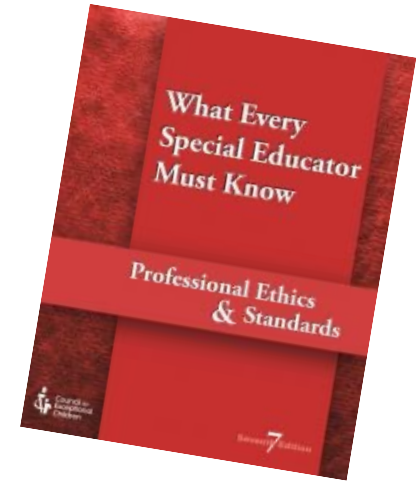
## Initiatives to date AND What's next?

- Sharing HLPs with external partners and organizations
  - ▣ U.S. Congress, U.S. Governors, U.S. Department of Education, Chief State School Officers, State Directors of Special Education, State Directors of Certification and Licensure, Education Associations and Organizations, and OSEP TA & D Centers



## Initiatives to date AND What's next?

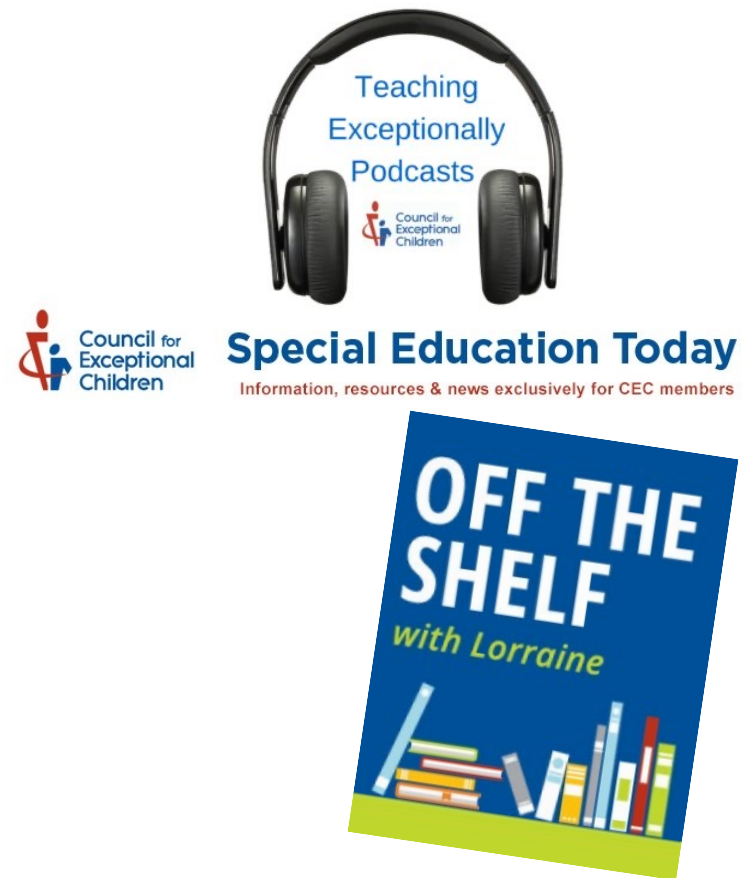
- CEC work group considering the potential integration of HLPs into the next iteration of CEC Initial and Advanced Professional Preparation Standards (Fall 2017-2020)
- HLP Keynote and Session – CEC's Teacher Education Division Conference, Savannah, Georgia (November 2017)





## Initiatives to date AND What's next?

- HLP Instructional Videos
- HLP CEC Podcasts
- HLP articles in CEC's Special Education Today
- CEC Off the Shelf
- *Teaching Exceptional Children* Special HLP Edition – “Putting HLPs into Practice” – March/April 2018



## Initiatives to date AND What's next?

- HLP Session – CEC Annual Convention and Expo, Tampa, Florida (February 2018)
- HLP Presentations at Selected Conferences and Meetings
  - ▣ CCSSO – October 2017 and February 2018
- HLP Resources for Higher Education Faculty – Curricula Development



## Initiatives to date AND What's next?

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- HLP Resources for LEA Administrators and Special Education Teachers – Teacher Evaluation and Professional Development
- HLP Introductory Professional Development Toolkit – LEA Administrators and Special Education Teachers
- HLPs for the Inclusive Classroom Book - Co-published, CEC & Routledge



# Questions?

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## References

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- 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 [High-Leverage Practices and Teacher Preparation in Special Education](#)