



# High Leverage Practices for At-Home Learning

# Presenters

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# Agenda

# Objectives

- Understand the selected strategies that families can use to support child(ren) of all ages who may be struggling with at-home learning or behavioral tasks.
- Learn how to use the strategies across grade levels/content areas and how to locate supporting resources
- Engage in a demonstration of how to use Amazon's Alexa to enable "At-Home Learning" and other skills.

# High-Leverage Practices

- HLPs are identified as **specific teacher practices** that are likely to result in **improved student outcomes**.
- “The HLPs can become the foundation of a cohesive, practice-based teacher education curriculum that incorporates repeated, scaffolded, effective opportunities . . .” (McLeskey et al., 2017, 9).

# 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
- Fundamental to effective teaching when skillfully executed

# Why Should We Focus on HLPs?

- We can define effective practice for teachers, assess it, and then improve it!
- We can create a seamless system of support for teachers throughout their career.
- HLPs are content agnostic and can be used across all grades.
- HLPs have been identified as practices all novice teachers should know and be able to do.



# Six Strategies for the Family Guide

| Model   | Clear Directions  | Support  | Staying On Task   | Specific Feedback   | Goal Setting   |
|---|---|--|---|---|--|
| <ul style="list-style-type: none"><li>• HLP #16: Use Explicit Instruction</li></ul> | <ul style="list-style-type: none"><li>• HLPs # 8 &amp; #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior</li></ul> | <ul style="list-style-type: none"><li>• HLP #12: Systematically Design Instruction Toward a Specific Learning Goal</li><li>• HLP #13: Make Adaptations</li></ul> | <ul style="list-style-type: none"><li>• HLP #7: Establish a Consistent, Organized, + Respectful Learning Environment</li><li>• HLP #18: Use Strategies to Promote Active Student Engagement</li></ul> | <ul style="list-style-type: none"><li>• HLPs # 8 &amp; #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior</li></ul> | <ul style="list-style-type: none"><li>• HLP #12: Systematically Design Instruction Toward a Specific Learning Goal</li></ul> |

# Model

## HLP #16: Use Explicit Instruction

- Overtly teaching the steps or processes needed to understand a construct, apply a strategy, or complete a task
- Offers multiple opportunities for modeling and practice with fading supports



# Clear Directions

## HLPs # 8 & #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior

- Increases engagement during instruction and improves student outcomes
- Assists the teacher in monitoring student understanding
- Prompts students to continue successful attempts during practice or to remedy errors before they become entrenched

# Support

## HLP #12: Systematically Design Instruction Toward a Specific Learning Goal & HLP #13: Make Adaptations

- Clearly define expectations and learning goals
- Reduce student confusion by breaking down complex tasks
- Carefully sequence instruction
  - Begin with what students already know
  - Begin with higher utility skills
  - Move from easier to more difficult skills
- Incorporate assessment and feedback
- Assess individual student needs and adapt curriculum materials and tasks so that students can meet instructional goals.
- Select materials and tasks based on student needs
- Use relevant technology
- Make modifications by highlighting relevant information, changing task directions, and decreasing amounts of material
- Make strategic decisions on content coverage (i.e., essential curriculum elements), meaningfulness of tasks to meet stated goals, and criteria for student success.

# Staying on Task

## HLP #7: Establish a Consistent, Organized, and Respectful Learning Environment & HLP #18: Use Strategies to Promote Active Student Engagement

- Establish age-appropriate and culturally responsive expectations, routines, and procedures
- Provide age-appropriate specific performance feedback in meaningful and caring ways.
- By establishing, following, and reinforcing expectations of all students
- Build mutually respectful relationships with students
- Use a variety of instructional strategies
- Build positive student–teacher relationships to foster engagement and motivate reluctant learners.
- Promote engagement by connecting learning to students’ lives
- Monitor student engagement and provide positive and constructive feedback to sustain performance.

# Specific Feedback

## HLPs # 8 & #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior

- Increases engagement during instruction and improves student outcomes
- Assists the teacher in monitoring student understanding
- Prompts students to continue successful attempts during practice or to remedy errors before they become entrenched

# Goal Setting

## HLP #12: Systematically Design Instruction Toward a Specific Learning Goal

- Teachers help students to develop important concepts and skills that provide the foundation for more complex learning.
- Teachers sequence lessons that build on each other and make connections explicit, in both planning and delivery.