

**CEC Standards and HLPs:  
A Practice-Based  
Continuum for Teacher  
Development**

November 2022

Council for Exceptional Children  
CEDAR CENTER

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**Dr. Dee Berlinghoff**

Dr. Berlinghoff has been working in public education and higher education for over 30 years, serving as a classroom teacher, professor, and embedded coach for teachers. Dr. Berlinghoff has served as President of the New York State Council for Exceptional Children, New York State Division for Learning Disabilities, and the Small Special Education Programs Caucus of the Teacher Education Division of CEC. She served on the presidential line of the Teacher Education Division of CEC and as Co-chair of the CEC Standards Workgroup. Dr. Berlinghoff has presented at local, state, and national conferences and conducts professional development workshops for teachers. She is the editor of the Evidence-Based Instruction in Special Education series, published by Slack, Inc.

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**Dr. Virginia (Ginnie) McLaughlin**

Dr. McLaughlin is Chancellor Professor Emerita of the School of Education at William & Mary (W&M). From 1995-2013, she served as Dean of the School of Education. Dr. McLaughlin was a gubernatorially appointed member of the Virginia Board of Education from 2009-2013. Dr. McLaughlin co-chaired the CEC Standards Framing Paper Workgroup and Standards Development Workgroup. Dr. McLaughlin has taught courses in special education, inclusive practices, and collaborative partnerships at baccalaureate through doctoral levels. Her scholarship focuses on educational policy and teacher preparation issues. She has co-authored and served as co-principal investigator on more than \$10 million of externally funded projects.

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### Session Overview

- Origins of CEC’s High Leverage Practices (HLPs) and Practice-Based Standards for Preparation of Special Educators (K-12)
- Crosswalks of Standards and HLPs
- Implications for EPPs, LEAs, and SEAs



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Together, the Standards and HLPs offer a coherent focus—and common language—for continuous special education teacher development from initial preparation through ongoing professional development and support.



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### Similar Development Processes for HLPs and Standards

- Multiyear efforts
  - HLPs: 2015-2017
  - Framing Paper: 2016-2017
  - Standards: 2017-2020
- Broad-based workgroups
  - HLPs: writing team of 12
  - Standards: workgroup of 13
- Extensive stakeholder input and feedback



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**Criteria for Identifying CEC's HLPs**

**Applicable and important to the everyday work of teachers**

- Focus directly on instructional practice
- Occur with high frequency in teaching
- Research-based and known to foster important kinds of student engagement and learning
- Broadly applicable and usable in any content area or approach to teaching
- So important that skillfully executing them is fundamental to effective teaching (McLeskey, et al, 2017, p 10)



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**Criteria for Identifying CEC's HLPs**

**Applicable and important to teacher education**

- Limited in number (about 20) for a teacher education program
- Can be articulated and taught
- Novices can begin to master
- Can be practiced across university and field-based settings
- Grain size is small enough to be clearly visible in practice, but large enough to preserve the integrity and complexity of teaching
- System (or group of HLP) considerations embody a broader theory regarding the relationship between teaching and learning than would individual practices and support more comprehensive student learning goals (McLeskey, et al, 2017, p 10)



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**Guiding Principles from *Shaping the Future of Special Education: Framing CEC's Professional Preparation Standards* (CEC, 2017)**

Develop Standards that:

- Are practice-based;
- Integrate clinical practice throughout the preparation program;
- Address diverse populations along with individual differences and needs;
- Promote continuous improvement of professional preparation programs;
- Form the foundation for future professional development;
- Clearly articulate with stakeholders the expectations for a well-prepared special educator.



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From the onset, CEC intended for the HLPs and Standards to be applicable to BOTH preservice candidates and K-12 teachers, creating a practice-based vision and common language for special education.



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### Double Meaning of Practice-Based

A strong focus on application or *performance* of identified proficiencies,

AND

Assurance of mastery through multiple practice-based learning opportunities (PLOs)



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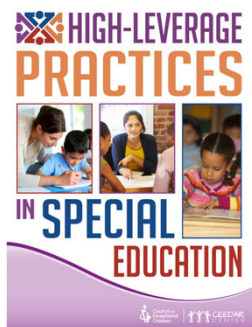
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22 HLPs organized into four intertwined components of special education teacher practice: collaboration, assessment, social/emotional/behavioral practices, and instruction.



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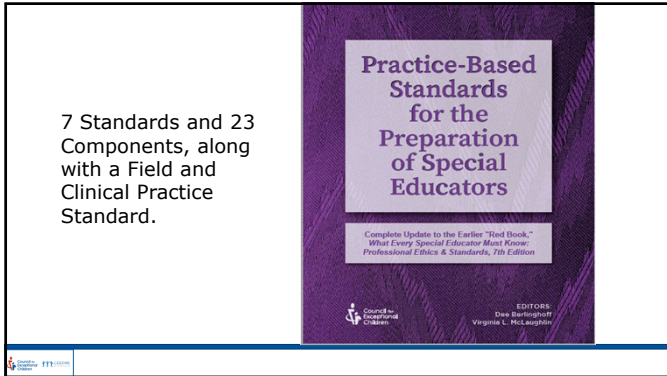
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7 Standards and 23 Components, along with a Field and Clinical Practice Standard.

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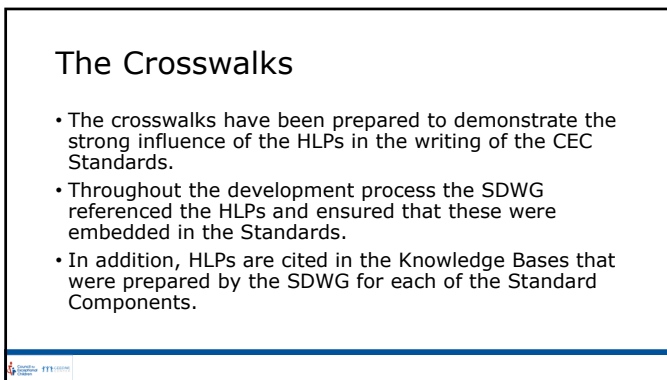
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### The Crosswalks

- The crosswalks have been prepared to demonstrate the strong influence of the HLPs in the writing of the CEC Standards.
- Throughout the development process the SDWG referenced the HLPs and ensured that these were embedded in the Standards.
- In addition, HLPs are cited in the Knowledge Bases that were prepared by the SDWG for each of the Standard Components.

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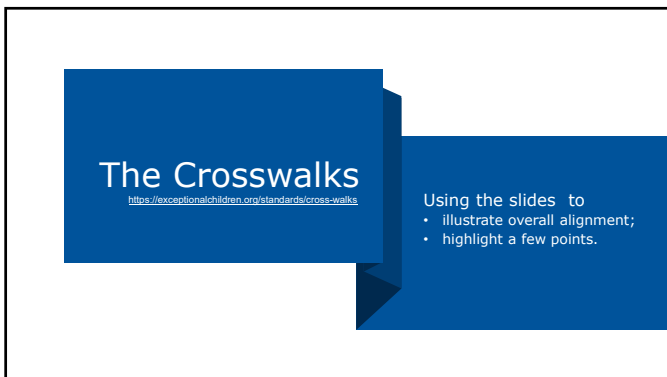
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### The Crosswalks

<https://exceptionalchildren.org/standards/cross-walks>

- Using the slides to
- illustrate overall alignment;
  - highlight a few points.

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**Crosswalk: CEC Standards Components to HLPs**

**Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

CEC Standard Component	High Leverage Practice
1.1 Candidates practice within ethical guidelines and legal policies and procedures.	HLP 3: Collaborate with families to support student learning and secure needed services.
1.2 Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.	
1.3 Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices.	

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**Crosswalk: CEC Standards Components to HLPs**

**Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**

Candidates use their understanding of human growth and development; the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

CEC Standard Component	High Leverage Practice
2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.	HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.	HLP 11: Identify and prioritize long- and short-term learning goals. HLP 12: Systematically design instruction toward a specific learning goal.

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**Crosswalk: CEC Standards Components to HLPs**

**Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

CEC Standard Component	High Leverage Practice
3.1 Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.	HLP 11: Identify and prioritize long- and short-term learning goals. HLP 13: Adapt curriculum tasks and materials for specific learning goals.
3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.	HLP 12: Systematically design instruction toward a specific learning goal HLP 13: Adapt curriculum tasks and materials for specific learning goals. HLP 14: Teach cognitive and metacognitive strategies to support learning and independence. HLP 15: Provide scaffolded supports. HLP 21: Teach students to maintain and generalize new learning across time and settings.

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**Crosswalk: CEC Standards Components to HLPs**

**Standard 6: Supporting Social, Emotional, and Behavioral Growth**

Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

CEC Standard Component	High Leverage Practice
6.1 Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.	HLP 7: Establish a consistent, organized, and respectful learning environment.
6.2 Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.	HLP 7: Establish a consistent, organized, and respectful learning environment. HLP 8: Provide positive and constructive feedback to guide students' learning and behavior. HLP 9: Teach social behaviors. HLP 22: Provide positive and constructive feedback to guide students' learning and behavior.
6.3 Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.	HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. HLP 9: Teach social behaviors. HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans. HLP 15: Provide scaffolded supports. HLP 16: Use explicit instruction. HLP 21: Teach students to maintain and generalize new learning across time and settings.

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**Crosswalk: CEC Standards Components to HLPs**

**Standard 7: Collaborating with Team Members**

Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

CEC Standard Component	High Leverage Practice
7.1 Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavior needs.	HLP 2: Organize and facilitate effective meetings with professionals and families.
7.2 Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.	HLP 1: Collaborate with professionals to increase student success. HLP 3: Collaborate with families to support student learning and secure needed services.

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**Crosswalk: CEC Standards Components to HLPs**

**Standard 7: Collaborating with Team Members**

Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

7.3 Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.	HLP 1: Collaborate with professionals to increase student success.
7.4 Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.	HLP 1: Collaborate with professionals to increase student success.

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**Making it Real:  
Implications for EPPs,  
LEAs, and SEAs**



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**Implications for EPPs**

- Develop/revise programs to align with 2020 Standards and incorporate HLPs and PLO resources for instruction within the curriculum
- Promote programs as practice-based to applicants, partner schools, employers
- Train clinical faculty/cooperating teachers
- Focus on HLPs in mentoring-induction programs for recent graduates
- Collaborate with LEAs and SEA to provide special educators with ongoing professional development, coaching, and support on implementation of HLPs



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**Implications for K-12 Schools**

- Provide clinical experiences that enable candidates to practice target competencies
- Make HLPs a focus of new teacher mentoring and support
- Use HLPs as “look-fors” in supervision and evaluation of all special educators
- Collaborate with EPPs and SEA to provide special educators with ongoing professional development, coaching, and support on implementation of HLPs



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## Implications for State Education and Licensing Agencies

### ❖ *Align State Standards for Program Approval and Licensure with CEC Standards and HLPs*

- Collaborate with EPPs and LEAs to revise requirements for provisional/emergency licensure
  - Emphasize practice-based coursework and mentoring focused on *most essential* HLPs
  - Provide professional development for provisionally licensed teachers focused on mastery of additional HLPs
- Collaborate with EPPs and LEAs to design and deliver *practice-based* professional development for all special educators focused on identified, high-need HLPs



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## Wrap-Up



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## Questions?



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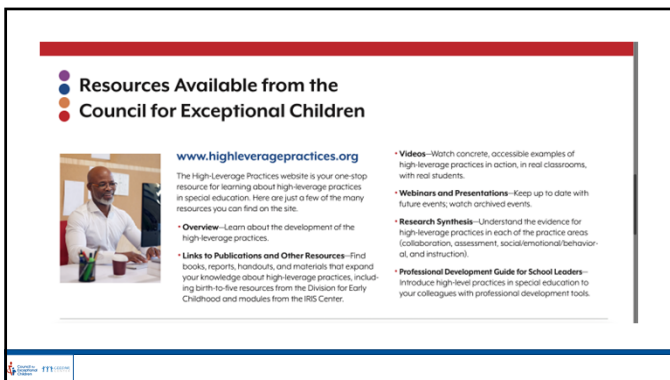
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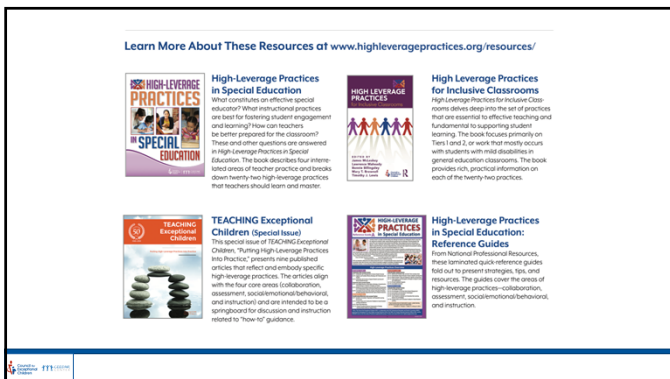
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**High-Leverage Practice Videos**

This is a collection of content for the High-Leverage Practices for Students with Disabilities created by Dr. Michael Kennedy at the University of Virginia

1 - 12 of 28 Share

Middle School Mathematics ...

Mississippi CEC Keynote 3/22...

HLPs for the Post-COVID Cla...

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**Practice-Based Learning Opportunities**

Every Student Deserves an Equitable Opportunity to Achieve.

**About Practice-Based Learning Opportunities**

Teachers can learn to use high-leverage practices (HLPs) when they have effective opportunities to practice using the HLPs in thoughtful ways, to support teacher educators' use of HLPs, the CEDAR Center, in collaboration with Educator Preparation Program faculty across the country, has collected a set of effective practice opportunities that we refer to as practice-based learning opportunities or PBOs. In this introduction, we describe why PBOs are important and how they can be structured to teach specific HLPs. We also outline the structure for the various PBOs we include.

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**IRIS CENTER** COVID-19 RESOURCES Careers at IRIS

Resources PD Options Articles & Reports About

**High-Leverage Practices**

Developed by the Council for Exceptional Children and the CEDAR Center, high-leverage practices are 22 essential special education techniques that all K-12 special education teachers should master for use across a variety of classroom contexts. Learn more about these practices in the guidance document [High-Leverage Practices in Special Education](#).

This interactive alignment tool, developed in collaboration with CEDAR, identifies which IRIS resources provide information on HLPs.

- Assessment (23)
- Collaboration (16)
- Instruction (51)
- Social/Emotional/Behavioral (34)

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MS Department of Ed-CEEDAR Collaborative



PROFESSIONAL GROWTH SYSTEM  
**SPECIAL EDUCATION  
 GROWTH RUBRIC**  
 Observation and Feedback Guidebook

[https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacherr%20Center/special\\_education\\_growth\\_rubric\\_guidebook\\_2021\\_002.pdf](https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacherr%20Center/special_education_growth_rubric_guidebook_2021_002.pdf)

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