What School Administrators Need To Know About High-Leverage Practices for Students with Disabilities

Tips for Mentoring, Coaching, and Collaboration

High-Leverage Practices for Students with Disabilities

Council for Exceptional Children 1922-2022

100 Years of Leading Special Education

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UVA SCHOOL of EDUCATION and HUMAN DEVELOPMENT

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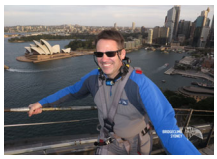

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Looking for Meaningful Practice
& Powerful Options for Improvement

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Teachers need a strong foundation of practice

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www.highleveragepractices.org

High-Leverage Practices for Students with Disabilities

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Foundation for

8

High-Leverage Practices for Students with Disabilities

Four Domains; Big Implications for Practice
https://highleveragepractices.org/hlp-leadership-guides

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High-Leverage Practices for Students with Disabilities

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High-Leverage Practices for Students with Disabilities

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High-Leverage Practices for Students with Disabilities

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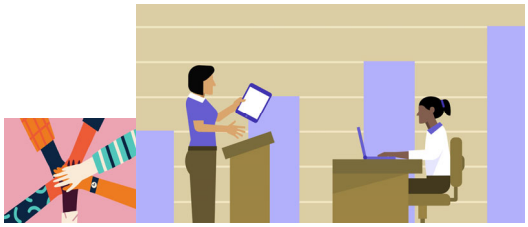
High-Leverage Practices for Students with Disabilities



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High-Leverage Practices for Students with Disabilities

Four Domains; Big Implications for Practice
https://highleveragepractices.org/hlp-leadership-guides

Collaboration | Assessment | Social/Behavioral | Instruction

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High-Leverage Practices for Students with Disabilities

Collaboration

1. Collaborate with professionals to increase student success
2. Organize and facilitate effective meetings with professionals and families
3. Collaborate with families to support student learning and secure needed services

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High-Leverage Practices for Students with Disabilities

Assessment

4. Use multiple sources of information to develop and comprehensive understanding of a student's strengths and needs

5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs

6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes

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High-Leverage Practices for Students with Disabilities

Social/Emotional and Behavior

7. Establish a consistent, organized, and respectful learning environment

8. Provide positive and constructive feedback to guide students' learning and behavior

9. Teach social behaviors

10. Conduct functional behavioral assessments to develop behavior support plans for students

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High-Leverage Practices for Students with Disabilities

Instruction

11. Create long- and short-term learning goals

12. Systematically design instruction

13. Adapt curriculum materials to help students achieve goals

14. Teach cognitive and metacognitive strategies

15. Use scaffolded supports

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High-Leverage Practices for Students with Disabilities

Instruction

16. Use explicit instruction
17. Use flexible groupings
18. Use strategies to promote student engagement
19. Use assistive and instructional technology
20. Provide intensive instruction

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High-Leverage Practices for Students with Disabilities

Instruction

21. Teach students to maintain and generalize learning across settings
22. Provide high quality feedback

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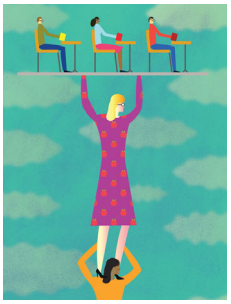
HLP Use:

Teacher Preparation



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HLP Use:

Professional Development & Daily Instruction

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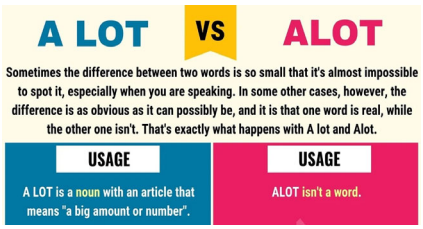
An Issue for Administrators



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Chronically overworked and overloaded

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What can we get teachers to learn and do well to achieve biggest impact?

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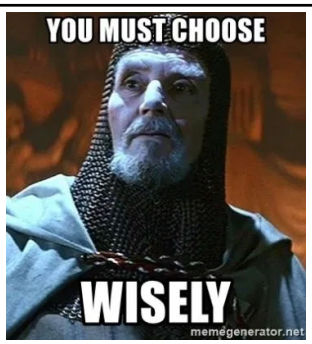
Select which practices are most critical, and focus on those…
(*for starters, anyway*)



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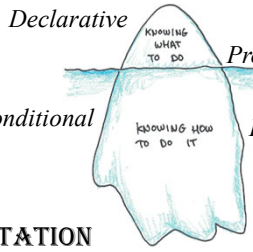
BUILDING



Declarative

Procedural

Conditional

Knowledge

FOR THE IMPLEMENTATION OF HLPS

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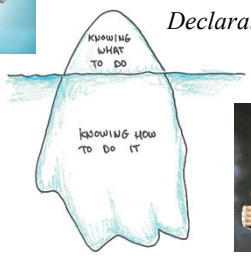

Declarative Knowledge

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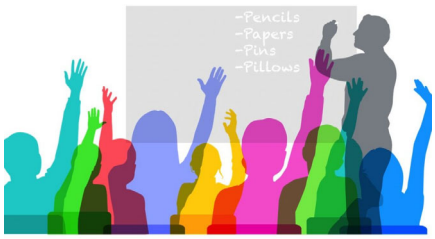
What is explicit instruction?



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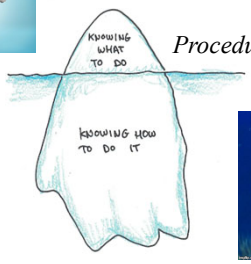
Declarative Knowledge



Procedural Knowledge

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Key Elements of Explicit Instruction

- Use clear language
- Use cues
- Break complicated content into chunks
- Make connections to prior learning
- Highlight relevant and varied examples (and non-examples)
- Use an engaging, deliberate, and predictable pace
- Provide lots of (varied) opportunities to respond (OTRs)
- Deliver high-quality feedback
- Model (I do) regularly
- Provide guided practice (we do) regularly
- Utilize independent practice (you do) when students are ready

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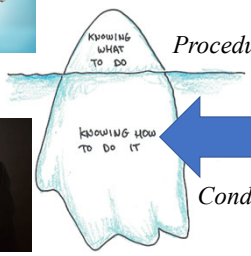
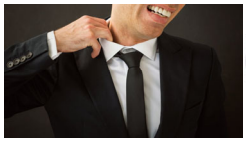
Declarative Knowledge



Procedural Knowledge



Conditional Knowledge

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Knowing when, under what circumstances, with whom

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THE MESSAGE

The HLPs do not exist in isolation. There is (and should be) substantial overlap in how the practices are implemented and support one another. HLPs also occur as key components of many EBPs.

35

With 22 HLPs, we can't expect our teachers – especially new ones to master them all – so we need to prioritize where we can get the biggest bang. Therefore, my recommendation is…

36

"Explicit Instruction is Life!!!"
- Danny Rojas (probably)

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As Close To Magic As We've Got:
The Implementation of Explicit Instruction

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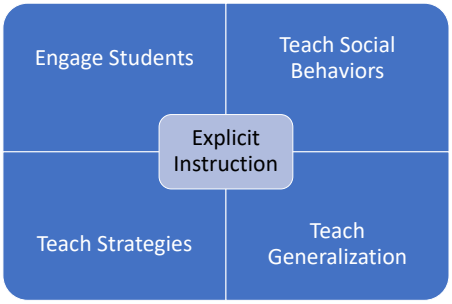
Almost all HLPs in behavior and instruction domains intersect with EI



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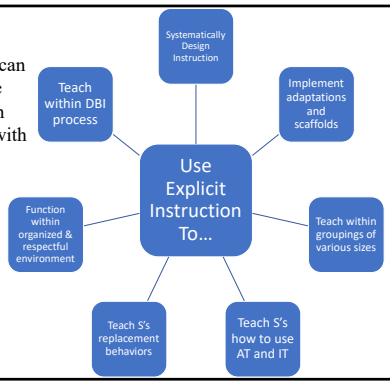
If your teachers can gain competence with EI, they can unlock success with numerous other practices



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Importance of clear cues and signals to students

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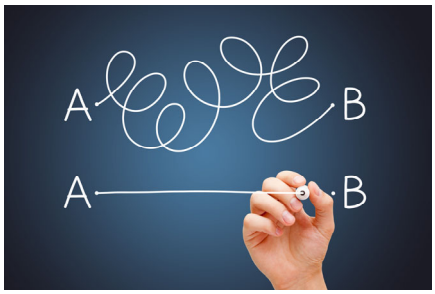

The Importance of Clear Language & Being Deliberate

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The Importance of Breaking Big Learning Tasks/Goals Into Manageable Chunks

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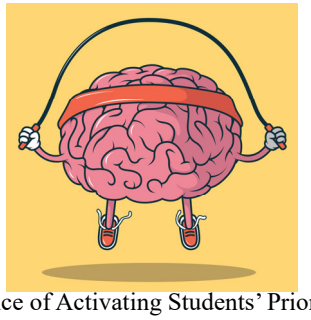

The Importance of Activating Students' Prior Knowledge & Making Connections to the Real World

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The Importance of Engaging Students & Using A Deliberate Pace

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The Importance of OTRs

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The Importance of Feedback

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The Importance of Modeling

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The Importance of Guided Practice

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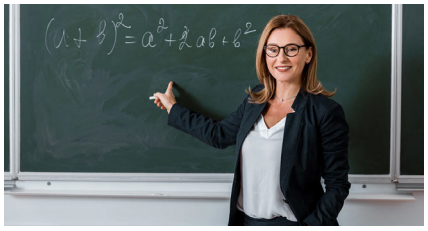

The Importance of Examples and Worked Examples

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The Importance of Independent Practice

53

The importance of providing demonstrations and getting students to dig their hands in and do some deep thinking

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https://vimeo.com/623713073

TTAC HLP Series Vignette 1: ABCs of Explicit Instruction and Effective Feedback

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HLP 7
Create an organized, respectful learning environment

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HLP #9:
Teach Social Behaviors

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HLP # 13: Adapt Curriculum Materials and Tasks to Address Student Goals

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HLP 14: Teach Strategies

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HLP 15
Use Scaffolded Supports

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HLP 17
Use Flexible Groupings

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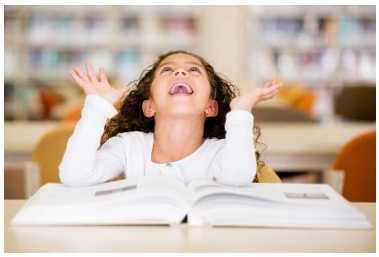
HLP 18
Focus on Student Engagement



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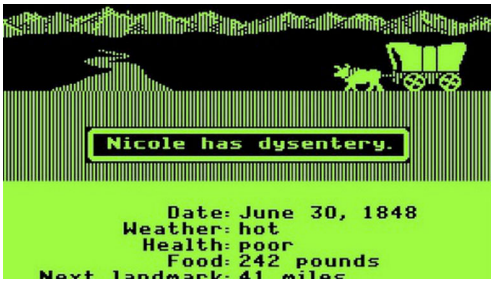
HLP 19
Use Assistive and Instructional Technology



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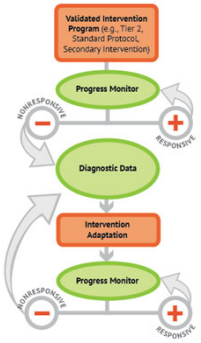
HLP 20
Use Intensive Instruction



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HLP 21
Teach for Generalization

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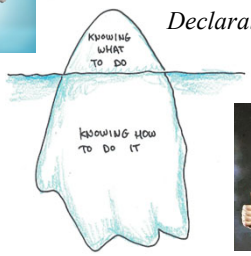

Declarative Knowledge

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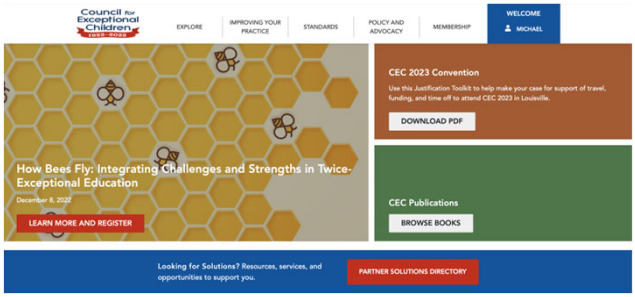

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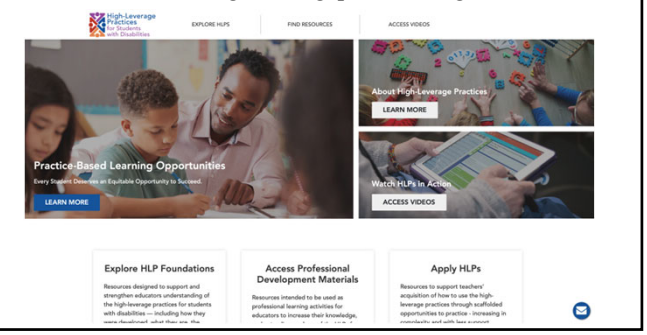

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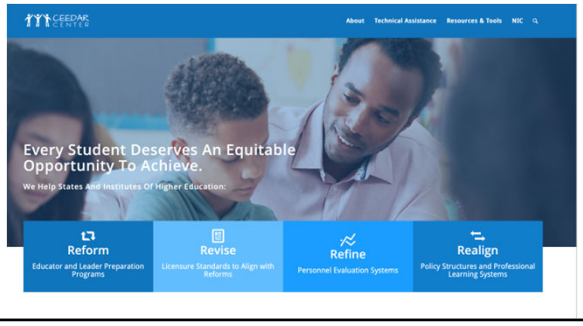

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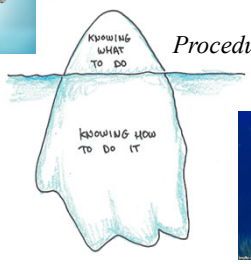
Declarative Knowledge

Procedural Knowledge



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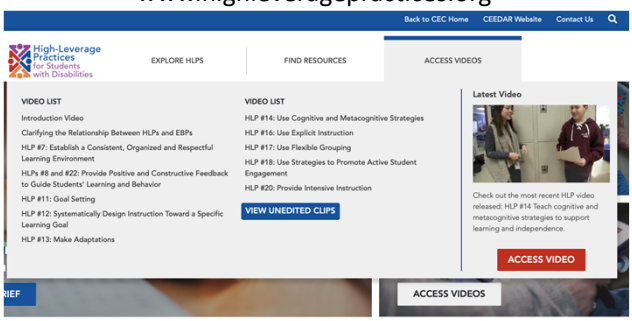

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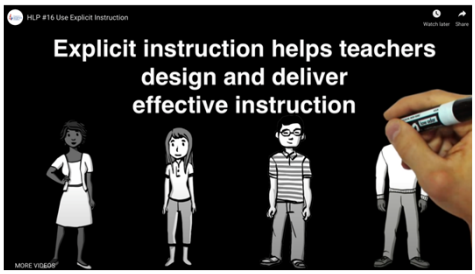
In each video we note key definitions/components of each HLP



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And model implementation across various settings

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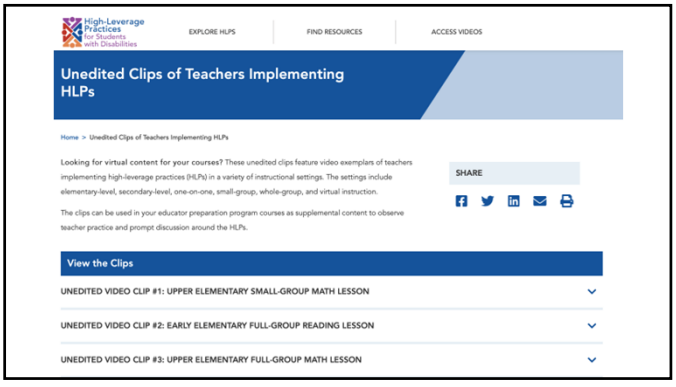

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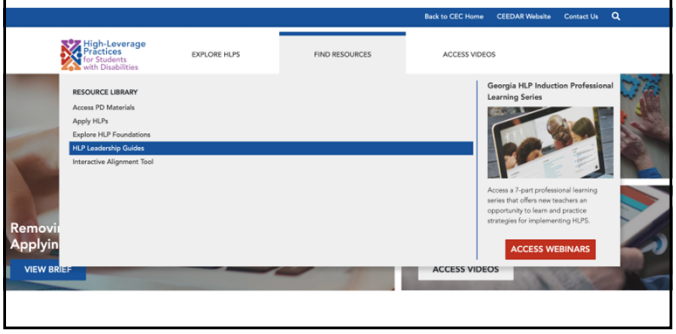

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HLP 1: Collaborate with Professionals to Increase Student Success

High-Leverage Practices for Students with Disabilities

It is very easy for professionals working in schools to take collaboration for granted. Obviously, teachers and other staff see and speak to one another on a regular basis, which can give the illusion that collaboration is happening. However, as noted by Friend and Barron (2019), interaction alone does not constitute collaboration. True collaboration requires intention, effort, and skill on the part of professionals, and results in positive outcomes for all parties – especially students with disabilities and others who struggle. HLP 1 is one of the most essential practices to master because it is one of the HLPs used every single day regardless of grade level, content area, or disability status of students. The effective special educator who collaborates well with their colleagues will then be in a strong position to also collaborate with families (HLP 3) and run effective meetings so quality programming can be decided upon and then implemented (HLP 2). In addition, collaboration is essential to implementing essentially all of the social/ behavioral and instruction HLPs as well. In sum, this is HLP 1 for a very good reason.

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site.

The major source for content within this resource is the chapter by Marilyn Friend and Tammy Barron in *High-Leverage Practices in the Inclusive Classroom;* the book *High-Leverage Practices in Special Education: The Final Report of the HLP Writing Team*, and content on www.highleveragepractices.org.

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Teachers Who Effectively Collaborate with Other Professionals

Demonstrate Communication Skills

- Demonstrate verbal active listening skills (e.g., paraphrasing).
- Demonstrate nonverbal active listening skills (e.g., facial expressions).
- Use open-ended questioning to encourage active participation and sharing of information from other professionals.
- Use statements that are accurate and descriptive rather than vague and evaluative.
- Carefully blend the above communication skills to foster partnership among professionals.

Co-Teaching & Working with Paraprofessionals

- Co-teaching partners have a strong commitment to their shared work.
- Co-teaching partners communicate and plan with each other regularly.
- Co-teaching partners share resources, decision-making, and accountability.
- Co-teaching partners (and in some cases, paraprofessionals) plan for and use a variety of co-teaching approaches to meet students' needs.
- Clearly establish and agree upon roles and responsibilities between co-teaching partners and paraprofessionals.

Follow Interaction Processes

- Follow the steps to shared problem solving to manage conflicts or disagreements.

Tips for School Leaders to Support Teachers

- Ensure sufficient, common time is provided for team planning and co-planning.
- Communicate that co-teachers (and other collaborators) are of equal value and are expected to make equal contributions to planning and instruction.
- Take co-teaching needs into account when creating the school master schedule.
- Support all professionals in implementation of specially designed instruction and supports noted in IEPs.
- Set up data systems to guide teachers' work and communicate shared accountability in using/maintaining these data systems.
- Be proactive in monitoring collaborators' communication and planning – provide guidance to individuals as needed, to help move their communication and planning in a positive direction.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- How can you show individuals with whom you collaborate with that you are actively listening to them?
- What role does collaboration play in establishing a partnership and avoiding conflict when co-teaching?
- How can you rephrase questions to encourage thoughtful and informative responses from collaborators?
- In what ways can you try to ensure that your communicative messages are received as intended?
- If conflict/disagreement arises, what strategies can you use to mend the situation?
- How can you ensure that the interactions and goals are focused on

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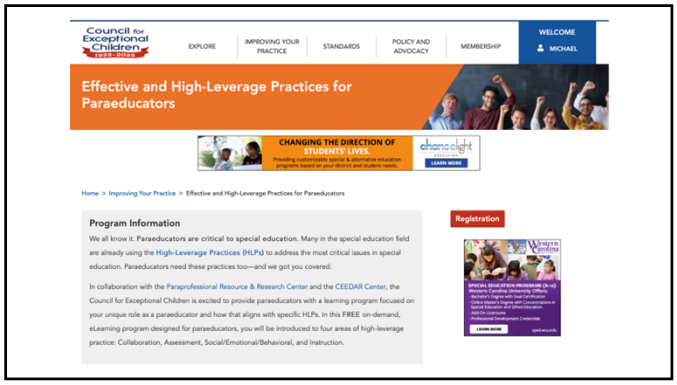
Council for Exceptional Children
EXPLORE
IMPROVING YOUR PRACTICE
STANDARDS
POLICY AND ADVOCACY
MEMBERSHIP
WELCOME
MICHAEL
Effective and High-Leverage Practices for Paraeducators
CHANGING THE DIRECTION OF STUDENTS' LIVES
enhancelight
LEARN MORE
Home > Improving Your Practice > Effective and High-Leverage Practices for Paraeducators
Program Information
We all know it. Paraeducators are critical to special education. Many in the special education field are already using the High-Leverage Practices (HLPs) to address the most critical issues in special education. Paraeducators need these practices too—and we got you covered.
In collaboration with the Paraprofessional Resource & Research Center and the CEEDAR Center, the Council for Exceptional Children is excited to provide paraeducators with a learning program focused on your unique role as a paraeducator and how that aligns with specific HLPs. In this FREE on-demand, eLearning program designed for paraeducators, you will be introduced to four areas of high-leverage practice: Collaboration, Assessment, Social/Emotional/Behavioral, and Instruction.
Registration
Western Carolina University
LEARN MORE

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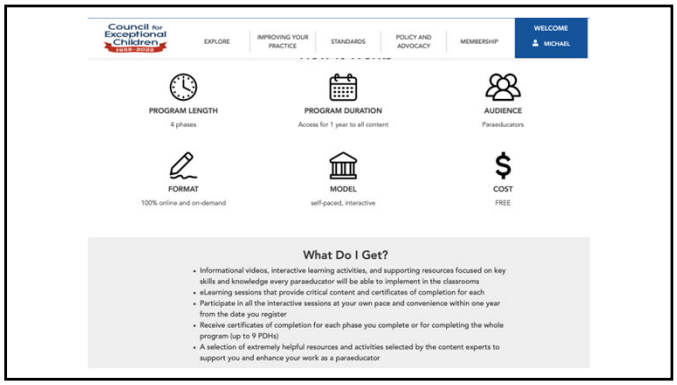
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IMPROVING YOUR PRACTICE
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MEMBERSHIP
WELCOME
MICHAEL
PROGRAM LENGTH
4 phases
PROGRAM DURATION
Access for 1 year to all content
AUDIENCE
Paraeducators
FORMAT
100% online and on-demand
MODEL
self-paced, interactive
COST
FREE
What Do I Get?
Informational videos, interactive learning activities, and supporting resources focused on key skills and knowledge every paraeducator will be able to implement in the classrooms
eLearning sessions that provide critical content and certificates of completion for each
Participate in all the interactive sessions at your own pace and convenience within one year from the date you register
Receive certificates of completion for each phase you complete or for completing the whole program (up to 9 PDHs)
A selection of extremely helpful resources and activities selected by the content experts to support you and enhance your work as a paraeducator

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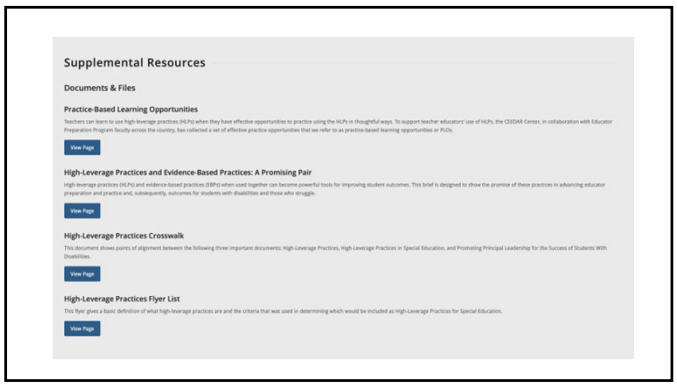
Supplemental Resources
Documents & Files
Practice-Based Learning Opportunities
Teachers can learn to use high-leverage practices (HLPs) when they have effective opportunities to practice using the HLPs in thoughtful ways. To support teacher educators' use of HLPs, the CEEDAR Center, in collaboration 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 PLOs.
View Page
High-Leverage Practices and Evidence-Based Practices: A Promising Pair
High-leverage practices (HLPs) and evidence-based practices (EBPs) when used together can become powerful tools for improving student outcomes. This brief is designed to show the promise of these practices in advancing educator preparation and practice and, subsequently, outcomes for students with disabilities and those who struggle.
View Page
High-Leverage Practices Crosswalk
This document shows points of alignment between the following three important documents: High-Leverage Practices, High-Leverage Practices in Special Education, and Promoting Principal Leadership for the Success of Students With Disabilities.
View Page
High-Leverage Practices Flyer List
This flyer gives a basic definition of what high-leverage practices are and the criteria that was used in determining which would be included as High-Leverage Practices for Special Education.
View Page

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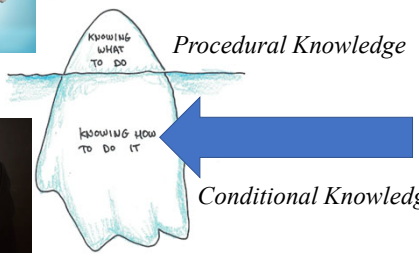
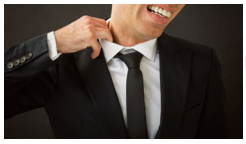
Declarative Knowledge



Procedural Knowledge



Conditional Knowledge

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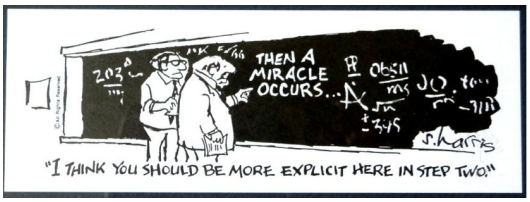

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There is sadly no simple button

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UVA
SCHOOL of EDUCATION and HUMAN DEVELOPMENT

Welcome to COACHED

Capturing Observations and Collaboratively sHaring Educational Data

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ies INSTITUTE OF EDUCATION SCIENCES

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

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- COACHED is available at **no cost** to individual users and institutions
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  - Pre-K-12
  - Universities/ Teacher Educators

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COACHED

•Coaching Tools

- CT Scan Observational Instrument
- CAP-TVs Multimedia Vignettes
- Interactive Feedback Form
- Self-Reflection Matrices

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Flexible Use

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Focus on specific practices being used

92

Learning scaffold for administrators/leaders & teachers

93

& big time saver

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COACHED

- Individual and Institution Accounts
  - Varying levels of access

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Live Demo

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Keep in Mind!

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- **Customizable**

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