

## Georgia's Tiered System of Supports for Students Multi-Level Prevention System Part 1

January 22, 2020 and January 28, 2020

**Description:** This session will focus on building a multi-level prevention system with a specific emphasis on Tier I. Participants will have an opportunity to reflect on Tier I practices and identify next steps for Tier I implementation.

### Session Outcomes

Participants will be able to:

- Identify characteristics of a multi-level prevention system
- Describe the focus, instruction, setting, and assessments associated with primary level instruction (Tier I)
- Evaluate the effectiveness of primary level instruction/core curriculum (Tier I)

### Questions to Ponder

1. How will you help your district and school staff to reflect on and assess the effectiveness of their primary level of prevention (Tier 1)?
2. What are your biggest concerns about Tier I (core curriculum and instruction)?

### Agenda

9:00 a.m.

- Welcome and Pre-Test
- Review Agenda and Learning Targets
- What is a Multi-Level Prevention System?
- Primary Level Prevention (Tier 1)
- Self-Assess Primary Level Prevention
- Action Steps/Next Steps
- Post-Test and Training Evaluation

12:00 p.m.

- Adjourn





# Georgia Department of Education Georgia's Tiered System of Supports for Students Essential Components



## Multi-Level Prevention System

**Multi-Level Prevention System**, an essential component of **Georgia's Tiered System of Supports for Students**, is in alignment with [Coherent Instruction](#) and [Supportive Learning Environment](#) and crucial to the [School Improvement Process](#). *Coherent Instruction, Supportive Learning Environment and the School Improvement Process* are part of **Georgia's Systems of Continuous Improvement**.

A Multi-Level Prevention System is a framework designed to provide support matched to student need to maximize student achievement and reduce behavior concerns. The Tiered System of Supports for Students includes schoolwide implementation that focuses on the “what and how of instruction” and the provision of services and supports to students that meet their unique, whole-child needs. A multi-level prevention system includes three levels of intensity or prevention that includes high-quality core instruction, evidence-based practices and evidence-based interventions. The three levels of intensity are Tier I: Primary Level – Instruction/Core Curriculum, Tier II: Secondary Level – Intervention and Tier III: Tertiary Level - Intensive Intervention.

### Essential Component: Multi-Level Prevention System

District and school leadership provide the necessary infrastructure to implement a schoolwide tiered system of multi-level instruction and intervention to maximize student achievement and reduce behavior concerns.

### Sample Performance Indicators

*Performance indicators include, but are not limited to:*

- Uses research-based curriculum materials
- Articulates teaching and learning objectives
- Implements a standards-based core curriculum
- Differentiates instruction
- Provides enrichment opportunities for students who need enrichment/acceleration
- Uses evidence-based practices (EBPs) and high leverage practices (HLPs)
- Ensures that EBPs are aligned with the core curriculum
- Implements EBPs with fidelity
- Ensures EBPs supplement (*not supplant*) core instruction and curriculum
- Uses data in all decision-making processes
- Develops student educational plan that considers unique circumstances of students on a case-by-case basis, which incorporates core instruction and intensive interventions
- Adopts culturally and linguistically relevant instructional practices, assessments, and interventions
- Uses screening, progress monitoring, and other assessment tools schoolwide

*For additional information, see **Multi-Level Prevention System** in *Georgia's Tiered System of Supports for Students Implementation Guide*.*



DISCLAIMER: The contents of this document were developed under a grant from the U.S. Education, #H323A170010. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.  
Project Officer, Jennifer Coffey.

**Multi-Level Instruction/Prevention – The tiered system includes a school-wide, multi-level system of instruction and intervention for preventing school failure. (See Georgia’s Tiered System of Supports for Students District Fidelity of Implementation Rubric)**

Measures	1 (Little to No Evidence)	3 (Some Evidence)	5 (Evident)
<b>Primary-Level Instruction/ Core Curriculum (Tier I)</b>			
<b>Research-Based Curriculum Materials</b>	Few core curriculum materials are research-based for the target population of learners (including subgroups).	Some core curriculum materials are research-based for the target population of learners (including subgroups).	All core curriculum materials are research-based for the target population of learners (including subgroups).
<b>Articulation of Teaching and Learning (in and across grade levels)</b>	Neither of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Only one of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Both of the following conditions are met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of assigned teacher.
<b>Differentiated Instruction</b>	Neither of the following conditions is met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.	Only one of the following conditions is met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.	Both of the following conditions are met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.
<b>Standards-Based</b>	The core curriculum (reading and mathematics) is not aligned with the Georgia Standards of Excellence (GSE).	The core curriculum (reading and mathematics) is partially aligned with the Georgia Standards of Excellence (GSE).	The core curriculum (reading and mathematics) is aligned with the Georgia Standards of Excellence (GSE).
<b>Exceeding Benchmarks</b>	Neither of the following conditions is met: (1) the schools provide enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	One of the following conditions is met: (1) the schools provide enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	Both of the following conditions are met: (1) the schools provide enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.

**Multi-Level Instruction** – The tiered system includes a school-wide, multi-level system of instruction and interventions for preventing school failure.  
 (See Georgia’s Tiered System of Supports for Students District Fidelity of Implementation Rubric)

Measures	1 (Little to No Evidence)	3 (Some Evidence)	5 (Evident)
<b>Secondary-Level Intervention (Tier II)</b>			
<b>Evidence-Based Intervention</b>	Secondary-level interventions are not evidence-based in content areas and grade levels.	Some secondary-level interventions are evidence-based in content areas and grade levels.	All secondary-level interventions are evidence-based in content areas and grade levels.
<b>Complements Core Instruction</b>	Secondary-level intervention is poorly aligned with core instruction and incorporates different topics, even though those topics are not foundational skills that support core program learning objectives.	Secondary-level intervention incorporates foundational skills, but these only occasionally align with the learning objectives of core instruction.	Secondary-level intervention is well aligned with core instruction and incorporates foundational skills that support the learning objectives of core instruction.
<b>Instructional Characteristics</b>	One or none of the following conditions is met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.	Two of the following conditions are met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.	All three of the following conditions are met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.
<b>Addition to Primary</b>	Secondary-level interventions replace core instruction.	Secondary-level interventions sometimes supplement core instruction and sometimes replace core instruction.	Secondary-level interventions supplement core instruction.

**Multi-Level Instruction** – The tiered system includes a school-wide, multi-level system of instruction and interventions for preventing school failure.  
 (See Georgia’s Tiered System of Supports for Students District Fidelity of Implementation Rubric)

Measures	1 (Little to No Evidence)	3 (Some Evidence)	5 (Evident)
<b>Tertiary-Level (Intensive) Intervention (Tier III)</b> <i>Individualized with a focus on the academic and behavioral needs of recommended students.</i>			
<b>Data-Based Interventions Adapted Based on Student Need</b>	Intensive interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than secondary interventions.	Intensive interventions are more intensive than secondary interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program).	Intensive interventions are more intensive than secondary interventions and are adapted to address individual student needs in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention) through an iterative manner based on student data.
<b>Instructional Characteristics</b>	None of the following conditions are met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	Only one or two of the following conditions are met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	All of the following conditions are met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.
<b>Relationship to Primary</b>	Neither of the following conditions is met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.	Only one of the following conditions is met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.	Both of the following conditions are met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.

## Developing a Multi-Level Prevention System

### Handout 3: Primary Level

This tool is designed to help district and school teams clarify the dimensions of their implementation. The team determines the level of detail included in the tool. District teams may want to be more general to allow for variations in models implemented at individual school sites. For example, a district may indicate that progress monitoring tools used in secondary and tertiary interventions are valid and reliable for the population without naming specific tools, whereas the individual school may consider identifying the actual tool. School teams may want to include more specific dimensions of each level of prevention to ensure integrity of the implementation school-wide, whereas the district may include key components to ensure integrity across schools. In the left column, the traits of a multi-level prevention system are in bold. Each trait includes several questions to consider; however, feel free to add additional questions.

Traits	Primary
<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Who are the target students?</li> <li>• Are there cut scores or targets for identification of students in need of more support?</li> <li>• What supports are provided for students who are below the cut score, but who will not be receiving Tier II interventions?</li> </ul>	
<p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>• Are high-leverage practices and evidence-based practices being used? Describe these practices.</li> <li>• What is the level of evidence?</li> <li>• How do you know that these practices are being implemented with fidelity?</li> <li>• What is the content?</li> <li>• What is the frequency?</li> <li>• What is the duration?</li> <li>• What are your schoolwide non-negotiables/expectations for Tier I instruction?</li> </ul>	
<p><b>Setting</b></p> <ul style="list-style-type: none"> <li>• What is the setting?</li> <li>• What types of grouping are being used?</li> <li>• What is the schedule?</li> <li>• Are students in a different setting when core instruction is taking place?</li> </ul>	

**Developing a Multi-Level Prevention System  
Handout 3: Primary Level**

Traits	Primary
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• What types of assessments are being used?</li> <li>• What are the assessment tools?</li> <li>• How frequently are the assessments to be administered?</li> <li>• Who administers the assessments?</li> </ul>	
<p><b>Data-Based Decision Making</b></p> <ul style="list-style-type: none"> <li>• What are the goals?</li> <li>• What is the composition of the team?</li> <li>• What is the frequency of data reviews?</li> <li>• What are the criteria for response or non-response?</li> <li>• What is the movement between tiers?</li> </ul>	
<p><b>Alignment</b></p> <ul style="list-style-type: none"> <li>• What is the alignment with other initiatives, activities and policies?</li> </ul>	
<p><b>Other</b></p> <ul style="list-style-type: none"> <li>• What PL and coaching opportunities are being offered?</li> <li>• What type of follow-up do you have in place to support and monitor the effectiveness of your PL?</li> <li>• What does the induction process look like at the school/district level?</li> <li>• Is excessive use of substitutes impacting quality of Tier I instruction at your school? If yes, what is being done to address this practice?</li> </ul>	

**Developing a Multi-Level Prevention System  
Handout 3: Primary Level**

<ul style="list-style-type: none"> <li>Who actively participates in collaborative planning? Are there clearly defined roles for all participants?</li> </ul>	
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On a scale of 1-5, how effective is the primary level:

- For the entire district/school?
  
  
  
- For subgroups of students (students with disabilities, English Learners, Gifted, etc.)?
  
  
  
- For reading, math, and behavior?

**Action Plan/Next Steps**

Action Plan/Next Steps	Who?	By When?	Goal and Timeline

**- Tools for Formative Assessment -  
- Techniques to Check for Understanding -  
- Processing Activities -**

<b>1. Index Card Summaries/ Questions</b>	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
<b>2. Hand Signals</b>	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).
<b>3. One Minute Essay</b>	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
<b>4. Analogy Prompt</b>	Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.
<b>5. Web or Concept Map</b>	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts. <a href="http://www.graphic.org/concept.html">http://www.graphic.org/concept.html</a>
<b>6. Misconception Check</b>	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
<b>7. Student Conference</b>	One on one conversation with students to check their level of understanding.
<b>8. 3-Minute Pause</b>	The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. <ul style="list-style-type: none"> <li>• I changed my attitude about...</li> <li>• I became more aware of...</li> <li>• I was surprised about...</li> <li>• I felt...</li> <li>• I related to...</li> <li>• I empathized with...</li> </ul>
<b>9. Observation</b>	Walk around the classroom and observe students as they work to check for learning. Strategies include: <ul style="list-style-type: none"> <li>•Anecdotal Records</li> <li>•Conferences</li> <li>•Checklists</li> </ul>
<b>10. Self-Assessment</b>	A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
<b>11. Exit Card</b>	Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.
<b>12. Portfolio Check</b>	Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.
<b>13. Quiz</b>	Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer. Some quiz examples are: <ul style="list-style-type: none"> <li>• Multiple Choice</li> </ul>

	<ul style="list-style-type: none"> <li>• True/False</li> <li>• Short Answer</li> <li>• Paper and Pencil</li> <li>• Matching</li> <li>• Extended Response</li> </ul>
<b>14. Journal Entry</b>	Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.
<b>15. Choral Response</b>	In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.
<b>16. A-B-C Summaries</b>	Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
<b>17. Debriefing</b>	A form of reflection immediately following an activity.
<b>18. Idea Spinner</b>	The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."
<b>19. Inside-Outside Circle</b>	Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.
<b>20. Reader's Theater</b>	From an assigned text have students create a script and perform it.
<b>21. One Sentence Summary</b>	Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.
<b>22. Summary Frames</b>	<p><u>Description:</u> A _____ is a kind of _____ that ...</p> <p><u>Compare/Contrast:</u> _____ and _____ are similar in that they both.... but _____, while _____.....</p> <p><u>Problem/Solution:</u> _____ wanted....., but ....., so .....</p> <p><u>Cause/Effect:</u> _____ happens because ...</p>
<b>23. One Word Summary</b>	Select (or invent) one word which best summarizes a topic.
<b>24. Think-Pair- Share/ Turn to Your Partner</b>	Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.
<b>25. Think-Write-Pair-Share</b>	Students think individually, write their thinking, pair and discuss with partner, then share with the class.
<b>26. Talk a Mile a Minute</b>	Partner up – giver and receiver... Kind of like "Password" or "Pyramid." Both know the category, but the receiver has his back to the board/screen. A set of terms will appear based on the category – giver gives clues, while receiver tries to guess the terms. First group done stands up
<b>27. Oral Questioning</b>	<ul style="list-style-type: none"> <li>- How is _____ similar to/different from _____?</li> <li>- What are the characteristics/parts of _____?</li> <li>- In what other ways might we show show/illustrate _____?</li> <li>- What is the big idea, key concept, moral in _____?</li> <li>- How does _____ relate to _____?</li> <li>- What ideas/details can you add to _____?</li> <li>- Give an example of _____?</li> <li>- What is wrong with _____?</li> <li>- What might you infer from _____?</li> <li>- What conclusions might be drawn from _____?</li> <li>- What question are we trying to answer? What problem are we trying to solve?</li> </ul>

	<ul style="list-style-type: none"> <li>- What are you assuming about _____?</li> <li>- What might happen if _____?</li> <li>- What criteria would you use to judge/evaluate _____?</li> <li>- What evidence supports _____?</li> <li>- How might we prove/confirm _____?</li> <li>- How might this be viewed from the perspective of _____?</li> <li>- What alternatives should be considered _____?</li> <li>- What approach/strategy could you use to _____?</li> </ul>
<b>28. Tic-Tac-Toe/ Think-Tac-Toe</b>	A collection of activities from which students can choose to do to demonstrate their understanding. It is presented in the form of a nine square grid similar to a tic-tac-toe board and students may be expected to complete from one to "three in a row". The activities vary in content, process, and product and can be tailored to address DOK levels.
<b>29. Four Corners</b>	<p>Students choose a corner based on their level of expertise of a given subject. Based on your knowledge of _____, which corner would you choose?</p> <p>Corner 1: The Dirt Road –(There’s so much dust, I can’t see where I’m going! Help!!)</p> <p>Corner 2: The Paved Road (It’s fairly smooth, but there are many potholes along the way.)</p> <p>Corner 3: The Highway ( I feel fairly confident but have an occasional need to slowdown.)</p> <p>Corner 4: The Interstate (I’m traveling along and could easily give directions to someone else.)</p> <p>Once students are in their chosen corners, allow students to discuss their progress with others. Questions may be prompted by teacher.</p> <p>Corner One will pair with Corner Three; Corner Two will pair with Corner Four for peer tutoring.</p>
<b>30. Muddiest (or Clearest) Point</b>	This is a variation on the one-minute paper, though you may wish to give students a slightly longer time period to answer the question. Here you ask (at the end of a class period, or at a natural break in the presentation), "What was the "muddiest point" in today's lecture?" or, perhaps, you might be more specific, asking, for example: "What (if anything) do you find unclear about the concept of 'personal identity' ('inertia', 'natural selection', etc.)?".
<b>31. 3-2-1</b>	3 things you found out 2 interesting things 1 question you still have
	3 differences between ____ 2 effects of __ on ____ 1 question you still have about the topic
	3 important facts 2 interesting ideas 1 insight about yourself as a learner
	3 key words 2 new ideas 1 thought to think about
	Write 3 questions about the text (unfamiliar words, confusing passages or ideas) Write 2 predictions based on the text (what will happen next based on the reading) Make one connection based on the text (connect to something you know or have experienced)
<b>32. Cubing</b>	Display 6 questions from the lesson Have students in groups of 4. Each group has 1 die. Each student rolls the die and answers the question with the corresponding number. If a number is rolled more than once the student may elaborate on the previous response or roll again. Responses may also be written.

33. Quick Write	The strategy asks learners to respond in 2–10 minutes to an open-ended question or prompt posed by the teacher before, during, or after reading.
34. Directed Paraphrasing	Students summarize in well-chosen (own) words a key idea presented during the class period or the one just past.
35. RSQC2	In two minutes, students <i>recall</i> and list in rank order the most important ideas from a previous day's class; in two more minutes, they <i>summarize</i> those points in a single sentence, then write one major <i>question</i> they want answered, then identify a thread or theme to <i>connect</i> this material to the course's major goal.
36. Writing Frames	<p style="text-align: center;">Problem/Solution Paragraph</p> <p>_____ present(s) a dilemma that is _____. The problem is _____  _____. This <i>has/have</i> occurred because _____  _____. A resolution <i>is/was</i> possible. To solve <i>it/this</i>, it  <i>will be/has been</i> necessary to _____  _____. The solution(s) include(s) _____.</p> <p style="text-align: center;">Compare and Contrast Paragraph</p> <p>There are several differences between _____ and _____. They ____  _____. In contrast to _____, _____ has _____  _____. Unlike _____, _____ does not _____  _____. On the other hand, _____  _____.</p> <p style="text-align: center;">Description Paragraph</p> <p>Have you ever _____? _____ <i>has/have</i> very interesting characteristics.  <i>It/they has/have</i> _____. For instance, <i>it/they</i>  <i>has/have</i> _____ which enhances  _____. <i>It/they</i> also _____. For these reasons,  _____.</p> <p style="text-align: center;">Cause and Effect Paragraph</p> <p>_____ is influenced by _____. Since _____  _____ happened, then _____.  Therefore, _____. This provides explanation for _____  _____ and _____. The  impact is _____.</p> <p style="text-align: center;">Sequence Paragraph</p> <p>The <i>events/process</i> of _____ is _____. The first _____  _____. Then, _____  _____. Next, _____  _____. Finally, _____.</p>

<b>37. Decisions, Decisions (Philosophical Chairs)</b>	Given a prompt, class goes to the side that corresponds to their opinion on the topic, side share out reasoning, and students are allowed to change sides after discussion
<b>38. Somebody Wanted But So</b>	Students respond to narrative text with structured story grammar either orally, pictorially, or in writing. (Character(s)/Event/Problem/Solution)
<b>39. Likert Scale</b>	Provide 3-5 statements that aren't clearly true or false, but are somewhat debatable. The purpose is to help students reflect on a text and engage in discussion with their peers afterwards. These scales focus on generalizations about characters, themes, conflicts, or symbolism. There are no clear cut answers in the book. They help students to analyze, synthesize and evaluate information) One question on a Likert Scale might look like this: 1. The character (name) should not have done (action).  _____ <p style="text-align: center;">strongly agree                      disagree                      agree                      strongly agree</p>
<b>40. I Have the Question, Who Has the Answer?</b>	The teacher makes two sets of cards. One set contains questions related to the unit of study. The second set contains the answers to the questions. Distribute the answer cards to the students and either you or a student will read the question cards to the class. All students check their answer cards to see if they have the correct answer. <i>A variation is to make cards into a chain activity:</i> The student chosen to begin the chain will read the given card aloud and then wait for the next participant to read the only card that would correctly follow the progression. Play continues until all of the cards are read and the initial student is ready to read his card for the second time.
<b>41. Whip Around</b>	The teacher poses a question or a task. Students then individually respond on a scrap piece of paper listing at least 3 thoughts/responses/statements. When they have done so, students stand up. The teacher then randomly calls on a student to share one of his or her ideas from the paper. Students check off any items that are said by another student and sit down when all of their ideas have been shared with the group, whether or not they were the one to share them. The teacher continues to call on students until they are all seated. As the teacher listens to the ideas or information shared by the students, he or she can determine if there is a general level of understanding or if there are gaps in students' thinking."
<b>42. Word Sort</b>	Given a set of vocabulary terms, students sort in to given categories or create their own categories for sorting
<b>43. Triangular Prism (Red, Yellow, Green)</b>	Students give feedback to teacher by displaying the color that corresponds to their level of understanding
<b>44. Take and Pass</b>	Cooperative group activity used to share or collect information from each member of the group; students write a response, then pass to the right, add their response to next paper, continue until they get their paper back, then group debriefs.
<b>45. Student Data Notebooks</b>	A tool for students to track their learning: Where am I going? Where am I now? How will I get there?
<b>46. Slap It</b>	Students are divided into two teams to identify correct answers to questions given by the teacher. Students use a fly swatter to slap the correct response posted on the wall.
<b>47. Say Something</b>	Students take turns leading discussions in a cooperative group on sections of a reading or video
<b>48. Flag It</b>	Students use this strategy to help them remember information that is important to them. They will "flag" their ideas on a sticky note or flag die cut...

<b>49. Fill In Your Thoughts</b>	Written check for understanding strategy where students fill the blank. (Another term for rate of change is ____ or ____.)
<b>50. Circle, Triangle, Square</b>	Something that is still going around in your head (Triangle) Something pointed that stood out in your mind (Square) Something that “Squared” or agreed with your thinking.
<b>51. ABCD Whisper</b>	Students should get in groups of four where one student is A, the next is B, etc. Each student will be asked to reflect on a concept and draw a visual of his/her interpretation. Then they will share their answer with each other in a zigzag pattern within their group.
<b>52. Onion Ring</b>	Students form an inner and outer circle facing a partner. The teacher asks a question and the students are given time to respond to their partner. Next, the inner circle rotates one person to the left. The teacher asks another question and the cycle repeats itself.
<b>53. ReQuest/ Reciprocal Questioning</b>	ReQuest, or reciprocal questioning, gives the teacher and students opportunities to ask each other their own questions following the reading of a selection. The ReQuest strategy can be used with most novels or expository material. It is important that the strategy be modeled by the teacher using each genre. A portion of the text is read silently by both the teacher and the students. The students may leave their books open, but the teacher's text is closed. Students then are encouraged to ask the teacher and other students questions about what has been read. The teacher makes every attempt to help students get answers to their questions. The roles then become reversed. The students close their books, and the teacher asks the students information about the material. This procedure continues until the students have enough information to predict logically what is contained in the remainder of the selection. The students then are assigned to complete the reading
<b>54. K-W-L &amp; KWL+</b>	Students respond as whole group, small group, or individually to a topic as to “What they already Know, what they want to learn, what they have learned”. PLUS (+) asks students to organize their new learnings using a concept map or graphic organizer that reflects the key information. Then, each student writes a summary paragraph about what they have learned.
<b>55. Choral Reading</b>	Students mark the text to identify a particular concept and chime in, reading the marked text aloud in unison
<b>56. Socratic Seminar</b>	Students ask questions of one another about an essential question, topic, or selected text. The questions initiate a conversation that continues with a series of responses and additional questions.
<b>57. Newspaper Headline</b>	Create a newspaper headline that may have been written for the topic we are studying. Capture the main idea of the event.
<b>58. Numbered Heads Together</b>	Students sit in groups and each group member is given a number. The teacher poses a problem and all four students discuss. The teacher calls a number and that student is responsible for sharing for the group.
<b>59. Gallery Walk</b>	After teams have generated ideas on a topic using a piece of chart paper, they appoint a “docent” to stay with their work. Teams rotate around examining other team’s ideas and ask questions of the docent. Teams then meet together to discuss and add to their information so the docent also can learn from other teams. 6.Graffiti – Groups receive a large piece of paper and felt pens of different colors. Students generate ideas in the form of graffiti. Groups can move to other papers and discuss/add to the ideas.
<b>60. One Question and One Comment</b>	Students are assigned a chapter or passage to read and create one question and one comment generated from the reading. In class, students will meet in either small or whole class groups for discussion. Each student shares at least one comment or question. As the discussion moves student by student around the room, the next person can answer a previous question posed by another student, respond to a comment, or share their own comments and questions. As the activity builds around the room, the conversation becomes in-depth with opportunity for all students to learn new perspectives on the text.



# High-Leverage Practices



The heart of the TeachingWorks strategy is to ensure that all teachers have the training necessary for responsible teaching. We focus on a core set of fundamental capabilities that we call "high-leverage practices."

High-leverage practices are the basic fundamentals of teaching. These practices are used constantly and are critical to helping students learn important content. The high-leverage practices are also central to supporting students' social and emotional development. These high-leverage practices are used across subject areas, grade levels, and contexts. They are "high-leverage" not only because they matter to student learning but because they are basic for advancing skill in teaching.

## 1. Leading a group discussion

In a group discussion, the teacher and all of the students work on specific content together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. The teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.

## 2. Explaining and modeling content, practices, and strategies

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.

## 3. Eliciting and interpreting individual students' thinking

Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and surface ideas that will benefit other students. To do this effectively, a teacher draws out a student's thinking through carefully-chosen questions and tasks and considers and checks alternative interpretations of the student's ideas and methods.

#### 4. Diagnosing particular common patterns of student thinking and development in a subject-matter domain

Although there are important individual and cultural differences among students, there are also common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems. Teachers who are familiar with common patterns of student thinking and development and who are fluent in anticipating or identifying them are able to work more effectively and efficiently as they plan and implement instruction and evaluate student learning.

#### 5. Implementing norms and routines for classroom discourse and work

Each discipline has norms and routines that reflect the ways in which people in the field construct and share knowledge. These norms and routines vary across subjects but often include establishing hypotheses, providing evidence for claims, and showing one's thinking in detail. Teaching students what they are, why they are important, and how to use them is crucial to building understanding and capability in a given subject. Teachers may use explicit explanation, modeling, and repeated practice to do this.

#### 6. Coordinating and adjusting instruction during a lesson

Teachers must take care to coordinate and adjust instruction during a lesson in order to maintain coherence, ensure that the lesson is responsive to students' needs, and use time efficiently. This includes explicitly connecting parts of the lesson, managing transitions carefully, and making changes to the plan in response to student progress.

#### 7. Specifying and reinforcing productive student behavior

Clear expectations for student behavior and careful work on the teacher's part to teach productive behavior to students, reward it, and strategically redirect off-task behavior help create classrooms that are productive learning environments for all. This practice includes not only skills for laying out classroom rules and managing truly disruptive behavior, but for recognizing the many ways that children might act when they actually are engaged and for teaching students how to interact with each other and the teacher while in class.

#### 8. Implementing organizational routines

Teachers implement routine ways of carrying out classroom tasks in order to maximize the time available for learning and minimize disruptions and distractions. They organize time, space, materials, and students strategically and deliberately teach students how to complete tasks such

as lining up at the door, passing out papers, and asking to participate in class discussion. This can include demonstrating and rehearsing routines and maintaining them consistently.

## **9. Setting up and managing small group work**

Teachers use small group work when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. They use their own time strategically, deliberately choosing which groups to work with, when, and on what.

## **10. Building respectful relationships with students**

Teachers increase the likelihood that students will engage and persist in school when they establish positive, individual relationships with them. Techniques for doing this include greeting students positively every day, having frequent, brief, “check in” conversations with students to demonstrate care and interest, and following up with students who are experiencing difficult or special personal situations.

## **11. Talking about a student with parents or other caregivers**

Regular communication between teachers and parents/guardians supports student learning. Teachers communicate with parents to provide information about students’ academic progress, behavior, or development; to seek information and help; and to request parental involvement in school. These communications may take place in person, in writing, or over the phone. Productive communications are attentive to considerations of language and culture and designed to support parents and guardians in fostering their child’s success in and out of school.

## **12. Learning about students’ cultural, religious, family, intellectual, and personal experiences and resources for use in instruction**

Teachers must actively learn about their particular students in order to design instruction that will meet their needs. This includes being deliberate about trying to understand the cultural norms for communicating and collaborating that prevail in particular communities, how certain cultural and religious views affect what is considered appropriate in school, and the topics and issues that interest individual students and groups of students. It also means keeping track of what is happening in students’ personal lives so as to be able to respond appropriately when an out-of-school experience affects what is happening in school.

### **13. Setting long- and short-term learning goals for students**

Clear goals referenced to external standards help teachers ensure that all students learn expected content. Explicit goals help teachers to maintain coherent, purposeful, and equitable instruction over time. Setting effective goals involves analysis of student knowledge and skills in relation to established standards and careful efforts to establish and sequence interim benchmarks that will help ensure steady progress toward larger goals.

### **14. Designing single lessons and sequences of lessons**

Carefully-sequenced lessons help students develop deep understanding of content and sophisticated skills and practices. Teachers design and sequence lessons with an eye toward providing opportunities for student inquiry and discovery and include opportunities for students to practice and master foundational concepts and skills before moving on to more advanced ones. Effectively-sequenced lessons maintain a coherent focus while keeping students engaged; they also help students achieve appreciation of what they have learned.

### **15. Checking student understanding during and at the conclusion of lessons**

Teachers use a variety of informal but deliberate methods to assess what students are learning during and between lessons. These frequent checks provide information about students' current level of competence and help the teacher adjust instruction during a single lesson or from one lesson to the next. They may include, for example, simple questioning, short performance tasks, or journal or notebook entries.

### **16. Selecting and designing formal assessments of student learning**

Effective summative assessments provide teachers with rich information about what students have learned and where they are struggling in relation to specific learning goals. In composing and selecting assessments, teachers consider validity, fairness, and efficiency. Effective summative assessments provide both students and teachers with useful information and help teachers evaluate and design further instruction.

### **17. Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments**

Student work is the most important source of information about the effectiveness of instruction. Teachers must analyze student productions, including assessments of all kinds, looking for patterns that will guide their efforts to assist specific students and the class as a whole and inform future instruction.

## 18. Providing oral and written feedback to students

Effective feedback helps focus students' attention on specific qualities of their work; it highlights areas needing improvement; and delineates ways to improve. Good feedback is specific, not overwhelming in scope, and focused on the academic task, and supports students' perceptions of their own capability. Giving skillful feedback requires the teacher to make strategic choices about the frequency, method, and content of feedback and to communicate in ways that are understandable by students.

## 19. Analyzing instruction for the purpose of improving it

Learning to teach is an ongoing process that requires regular analysis of instruction and its effectiveness. Teachers study their own teaching and that of their colleagues in order to improve their understanding of the complex interactions between teachers, students, and content and of the impact of particular instructional approaches. Analyzing instruction may take place individually or collectively and involves identifying salient features of the instruction and making reasoned hypotheses for how to improve.

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

## 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](#).

High-Leverage Practices	High-Leverage Practices in Special Education	Related Professional Standards for Educational Leaders <i>Promoting Principal Leadership for the Success of Students With Disabilities</i>
1) Leading a group discussion	Teach social behaviors (9)	Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student (4c)  <i>Ensure that evidence-based approaches to instruction and assessment are implemented with integrity and are adapted to local needs</i>
	Teach cognitive and metacognitive strategies to support learning and independence (14)	
	Use strategies to promote active student engagement (18)	
2) Explaining and modeling content, practices, and strategies	Teach cognitive and metacognitive strategies to support learning and independence (14)	Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student (4c)  <i>Ensure that evidence-based approaches to instruction and assessment are implemented with integrity and are adapted to local needs</i>
	Teach social behaviors (9)	
	Use explicit instruction (16)	
	Provide intensive instruction (20)	
	Teach students to maintain and generalize new learning across time and settings (21)	
3) Eliciting and interpreting individual	Use strategies to promote active student	Promote instructional practice that is

students' thinking	engagement (18)	<p>consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student (4c)</p> <p><i>Ensure that evidence-based approaches to instruction and assessment are implemented with integrity and are adapted to local needs</i></p>
	Provide positive and constructive feedback to guide students' learning and behavior (22)	
4) Diagnosing particular common patterns of student thinking and development in a subject-matter domain	Systematically design instruction toward a specific learning goal (12)	<p>Ensure instructional practice that is intellectually challenging, is authentic to student experiences, recognizes student strengths, and is differentiated and personalized (4d)</p> <p><i>Ensure that evidence-based approaches to instruction and assessment are implemented with integrity and are adapted to local needs</i></p>
	Adapt curriculum tasks and materials for specific learning goals (13)	
5) Implementing norms and routines for classroom discourse and work	Establish a consistent, organized, and respectful learning environment (7)	<p>Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student (4c)</p> <p>Cultivate and reinforce student engagement in school and positive student conduct (5e)</p> <p><i>Ensure that students with disabilities (SWD) have opportunities to learn with their non-disabled peers to the greatest extent possible</i></p>
	Teach social behaviors (9)	

		<p><i>Support teachers as they create productive and inclusive environments in their classrooms and throughout the school</i></p>
6) Coordinating and adjusting instruction during a lesson	Provide scaffolded supports (15)	<p>Ensure instructional practice that is intellectually challenging, is authentic to student experiences, recognizes student strengths, and is differentiated and personalized (4d)</p> <p><i>Ensure that evidence-based approaches to instruction and assessment are implemented with integrity and are adapted to local needs</i></p>
7) Specifying and reinforcing productive student behavior	Provide positive and constructive feedback to guide students' learning and behavior (8)	Develop student policies and address student misconduct in a positive, fair, and unbiased manner (3d)
	Conduct functional behavioral assessments to develop individual student behavior support plans (10)	<p>Cultivate and reinforce student engagement in school and positive student conduct (5e)</p> <p><i>Promote inclusive social environments that foster acceptance, care, and sense of value and belonging in adult-student and student-peer relationships</i></p>
8) Implementing organizational routines	Establish a consistent, organized, and respectful learning environment (7)	Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student (4c)

		<i>Support teachers as they create productive and inclusive environments in their classrooms and throughout the school</i>
9) Setting up and managing small group work	Use flexible grouping (17)	<p>Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student (4c)</p> <p><i>Ensure that evidence-based approaches to instruction and assessment are implemented with integrity and are adapted to local needs</i></p>
	Use strategies to promote active student engagement (18)	
10) Building respectful relationships with students	Establish a consistent, organized, and respectful learning environment (7)	<p>Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community (5b)</p> <p><i>Promote inclusive social environments that foster acceptance, care, and sense of value and belonging in adult-student and student-peer relationships</i></p>
	Teach social behaviors (9)	
11) Talking about a student with parents or other caregivers	Organize and facilitate effective meetings with professionals and families (2)	<p>Create means for the school community to partner with families to support student learning in and out of school (8e)</p> <p><i>Create partnerships with families of SWD and engage them purposefully and productively in the learning and development of their children in and out of school</i></p>
	Collaborate with families to support student learning and secure needed services (3)	

<p>12) Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction</p>	<p>Collaborate with families to support student learning and secure needed services (3)</p> <p>Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs (4)</p>	<p>Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning (3b)</p> <p><i>Engage families to provide insight about their children's specific disabilities that allows teachers to better understand their needs, make educationally sound instructional decisions, and assist in interpreting and assessing student progress</i></p>
<p>13) Setting long- and short-term learning goals for students</p>	<p>Identify and prioritize long- and short-term learning goals (11)</p> <p>Use assistive and instructional technologies (19)</p>	<p>Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student (4c)</p> <p><i>Communicate high academic expectations for all students, including SWD; promote high-quality, intellectually challenging curricula and instruction; and provide opportunities for students with disabilities to achieve within the general education curriculum using a multi-tiered system of support</i></p>
<p>14) Designing single lessons and sequences of lessons</p>	<p>Systematically design instruction toward a specific learning goal (12)</p>	<p>Ensure instructional practice that is intellectually challenging, is authentic to student experiences, recognizes student strengths, and is differentiated and personalized (4d)</p>

		<i>Ensure that evidence-based approaches to instruction and assessment are implemented with integrity and are adapted to local needs</i>
15) Checking student understanding during and at the conclusion of lessons	Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes (6)	<p>Ensure instructional practice that is intellectually challenging, is authentic to student experiences, recognizes student strengths, and is differentiated and personalized (4d)</p> <p><i>Promote appropriate, clear, and valid monitoring and assessment systems in which teachers receive meaningful information about how students respond to instruction and information is relevant to instructional improvement</i></p>
16) Selecting and designing formal assessments of student learning	Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes (6)	<p>Employ valid assessments that are consistent with knowledge of child learning and development and technical standards (4f)</p> <p><i>Promote appropriate, clear, and valid monitoring and assessment systems in which teachers receive meaningful information about how students respond to instruction and information is relevant to instructional improvement</i></p>
17) Interpreting the results of student work, including routine assignments,	Collaborate with professionals to increase student success (1)	Use assessment data appropriately and within technical limitations to monitor student

<p>quizzes, tests, projects, and standardized assessments</p>	<p>Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs (4)</p>	<p>progress and improve instruction (4g) <i>Promote appropriate, clear, and valid monitoring and assessment systems in which teachers receive meaningful information about how students respond to instruction and information is relevant to instructional improvement</i></p>
<p>18) Providing oral and written feedback to students</p>	<p>Provide positive and constructive feedback to guide students' learning and behavior (8, 22)</p>	<p>Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student (4c)  <i>Ensure that evidence-based approaches to instruction and assessment are implemented with integrity and are adapted to local needs</i></p>
<p>19) Analyzing instruction for the purpose of improving it</p>	<p>Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes (6)</p>	<p>Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction (4g)  Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice (6e)  <i>Promote appropriate, clear, and valid monitoring and assessment systems in which</i></p>

		<p><i>teachers receive meaningful information about how students respond to instruction and information is relevant to instructional improvement</i></p> <p><i>Work collaboratively with classroom teachers to help them develop their capacity for effective instruction</i></p>
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**Resources:**

Council of Chief State School Officers & CEEDAR Center. (2017). *PSEL 2015 and promoting principal leadership for the success of students with disabilities*. Washington, DC: Council of Chief State School Officers. Retrieved from: <http://cedar.education.ufl.edu/wp-content/uploads/2017/01/PSELforSWDs01252017.pdf>

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## High-Leverage Practices and Evidence-Based Practices: A Promising Pair

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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. We begin by defining HLPs and EBPs and sharing examples of how educator preparation programs are integrating them in their candidates' learning opportunities and conclude with an illustration of how they can be seamlessly integrated into instruction provided as part of multi-tiered systems of support (MTSS).

### High-Leverage Practices: What Are They and Why Are They Important?

Educator preparation programs have come under sharp criticism in recent years for failing to demonstrate the impact of their graduates on the achievement of their students. Teachers and leaders are key to improving outcomes of students with disabilities. Preparation experiences must include well-supervised opportunities for candidates to practice with feedback about what they are learning in coursework. Field placements should be carefully selected to reinforce what candidates have learned in coursework. To move in the direction of tightly structured learning opportunities for teacher candidates, scholars in general and special education (Ball & Forzani, 2011; McLeskey & Brownell, 2015) have argued that teacher educators need to identify a critical set of practices that are essential to improving student learning and behavior and can be learned in coursework, deliberately practiced in field experiences carefully structured by faculty (e.g., tutoring small groups of students in identified practices), and generalized to more loosely structured field experiences.

These critical practices, also known HLPs, should be those that research has demonstrated can impact student achievement and be used across different content areas and grade levels. These HLPs should also be those that teacher candidates can learn through practice and feedback. They would form a “common core of professional knowledge and skill that can be taught to aspiring teachers across all types of programs and pathways” (Ball & Forzani, 2011, p. 19). HLPs can provide infrastructure to support effective teaching and consistent learning for every student to succeed.

## Specialized Practices

To extend the HLPs that Deborah Ball and her colleagues developed for special education, the CEEDAR Center, the Council for Exceptional Children (CEC), and the Teacher Education Division of CEC supported a group of experts to generate HLPs for special education teachers in grades K-12. This High-Leverage Practices Writing Team developed HLPs in four domains: (a) collaboration, (b) assessment, (c) social/emotional and behavioral support, and (d) instruction (see below). The identified HLPs were supported by research on student learning or policy/legal foundations in the Individuals with Disabilities Education Act (IDEA).

## HLPs for Special Education

### Collaboration

- ▶ Collaborate with professionals to increase student success
- ▶ Organize and facilitate effective meetings with professionals and families
- ▶ Collaborate with families to support student learning and secure needed services

### Assessment

- ▶ Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs
- ▶ Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs
- ▶ Use student assessment, analyze instructional practices, and make necessary adjustments that improve student outcomes

### Social/Emotional and Behavioral Support

- ▶ Establish a consistent, organized, and respectful learning environment
- ▶ Provide positive and constructive feedback to guide students' learning and behavior
- ▶ Teach social behaviors
- ▶ Conduct functional behavioral assessments to develop individual student behavior support plans

### Instruction

- ▶ Identify and prioritize long- and short-term learning goals
- ▶ Systematically design instruction toward a specific goal
- ▶ Adapt curriculum tasks and materials for specific learning goals
- ▶ Teach cognitive and metacognitive strategies to support learning and independence
- ▶ Provide scaffolded supports

#### Resources: Practice-Based Opportunities and High-Leverage Practices in General and Special Education

[Practice-Based Opportunities Brief](#): outlines essential features for providing high-quality, structured, and sequenced opportunities to practice within teacher preparation programs.

[CEEDAR HLP Review](#): identifies the need to identify high-leverage practices unique to special education.

[High-Leverage Practices](#): describes high-leverage practices for general education.

[High-Leverage Practices in Special Education](#): outlines high leverage practices in special education.

- ▶ Use explicit instruction
- ▶ Use flexible grouping
- ▶ Use strategies to promote active student engagement
- ▶ Use assistive and instructional technologies
- ▶ Provide intensive instruction
- ▶ Teach students to maintain and generalize new learning across time and settings
- ▶ Provide positive and constructive feedback to guide students' learning and behavior

McLeskey and Brownell (2015) noted that (a) many of the general HLPs are appropriate for all teachers, and (b) many of the HLPs identified for special education vary only in intensity and focus. Table 1 illustrates commonalities and distinctions across the two sets of HLPs. Understanding the increasingly intensified practices needed as special and general education teachers teach students with disabilities is important.

**Table 1. Commonalities and Distinctions Across HLPs**

High-Leverage Practices (from Teaching Works)	High-Leverage Practices in Special Education
Explaining and modeling content, practices, and strategies	<ul style="list-style-type: none"> <li>▶ Use explicit instruction</li> <li>▶ Teach cognitive and metacognitive strategies to support learning and independence</li> </ul>
Diagnosing particular common patterns of student thinking and development in a subject-matter domain	<ul style="list-style-type: none"> <li>▶ Systematically design instruction toward a specific learning goal</li> <li>▶ Adapt curriculum tasks and materials for specific learning goals</li> </ul>
Coordinating and adjusting instruction during a lesson	<ul style="list-style-type: none"> <li>▶ Scaffold instruction</li> </ul>
Setting up and managing small-group work	<ul style="list-style-type: none"> <li>▶ Use flexible grouping</li> <li>▶ Use strategies to promote active student engagement</li> </ul>
Specifying and reinforcing productive student behavior	<ul style="list-style-type: none"> <li>▶ Provide positive and constructive feedback to guide students' learning and behavior</li> </ul>

## Evidence-Based Practices:

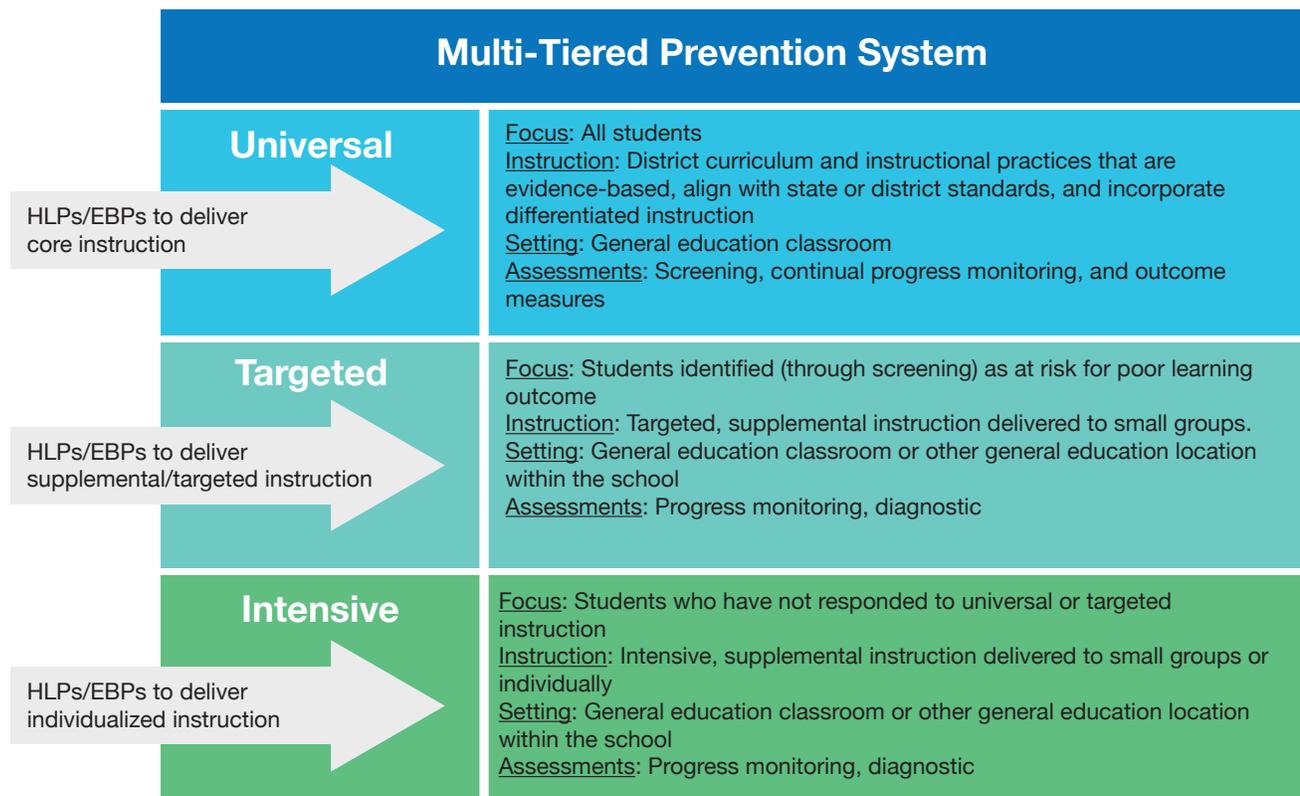
### What Are They and Why Are They Important?

EBPs for special education are instructional strategies backed by research and professional expertise to support the learning and behavior of students with disabilities (Cook, Tankersley, & Harjusola-Webb, 2008). EBPs are often content focused and appropriate for students at different developmental levels. For instance, teaching students strategies for summarizing text is a powerful strategy, but the strategy is best taught in third grade and beyond.

At the CEEDAR Center, experts have identified the evidence in specific content areas (e.g., reading, writing, mathematics, behavior). These EBPs are described in innovation configurations (ICs) available on the CEEDAR Center's website. Faculty can use these ICs to determine the extent to which their programs are providing teacher candidates opportunities to learn and practice the most critical EBPs—some of which are also considered HLPs.

## HLPs and EBPs: A Promising Pair

Many states and districts are implementing MTSS to increase the success of all students. MTSS is a framework for instruction that focuses on prevention and intervention. All students receive evidence-based instruction in core (or Tier 1) curriculum and increasingly specialized instruction (Tier 2) with intensive and individualized intervention (Tier 3) as needed (see Figure 1). HLPs and EBPs are ideal complementary practices for implementing MTSS. HLPs can be used to teach EBPs in specific content areas.



\*Figure adapted from [www.rti4success.org](http://www.rti4success.org)

### Grand Valley State University (Michigan) Example

Grand Valley State University (GVSU) in Michigan has been working to embed HLPs for general and special education into their educator preparation programs. The faculty believe that all beginning teachers should be prepared to teach all learners on day one. This initiative addresses an educator equity issue—all children deserve a skilled teacher. Historically, districts and universities speak about instruction in vague terms. HLPs provide precision and focus to teaching and the expectations for teachers. GVSU just completed its first year of a professional learning community (PLC), which included their faculty and field coordinators and cooperating teachers and teacher leaders from the partnering district. The group collaborated to accomplish several goals. First, they analyzed the HLPs in general and special education to unpack the terms and practices. Then, the group tackled the pedagogy of teaching HLPs to teacher candidates and beginning teachers. The PLC developed common language and understanding, which was lacking prior to establishing the PLC. The PLC provided a structure for agreeing on and institutionalizing HLPs for teacher candidates and beginning teachers and streamlining their roles as teacher educators at the pre- and in-service levels.

## Figure 1. Multi-Level Prevention System

### A Case Example: How to Integrate HLPs and EBPs

The following case example illustrates reading instruction using HLPs (**see bold text below**) and EBPs (*see italicized, underlined text below*) for Reading K-5 (Lane, 2014) and Writing Instruction (Troia, 2014) across tiers. Specific examples are included below:

#### High-Leverage Practices

- ▶ Teach cognitive and metacognitive strategies (HLP14)
- ▶ Scaffold supports (HLP15)
- ▶ Use instructional technology (HLP19)
- ▶ Use active student engagement (HLP18)
- ▶ Use flexible grouping (HLP17)
- ▶ Provide positive feedback (HLP22)
- ▶ Provide explicit instruction (HLP16)
- ▶ Provide intensive instruction (HLP20)
- ▶ Adapt curriculum tasks (HLP13)

#### Evidence-Based Practices

- ▶ Provide vocabulary instruction (RP6.6)
- ▶ Teach making inferences (RP7.5)
- ▶ Teach modeling (RP7.6)
- ▶ Teach paraphrasing (RP7.3)
- ▶ Teach process: Outlining (W2.1)

#### Tier 1: Universal

A third-grade teacher, Ms. Lexicon, has planned a lesson to **provide opportunities to practice *writing skills*** with a complementary focus on expanding students' *use of sophisticated vocabulary words*. The lesson begins with **Ms. L reading a passage to the class while displaying the text** on the Smartboard. First, Ms. L uses *explicit instruction* and Text Talk (Beck, McKeown, & Kucan, 2013), an evidence-based strategy, to help students understand what a vivid verb is and why it is important to use when writing. Students are then prompted to look and listen for vivid verbs as she reads. After Ms. L completes the passage, *she asks students to identify the vivid verbs and infer meaning*. **As the class discusses the sophisticated words**, Ms. L asks them to think about how they might use those words, making linkages to familiar words, in their own stories later in the day.

#### Tier 2: Supplementary

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

#### Tier 3: Intensive

Ms. Lexicon was certain that one of her Tier 3 students, Adam, 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**. Ms. L provided more modeling by reading the passage aloud to Adam. Then, she segmented the passage into shorter chunks for Adam to read to her. Ms. L had Adam **summarize the segments in his own words** and write down his ideas and vocabulary words. This intentional discussion ensured Adam had an outline prepared for the writing assignment later in the day.

As the case example demonstrates, the coupling of HLPs and EBPs can be powerful when providing increasingly intensive instruction and intervention for students with disabilities and those who struggle. Using these practices for effectively implementing MTSS has the potential to transform teaching and learning to ensure that every student succeeds.

To improve outcomes for students with disabilities and those who struggle, teachers must be equipped with knowledge and skill that they can consistently use to meet the variety of needs that their students present. HLPs and EBPs show great promise when implemented well and can be a solid foundation for educator preparation programming in general and special education.

**Questions about CEEDAR tools and resources? Please contact the CEEDAR Center at <http://www.ceedar.org>**

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