



High-Leverage Practices

The success of a Tiered System of Supports for Students is dependent upon the use of High-Leverage Practices (HLPs).

High leverage practices (HLPs) are a set of practices that are necessary to support student learning, and that should be learned and implemented by preservice and in-service teachers. HLPs provide precision and clarity to teaching and the expectations for the teachers. HLPs are appropriate for all students and should be used by all teachers. These practices can be helpful across different content areas, grade levels, and domains. HLPs are necessary for implementing evidence-based practices (EBPs) effectively. Evidenced-based practices are effective educational strategies that are content specific. When HLPs are coupled with EBPs, they provide a continuum of supports that result in a rapid response to academic and behavioral needs.

Criteria

There are 22 high leverage practices. Each of these practices meet the following criteria:

- Focuses directly on instructional practice
- Occurs with frequency
- Research based and known to foster student engagement and learning
- Broadly applicable and useable in any content area or approach to teaching
- Skillful execution is fundamental to effective teaching

Domains

Four domains have been identified for High-Leverage Practices. These domains are Collaboration, Assessment, Social/Emotional/Behavioral, and Instruction.

➤ Collaboration

This domain calls for collaboration among professionals, families, and caregivers. Collaboration allows for varied expertise and perspectives about a student to be shared and discussed among the individuals responsible for the student's learning and well-being. The purpose of this collaboration is to assure that students receive what they need through educational programs and related services that are adequately designed and implemented. Three HLPs have been identified for the [Collaboration Domain](#).

➤ Assessment

The use of HLPs in this domain requires that education professionals have assessment literacy. This means that they are knowledgeable regarding assessment and are skilled in analyzing, interpreting and using data. Having this knowledge will help to understand students' needs, design and implement instruction, and make necessary changes to improve student outcomes. Three HLPs have been identified for the [Assessment Domain](#).



➤ Social/Emotional/Behavioral

Providing a supportive learning environment is essential for successfully implementing all other HLPs. This is possible when teachers establish a consistent, organized, and respectful learning environment. This environment is characterized by positive feedback and instruction on social behaviors. Additionally, this environment is impacted using assessments to select or develop behavior support plans that meet the needs of students. Four HLPs have been identified for the [Social/Emotional/Behavioral domain](#).

➤ Instruction

The implementation of HLPs in this domain leads to instruction that is well designed, strategic, and adaptable. These practices will support a coherent instructional system and should lead to improved student learning outcomes. HLPs in this domain require that teachers use content and pedagogical knowledge, evidence-based practices, and data to design, deliver, and evaluate the effectiveness of instruction. Example practices for this domain are goal setting, adapting curriculum tasks and materials as needed, providing scaffolds, promoting engagement, and providing feedback. Twelve HLPs have been identified for the [Instruction Domain](#).

HLPs and Tiered System of Supports for Students

HLPs are ideal for implementing a Tiered System of Supports for Students. HLPs are critical in delivering evidence-based practices (EBPs) when providing Tier I (Primary Level – Instruction/Core Curriculum), Tier II (Secondary Level - Intervention) and Tier III (Tertiary Level - Intensive Intervention). HLPs and EBPs complement each other in a Tiered System of Supports for Students to assure academic and behavioral needs of all learners are addressed.

To learn more about High-Leverage Practices please see online and print resources listed below:

- [High-Leverage Practices – Flyer List](#)
<http://cedar.education.ufl.edu/wp-content/uploads/2017/11/HLP-flyer-list.pdf>
- [High-Leverage Practices – Evidenced-Based Practices](#)
<http://cedar.education.ufl.edu/wp-content/uploads/2017/11/HLPs-and-EBPs-A-Promising-Pair-FINAL.pdf>
- [Teaching Works](#)
<http://www.teachingworks.org/work-of-teaching/high-leverage-practices>

Note: This is not an exhaustive list.