

POLL QUESTION

How are you managing this “new normal”?

- A. Business as usual (what new normal?)
- B. Zooming right along—everything’s fine!
- C. Taking it one day at a time (it’s Blursday the 32nd of Ma-pril-ay)
- D. Wake me when it’s all over!





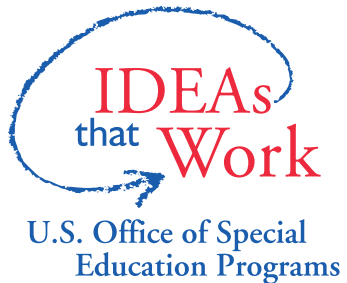
SPECIAL EDUCATION DO'S AND DON'TS: SUPPORTING IMPLEMENTATION OF HLP FOR STUDENTS WITH DISABILITIES

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DISCLAIMER

This content was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H325A170003. David Guardino serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this website is intended or should be inferred.



OVERVIEW

- Provide a brief introduction to the CEEDAR Center
- Give background on the High-Leverage Practices (HLP)
- Share the HLP PD guide
- Offer strategies for school leaders to support teachers



CEEDAR.ORG



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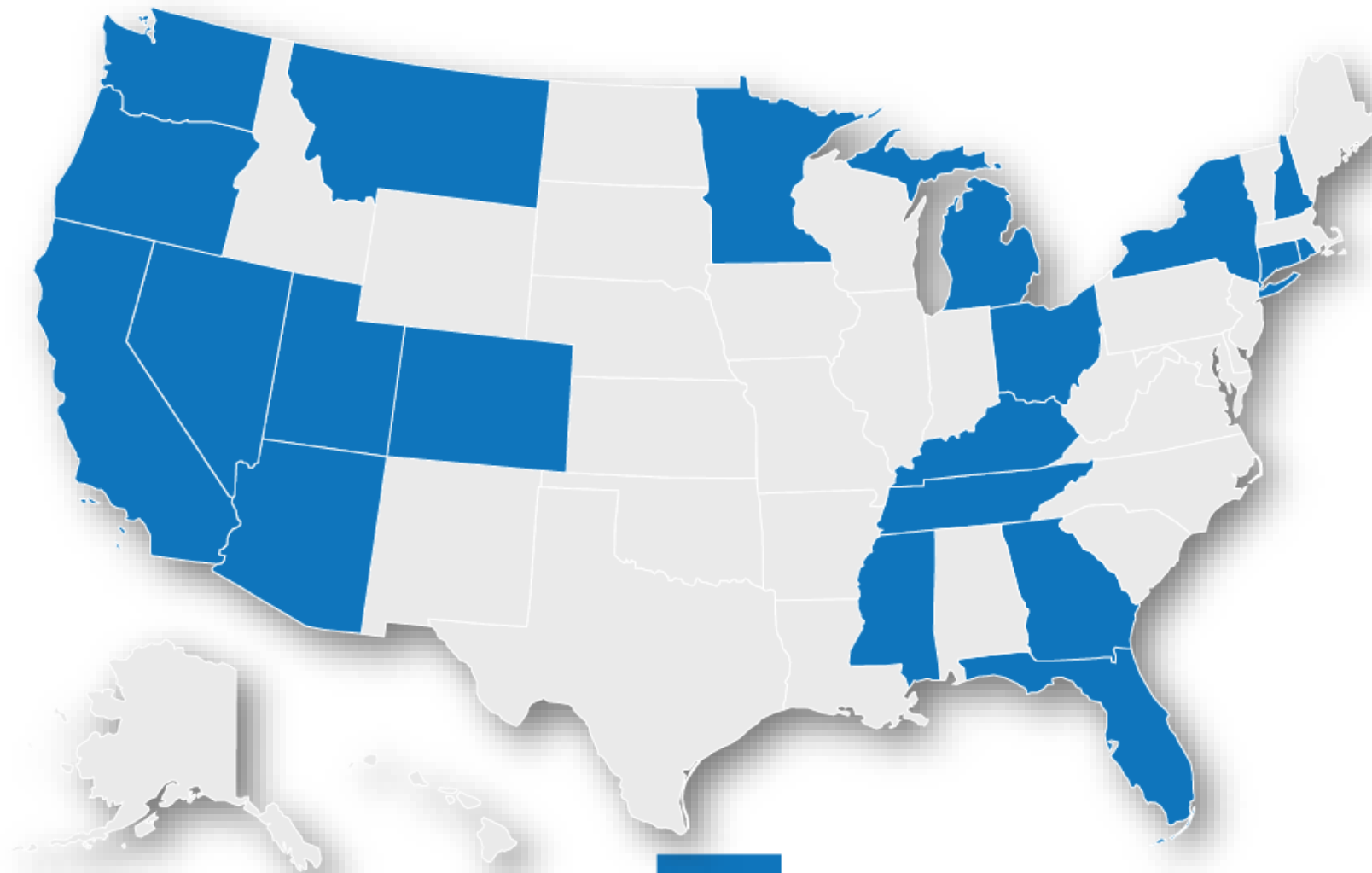
We compiled a Virtual Toolkit with resources for faculty to ease the transition to online instruction.

[Access Toolkit](#)

Every Student Deserves An
Equitable Opportunity To
Succeed.



CEEDAR STATE PARTNERS



EVERYBODY IS TALKING ABOUT HLPS



But what are they?

To be an HLP, the practice must

- ✓ Be fundamental to effective teaching
- ✓ Used frequently by teachers
- ✓ Cut across instructional content
- ✓ Apply to many age levels
- ✓ Apply to different learners
- ✓ Improve student outcomes



HLPS FOR K-12 SPECIAL EDUCATION TEACHERS: A COLLABORATIVE PROCESS

- Partnership between:
 - Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center
 - Council for Exceptional Children (CEC)
 - CEC's Teacher Education Division (TED)



HLPS FOR K-12 SPECIAL EDUCATION TEACHERS

- **Purpose?** Identify the most effective practices that accelerate student learning
- **Which students?** Students with disabilities and any other student who is struggling to learn
- **What settings?**
 - Specialized, intensive instruction—Tier 3 or resource class, separate class
 - Accelerate learning of any student who struggles to learn—Tier 1 & 2 or core instruction



WHO STRUGGLES TO LEARN?

- Students who struggle to learn can come from any background, but.....
- Disproportionate numbers of students from certain groups struggle to learn
 - Disabilities
 - Students from low SES backgrounds
 - Ethnic minorities
 - English language learners



DEMOGRAPHICS OF INCLUSIVE (AND NON-INCLUSIVE) CLASSROOMS IN THE US

- Demographics in US classrooms
 - 53% non-white (2019)
 - 52% low SES (2019)
 - 10% ELL (2016)
 - 13% disability (2016)



WE CAN CONCLUDE

- Classrooms are very diverse
- A majority of students in most classrooms in the US are considered 'diverse'
- Disproportionate numbers of these 'diverse' students struggle to learn



WHAT DO WE DO?

- Teachers are the most important factor influencing student achievement that we as educators have any control over.
- Hattie (2003) claims that “teachers account for about 30% of the variance” in student learning.
- All teachers need to know how to effectively teach students who struggle to learn.



HLP CONTENT

22 HLPs
Across Four
Domains

Collaboration

(3)

Assessment

(3)

HLPs

Social/Emotional

/

Behavioral

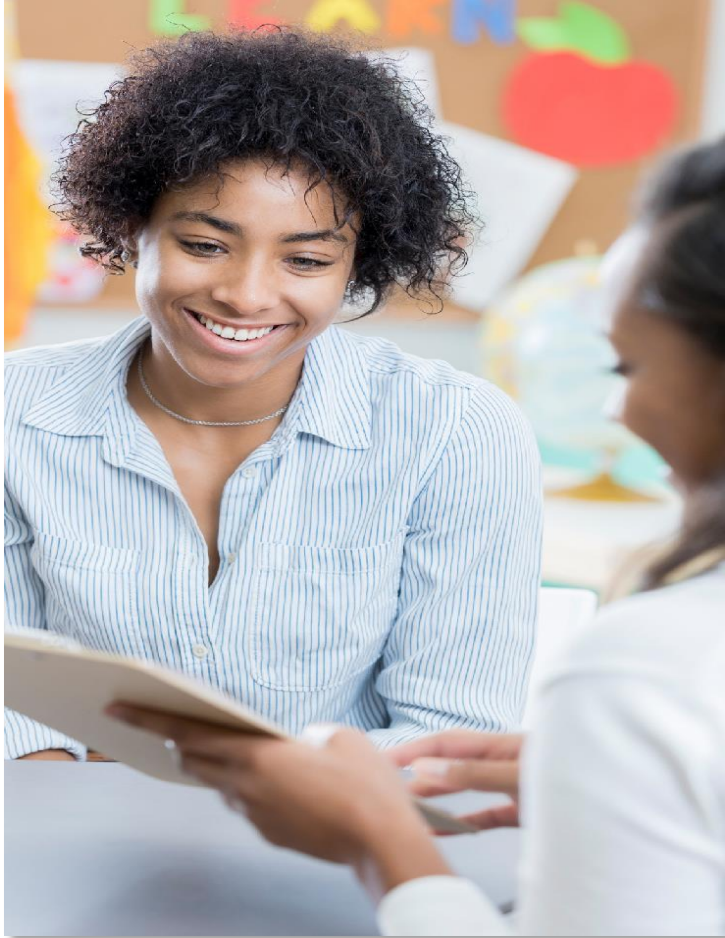
(4)

Instruction

(12)



HLP: 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.**



HLP: ASSESSMENT



4. Use multiple sources of information to develop a 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.



HLP: SOCIAL/EMOTIONAL/BEHAVIORAL



- 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 individual student behavior support plans.**



HLP: INSTRUCTION



11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward specific learning goals.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.



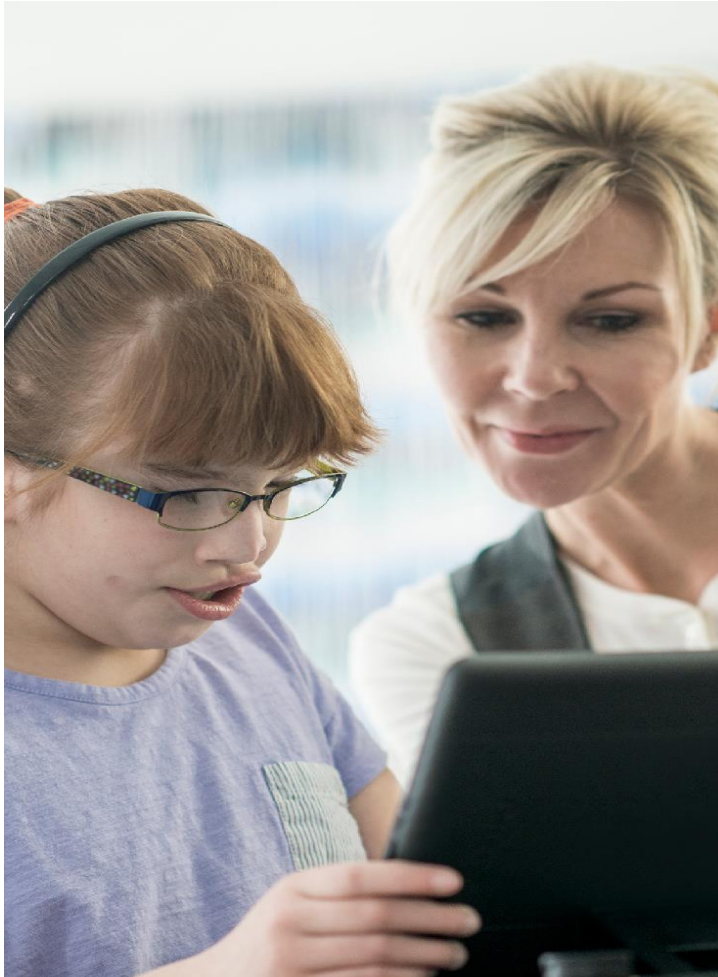
HLP: INSTRUCTION (CONT'D)



15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.



HLP: INSTRUCTION (CONT'D)



20. Provide intensive instruction
21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior.



WHY SHOULD WE FOCUS ON A LIMITED NUMBER OF HLPS?

- Prepare all teachers to use most effective practices to support students who struggle to learn
- Focus professional development on a limited number of practices that teachers can learn to use well
- Students who struggle to learn, including those with disabilities, can get the level of support/instruction they need



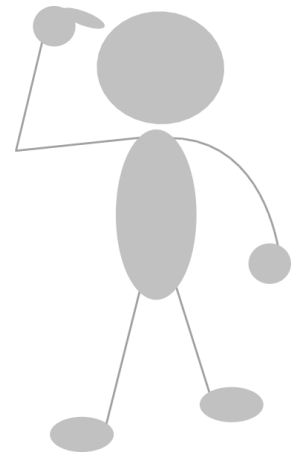
WHY SHOULD WE FOCUS ON A LIMITED NUMBER OF HLPS?

- Building administrators can recognize effective instructional practices for students who struggle in inclusive classrooms—
Tiers 1 & 2
- Building administrators can recognize effective, specialized instructional practices used by special education teachers—
Tier 3 or resource/separate class



DISCUSSION : SHARE IN THE CHAT POD

- Which 2-3 **instruction** HLPs are most important for all teachers in inclusive classrooms?
- Any questions about the HLPs?



High Leverage Practices in Special Education (HLPs)

What are HLPs?

“A set of practices that are fundamental to support...student learning, and that can be taught, learned and implemented by those entering the profession.”

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2012). Proposing a core set of instructional practices and tools for teachers of science. *Science Education*, 96(5), 878-903.

What were Criteria for HLP Development?

- ❖ Focus directly on instructional practice.
- ❖ Occur with high frequency in teaching.
- ❖ Research based and known to foster student engagement and learning.
- ❖ Broadly applicable and usable in any content area or approach to teaching.
- ❖ Skillful execution is fundamental to effective teaching.

What are the HLPs?

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 needed services.

Assessment

4. Use multiple sources of information to develop a complete 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.

Social/Emotional/Behavioral

7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide student learning and behavior.
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11. Identify and prioritize long- and short-term learning goals.
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HIGH-LEVERAGE PRACTICES PD GUIDE



Introducing



**High-Leverage Practices
in Special Education**

A Professional Development Guide for School Leaders



WHY SHOULD LEADERS BE INTERESTED?

- District leaders can prioritize widespread implementation
- School leaders can support building- and classroom-level implementation
- Assistant principals often serve as or support mentors and coaches
- Teachers can use HLPs to implement EBPs to meet the various needs of learners in their classrooms



High-Leverage Practices in Special Education

Resources You Will Want! Resources You Can Trust!



There's a lot of talk these days about **high-leverage practices**—frequently occurring, essential educational practices that all special educators should know how to do. High-leverage practices are evidence based, meaning that they reflect effective methods that when successfully implemented can improve results for struggling learners.

The twenty-two high-leverage practices—covering the areas of collaboration, assessment, social/emotional/behavioral, and instruction—are designed to serve as a road map for guiding teacher preparation, professional development, and/or current self-assessment.

Defining Skills, Preparing Teachers, Improving Student Outcomes: Learn More

The Council for Exceptional Children (CEC) and the CEDAR Center provide solid resources to help you learn about high-leverage practices in special education and how to use them effectively in educational settings. Take a look on page 2.

"High-leverage practices are essential to effective teaching and fundamental to supporting student learning."



© 2009 Council for Exceptional Children & CEDAR Center

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- Developed for school leaders implementing K-12 professional development
 - Special education administrators
 - Principals/assistant principals
 - Mentors and coaches
- Web-based guide
 - Can be downloaded
 - Use online
 - interactive tools/fillable forms





High-Leverage Practices in Special Education

A Professional Development Guide for School Leaders

1. Getting to know HLPs

2. Sharing HLPs

3. Reflecting on HLPs

HIGHLEVERAGEPRACTICES.ORG



HLP # 18:

Use strategies to
promote active
student engagement

GETTING TO KNOW HIGH-LEVERAGE PRACTICES

Section 1: Getting to Know High-Leverage Practices

- Overview
- A Look at Collaboration
- A Look at Assessment
- A Look at Social/Emotional/Behavioral
- A Look at Instruction
- Bibliography of Selected Resources
- Resources You Will Want! Resources You Can Trust!



SHARING HIGH-LEVERAGE PRACTICES

Section 2: Sharing High-Leverage Practices

- Professional Development Tools: Sharing (brief)

- A Leader's Guide to Agendas: Presentation Materials (tool)

- Professional Development Engagement Tools
 - A Walking Tour of www.highleveragepractices.org
 - Closing and Reflection
 - Dear Colleague ...
 - Glossary Review
 - Orientation: High-Leverage Practices in Special Education
 - Sharing Strategies That Reflect High-Leverage Practices
 - Using High-Leverage Practices Videos



REFLECTING ON HIGH-LEVERAGE PRACTICES

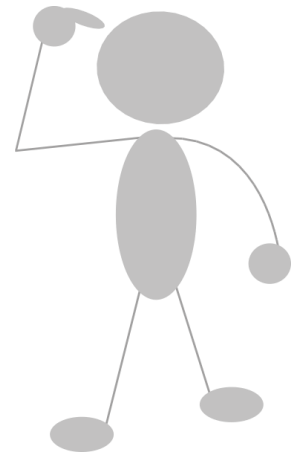
Section 3: Reflecting on High-Leverage Practices

- Professional Development Tools: Reflection (brief)
- Professional Development Reflection Tools
 - Analyzing High-Leverage Practices: Current Status
 - Identifying Resources: Developing an Inventory
 - Learning from Colleagues
 - Reflecting on High-Leverage Practices: Next Steps
 - Taking the Next Step: Planning



DISCUSSION: SHARE IN THE CHAT BOX

- In your current role...
 - what makes this resource of interest?
 - how might you use this guide?
 - who will you share it with?



ADDITIONAL RESOURCES

High-Leverage Practices in Special Education

HOME ABOUT THE HLPs K-12 PRACTICES BIRTH-5 PRACTICES RESOURCES VIDEOS

Defining skills.
Preparing teachers.
Improving student outcomes.
highleveragepractices.org

High-Leverage Practices

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



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

iriscenter.com

Assessment (16)



Collaboration (10)



Instruction (43)



Social/Emotional/Behavioral (26)



Center on
GREAT TEACHERS & LEADERS
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ABOUT US GUIDING PRINCIPLES PROJECTS SERVICES STRATEGIES RESOURCES CONTACT US

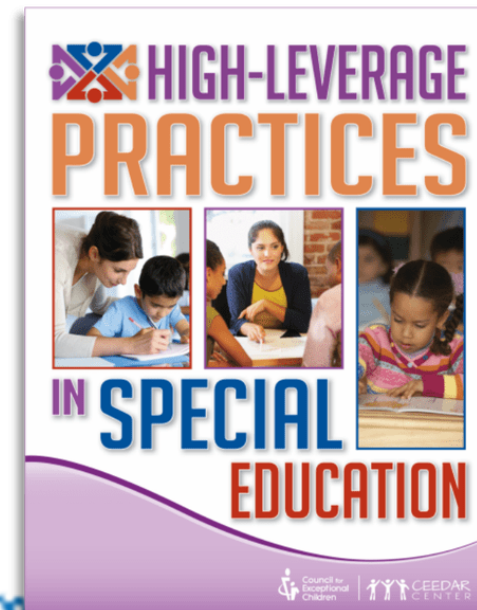
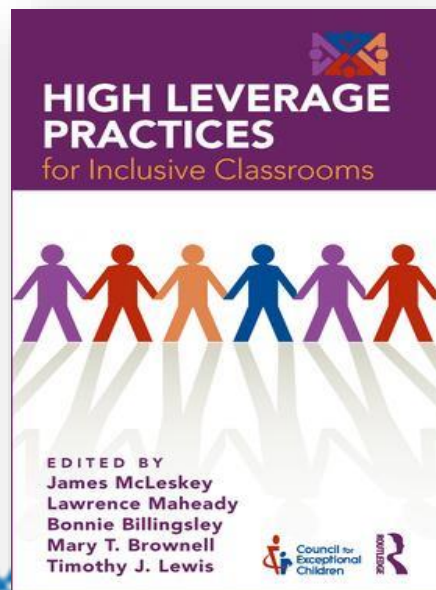
Great Educators for the Students Who Need Them Most

Evidence-Based Strategies for Underserved Schools

Explore Strategies

SUPPORTING INCLUSIVE SCHOOLS
FOR THE SUCCESS
OF EACH CHILD

HIGH-LEVERAGE PRACTICES





- **How might principals & Assistant principals support Teachers' use of HLPs?**



FIRST, A WALK IN SPECIAL EDUCATORS' SHOES

- Typically work across multiple grades and content areas
- Often teach across multiple settings
- Focus on foundational skills & state standards
- Collaborate with numerous professional staff
- May support MTSS
- Manage legal requirements of IDEA, 2004
- Struggle with their roles



A magnifying glass with a silver handle and frame is positioned over a white surface. The lens of the magnifying glass is focused on the word "FOCUS" in large, bold, black capital letters. Below "FOCUS", the words "for teachers" are written in a smaller, black, sans-serif font. The entire scene is framed by a large, light blue circular brushstroke that has a textured, splattered appearance.

FOCUS
for teachers

HLPs provide:

- clarity about effective teaching practices
- a shared language about instruction
- coherent messages about instruction, relevant to self-assessment & self-initiated PD



FOCUS
for leaders

HLPs may be used to:

- support instructional leadership by clarifying effective practices
- support leader-teacher conversations about instruction
- prioritize PD, instructional support & teacher induction



However, focusing on PD and teachers' ability to use HLPs isn't sufficient ...

TEACHERS NEED THE WORKING CONDITIONS TO USE HLP



What are these conditions?



EXAMPLE: COLLABORATION HLPS

- Three collaborative HLPs:
 - Professional collaboration (HLP 1)
 - Effective meetings (HLP2)
 - Family collaboration (HLP3)
- Requires interpersonal and communication skills
- Involves reviewing student data, identifying goals, making instructional decisions, monitoring progress, & allocating responsibilities

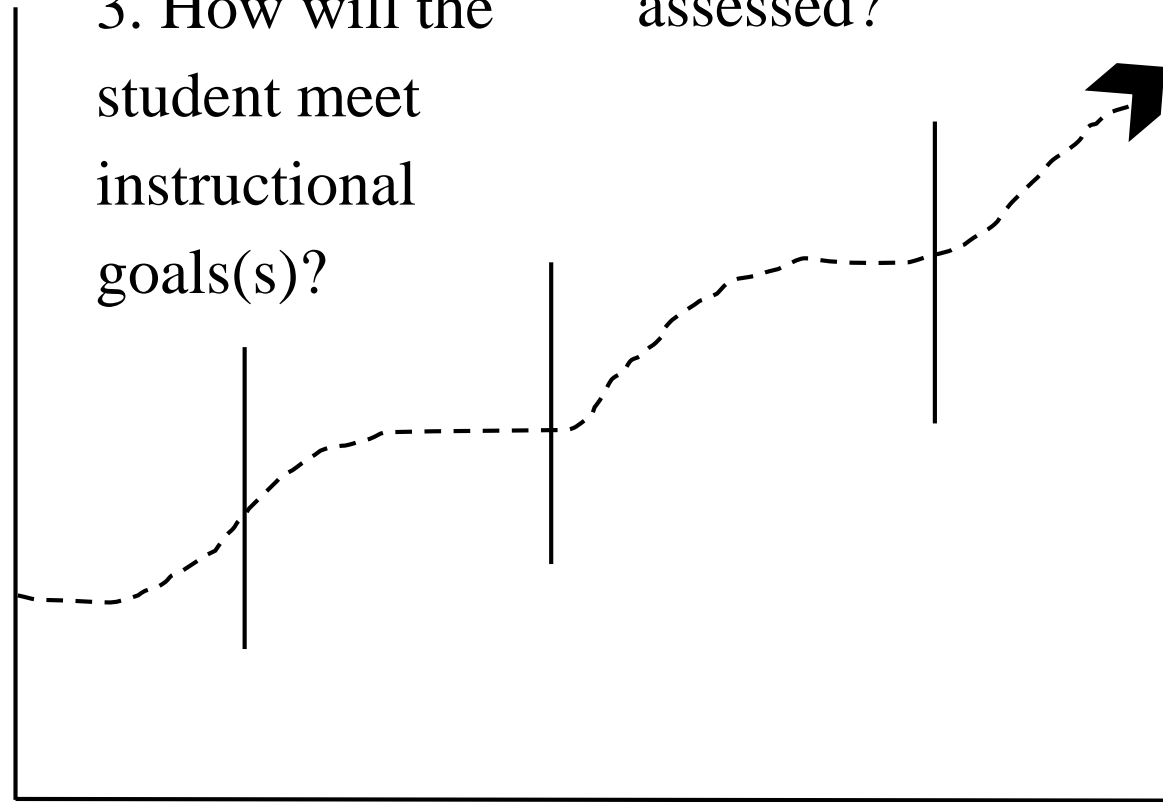


1. What are key goals for the student?

4. How will student progress be monitored and assessed?

3. How will the student meet instructional goals(s)?

2. What is the student's current level?



Example: Guiding questions for instructional decision-making meetings (Washburn & Billingsley, 2018)

COLLABORATIVE CHALLENGES

- Without scheduled time, collaboration may be “on the fly”
- Lack of teacher physical proximity
- General educators may be reluctant to participate
- May not share views about collaboration process

Billingsley et al., 2019; Griffin et al., 2009; Mathews et al., 2017; McLeskey et al., 2018



HOW LEADERS CAN HELP

• Do

- Support a collaborative, inclusive culture
- Emphasize that *all* teachers have responsibility for SWD
- Support special-general educator collaboration through PD schedules that allow time for this work

• Don't

- Assume collaboration will be viewed as a priority
- Leave scheduling to the special educator to figure out

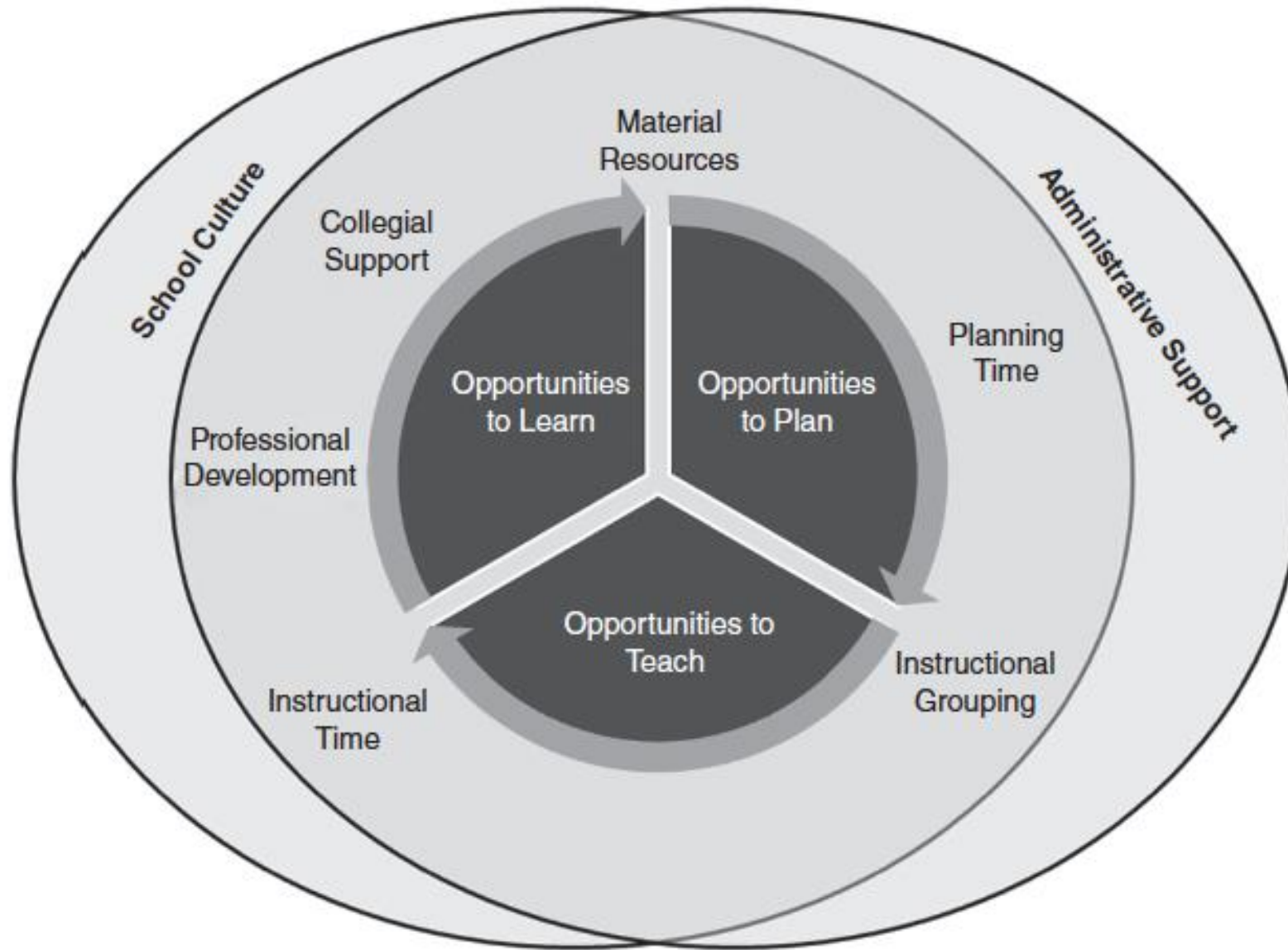


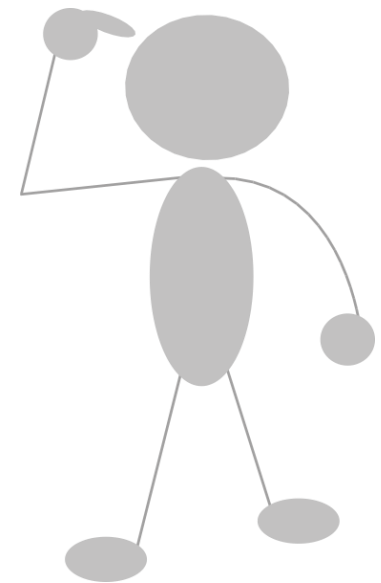
Figure 33.2 Conceptual Framework for How Working Conditions May Influence Special Educators' Instructional Quality.

Source: Bettini, Crockett, Brownell, & Merrill, 2016.

DISCUSSION : SHARE IN THE CHAT BOX

In your current role:

- What are actions you might take to support teacher collaboration?
- What questions do you have about supporting teachers' use of HLPs?



Q&A AND CONTACT INFORMATION

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