

# Using High-Leverage Practice Videos

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**Purpose:** Suggestions are given for eliciting participant responses about what they have seen in the videos.

## Activity Overview

Videos bring to life what high-leverage practices look like in classrooms with real teachers and real students. The general overview video introduces the high-leverage practices. The other videos in the series focus on one or more of the high-leverage practices and include:

- An introduction to and definition of each high-leverage practice.
- A brief review of the research.
- Several short video segments showing general education and special education teachers implementing the practice.

## Materials Needed

Currently, the following videos are available for viewing:

- Welcome to Our New Series on High-Leverage Practices (6:28 minutes) <https://highleveragepractices.org/701-2-2/>
- High-Leverage Practices #8 and #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior (20:04 minutes) <https://highleveragepractices.org/701-2-3/>
- High-Leverage Practice #12: Systematically Design Instruction Towards Learning Goals (17:27 minutes) <https://highleveragepractices.org/701-2-4-3/>
- High-Leverage Practices #16: Use Explicit Instruction (18:52 minutes) <https://highleveragepractices.org/701-2-4/>
- High-Leverage Practice #18: Use Strategies to Promote Active Student Engagement (17:34 minutes) <https://highleveragepractices.org/701-2-5/>

- High-Leverage Practice #7: Establish a Consistent, Organized, and Respectful Learning Environment (20:14 minutes) <https://highleveragepractices.org/701-2-4-2/>

[Note: Check back frequently to the high-leverage practices website ([www.highleveragepractices.org/videos/](http://www.highleveragepractices.org/videos/)) for new videos.]

Time needed: Time will vary depending on the video chosen as well as the amount of time designated for conversation.

## Activity Steps: Overview Video

1. Introduce the video. Encourage participants to write down any questions they have while watching the video. After viewing the video, ask participants to share reactions. Invite questions.
2. Pick several questions that you believe your participants may relate to. The following questions can be used to encourage conversation:
  - After viewing teachers demonstrate high-leverage practices in classrooms—with both students with and without disabilities—what do you think about trying select practices with your own students? Which ones would you try?
  - After viewing teachers using high-leverage practices with students, do you foresee any challenges in using them with your students? Which ones would face challenges?
  - Do the teachers and students in the video look similar to or different from your own situation? What do they do that is unique? What do they do that seems typical?

- After viewing the introduction, think of some ways in which you might use the video series for professional learning and development.

## Activity Steps: Individual Practice Videos

1. Introduce the video. Encourage participants to write down any questions they have while watching the video. After watching the video, ask participants to share reactions and invite questions.
2. Optional: Conduct a brief “Think-Pair-Share” activity. Ask participants to think about what they know about the practice, then share what they know in a small group. Additionally, invite them to list things they want to know about the practice. Reconvene the full group and ask participants to share what they know and want to know.
3. Pick several questions that you believe your participants might relate to. For example, if you know that the group includes many novice teachers, then you may want to ask about their understanding of the practice and the supports they believe are necessary to use it. Also, if you are working with a large group, you can break out into small groups and give participants a chance to discuss several questions and then report back to the full group. The following questions can be used to invite conversation:
  - Do you already use the practice, or a variation of it? How often do you use the practice, and for what purposes? How do students respond to the practice when you use it?
  - If you are rarely using the practice (or not at all), what more would you need to know about the practice to use it more frequently?
  - Did anything in the video surprise you? Was there any new information?
  - Are there teachers in the room or teachers you know who use this practice on a regular basis?
  - What would help support you in using this practice with students? On a scale of one to five, with five being “extremely interested” and one being “extremely uninterested,” how interested are you in learning more about the practice? Share your rationale.
  - Do you agree or disagree with the premise of the high-leverage practices that *all* students benefit from teachers using this practice?

4. Enhanced activity using the *TEACHING Exceptional Children* Special Issue (volume 50, number 4). A major purpose of the video series is to complement other professional development tools. In this special issue, each of the nine articles reflects one of the high-leverage practices. Two articles coincide with two of the videos:

- Use explicit instruction (HLP16): “Using Explicit Instruction and Systematic Instruction to Support Working Memory” (article) and *Use Explicit Instruction* (video)
- Provide positive and constructive feedback to guide students’ learning and behavior (HLP8 and HLP22): “Designing and Implementing Group Contingencies in the Classroom: A Teacher’s Guide” (article) and *Provide Positive and Constructive Feedback to Guide Students’ Learning and Behavior* (video).

Select one of the videos and view. Invite participants to review the associated article. Engage them in a conversation about how the strategy or approach described in the article represents the high-leverage practice shown in the video. Extend the conversation by asking them if they use other strategies that reflect the practice. [Note: This type of pairing of a print resource with a video also can be done with chapters from *High Leverage Practices for Inclusive Classrooms*. The book provides practical descriptions and illustrations for each of the high-leverage practices.]

### Discover More Ideas for Using Videos

The webinar, “**Using the HLP Videos to Activate Implementation**” (<http://cedar.education.ufl.edu/portfolio/using-the-hlp-videos-to-activate-implementation/>), explains how educator preparation programs and professional development providers can use supplemental resources, such as the high-leverage practices video series, to aid in successfully implementing high-leverage practices into teacher preparation.

Presenters: James McLeskey, University of Florida; Deborah Ziegler, Council for Exceptional Children; and Michael Kennedy, University of Virginia

