HLP 11

Council for Exceptional Children

High-Leverage Practices for Students with Disabilities

Identify and prioritize long- and short-term learning goals

Link students' learning goals to the essential knowledge and skill items presented within standards and curricula.

Use formative (e.g., classroom practice, opportunities to respond) and summative (e.g., cumulative curriculum-based) assessments to obtain data on students' progress with learning goals.

Consider individual student strengths and needs and select goals that are ambitious, attainable, and socially significant to ensure that students with disabilities can access and succeed in inclusive classrooms.

Collaborate with families to learn about the family's valued instructional priorities.

Are familiar with grade-level standards for the content area(s) they teach, identify the "big ideas" for those areas, teach big ideas first, and link content back to these big ideas throughout the year.

"Unpack" or deconstruct standards, breaking them down into teachable components, and determining what students need to know and be able to do to meet the standard, identifying prerequisite skills, access skills, and component skills.

Tips for Faculty to Support Candidate's Learning and Enactment			
Introduce – Provide an explicit overview of key features of this practice modeling how to deconstruct standards.	**Prepare –** Provide candidates descriptions of various "students" including their strengths and needs and examples and nonexamples of corresponding ambitious, attainable, and socially significant goals. Ask them to critique the goals and rewrite the nonexamples.	**Enact –** Provide candidates with opportunities to administer formative and summative assessments, analyze data with a mentor teacher, and discuss the extent to which the student is progressing.	**Analyze –** Engage candidates in an analysis of standards in which they determine big ideas and identify opportunities to link back to big ideas throughout the year.

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

- How might you approach "unpacking"/deconstructing a broader standard into specific learning targets?
- What is the importance of teaching "big ideas" of specific content areas?
- How do the collaboration and assessment HLPs relate to this HLP?

References and Additional Resources

CEC Standards

CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12)

Alignment of the CEC High Leverage Practices with CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)

Alignment of the Division of Early Childhood Recommended Practices (birth- age 5) and CEC High Leverage Practices (age 5-8) with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

Books

Berlinghoff, D. & McLaughlin, V.L. (Eds.) (2022). Practice-Based Standards for the Preparation of Special Educators (The Purple Book). Council for Exceptional Children

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2022). High leverage practices for inclusive classrooms. Routledge.

Pennington, R., Ault, M. J., Courtade, G., Jameson, J. M., & Ruppar, A. (Eds.). (2022). High leverage practices and students with extensive support needs. Taylor & Francis.

Journal Articles

Foxworth, L. L., Hashey, A. I., Dexter, C., Rasnitsyn, S., & Beck, R. (2022). Approaching explicit instruction within a universal design for learning framework. TEACHING Exceptional Children, 54(4), 268-275.

Gotwals, A. W., & Cisterna, D. (2022). Formative assessment practice progressions for teacher preparation: A framework and illustrative case. Teaching and Teacher Education, 110, 103601.

Maheady, L. J., Patti, A. L., Rafferty, L. A., & del Prado Hill, P. (2019). School–university partnerships: One institution's efforts to integrate and support teacher use of high-leverage practices. Remedial and Special Education, 40(6), 356-364.

This resource is intended to support educator preparation faculty and staff looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site. Additional resources and content can located at www.highleveragepractices.org and at https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/.