HLP 12

Council for Exceptional Children

High-Leverage Practices for Students with Disabilities

Systematically design instruction toward a specific learning goal

- Translate the identified and prioritized long- and short-term learning goals into individual lesson learning targets that are clear, measurable, ambitious, attainable, and actionable.

- Use the ACCOMPLISH Model to develop specific learning targets and help students reach and exceed goals:
  - Antecedent Condition: Teachers should be clear about exactly where and how skills and knowledge will be measured within broad settings and individual lessons. *"When given a 2nd grade reading passage within language-arts block students will read orally..."*
  - Conspicuous Behavior: Teachers should develop goals that clearly define what the student will do to demonstrate learning. *"Students will read aloud with errors and correct pronunciations recorded ... and then answer literal comprehension questions..."*
  - Clear Criteria: Teachers should have clear criteria to determine the extent to which the student has achieved the goal. *"Students will read 87 words per minute with less than 5 errors... and answer 8/10 questions with accuracy."*
  - Observable: Goals and objectives set by teachers should be clearly observable. *"The student will read aloud at the rate of 90 words per minute with less than 5 errors, and answer questions with 80% accuracy."*
  - Measurable: Goals and objectives set by teachers should be clearly measurable. *"You read 87 words in a minute with only 3 errors, and answered 8/10 of the questions!"*
  - Positive: Goals and objectives should be positively stated. *"Given a specific task during cooperative learning group time students will take turns speaking and giving answers."*
  - Linked to the General Curriculum: Goals should be linked to the general curriculum to the maximum extent possible. *"Given two attempts reading an expository third grade passage each session, students will improve their first read fluency by 100% over five weeks."*
  - Individualized: Goals and objectives should be derived from students' IEPs and be in service of their individualized needs. *"Given feedback on performance on a spelling pretest, students will write the weekly words they spelled incorrectly three times each."*
  - Socially Valid: There should be a clear need for the goals and objectives that are set. *"When presented with a reading passage with 10 highlighted science terms, students will refer to a list of defined morphemes and write the definitions of the terms with 80% accuracy."*

- High-Reaching: To the extent possible, goals and objectives should be ambitious for the student, again mediated by their individualized needs. *"Given 20 multiplication facts, students will write the products within 60 seconds with 90% accuracy."*

- Work with students toward accomplishing set goals by systematically sequencing instruction:
  - Teach big ideas and main ideas before detail;
  - Teach according to a logical hierarchy: less complex skills before more complex ones; prerequisites before requisites; and concrete information before abstract information;
  - Separately teach skills and concepts that are similar before requiring discrimination; and
  - Teach commonly encountered content before lower-frequency content.

- Strategically design instruction in a way that helps students make connections within the appropriate sequencing of content and skills, and follow these six principles of effective instruction:
  - Relate new information to the big ideas for that content area/course;
  - Incorporate conspicuous strategies that are explicit and unambiguous to help students make connections back to big ideas;
  - Provide mediated scaffolding by using a model-lead-test sequence (e.g., my turn, our turn, your turn) until the student can do the skill independently;
  - Prime student background knowledge by guiding students to identify information they already know through probing questions and discussion;
  - Combine new information with what the student already knows to produce a higher-order skill by strategically integrating new content; and
  - Use judicious review, carefully designing instruction to help students maintain skills and knowledge they have learned so they can continue building upon it and enhance future learning.

- Provide students with tools to help them organize content with visual displays (e.g., graphic organizers).

- Use ongoing data collection to monitor students' progress and determine changes to instruction that might yield better outcomes, as needed.

Tips for Faculty to Support Candidate's Learning and Enactment			
Introduce – Explicitly define HLP 12, distinguishing between the design and delivery of instruction toward a learning goal.	**Prepare –** Provide small groups of candidates with long- and short-term goals and have them collaborate to first, build individual lesson learning targets that are clear, measurable, ambitious, attainable, and actionable and second, develop a lesson plan for teaching the target to students.	**Enact –** Provide candidates with field opportunities in which they first design and then deliver instruction using at least one of the six principles of effective instruction.	**Analyze –** Provide candidates of transcripts and/or planning documents illustrating implementation of ACCOMPLISH and ask them to notice examples and nonexamples of effective implementation.

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

- How does the ***ACCOMPLISH*** model support the development of clear and specific learning goals?
- What does it mean to "systematically" design instruction? Why is it critical to do this?
- In what other ways can you support students in reaching specific learning targets?
- Why is consistently linking new content back to "big ideas" of a content area/course helpful?

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

Billingsley, B., Bettini, E., & Jones, N. D. (2019). Supporting special education teacher induction through high-leverage practices. Remedial and Special Education, 40(6), 365-379.

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.

Hayes, L. (2021). Strengthening Intensive Intervention Preparation: A Guide for Teacher Preparation Faculty. National Center on Intensive Intervention.

Kroeger, S. D., Doyle, K., Carnahan, C., & Benson, A. G. (2022). Microteaching: An opportunity for meaningful professional development. TEACHING Exceptional Children, 00400599211068372.

O'Flaherty, J., & Beal, E. M. (2018). Core competencies and high leverage practices of the beginning teacher: a synthesis of the literature. Journal of Education for teaching, 44(4), 461-478.

Patti, A. L., & McLeskey, J. (2019). The role of high-leverage practices in Special Education Teacher Preparation. Teacher Education Division of the Council for Exceptional Children. https://tedcec. org/wp-content/uploads/2019/11/TED-Brief-1-HLPs-PDF. pdf.

Matsumoto-Royo, K., & Ramírez-Montoya, M. S. (2021). Core practices in practice-based teacher education: A systematic literature review of its teaching and assessment process. Studies in Educational Evaluation, 70, 101047.

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.

Martin, R., O'Hara, S., Bookmyer, J., & Newton, R. (2020). Identifying high-impact practices of learning communities that foster collective professional growth. The New Educator, 16(4), 296-312.

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/.