HLP 6

After special education teachers develop instructional goals, they evaluate and make ongoing adjustments to students' instructional programs.

- Establish students' present level of performance using various assessments.
- Set ambitious, long-term goals for student achievement.
- Select appropriate interventions for meeting students' long-term goals and implement high-quality instruction with fidelity.
- Monitor students' progress toward long-term goals to determine effectiveness of instruction or interventions.
- Use progress monitoring data to determine if changes in instructional practices, interventions, and/or services are needed.
- Use graphs or other displays of data so student progress (or lack thereof) can be easily observed and communicated with key stakeholders, team members, and families.
- Are patient, systematic, and persistent, in their search for "what works" for individual students.

Tips for Faculty to Support Candidate's Learning and Enactment

Introduce – Explicitly define *present level of performance, ambitious, appropriate interventions, high-quality instruction*, and other key terms.

Prepare – Provide assessment data and ask small groups of candidates to select appropriate interventions.

Enact – Given graphs of data sets, ask individual candidates to implement progress monitoring and determine whether or not change of intervention is warranted.

Analyze - Given transcripts of educators communicating data to key stakeholders, ask candidates to analyze and provide positive and constructive feedback.

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

- How are the assessment HLPs highly reliant upon excellence in implementation of the collaboration HLPs?
- Why is persistent, ongoing use of the data-based individualization (DBI) process so critical to serving students receiving special education services?
- Why is it so important for special educators and other professionals to use multiple sources of data to make educational decisions about students?
- What additional information or skills do you need to learn in order to be a contributing member of a team within the data-based decision-making approach?
- What types of accommodations/modifications to instruction can be provided without affecting the implementation fidelity of interventions in current use?

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

Herburger, D., Holdheide, L., & Sacco, D. (2020). Removing Barriers to Effective Distance Learning by Applying the High-Leverage Practices: Tips and Tools. WestEd.

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.

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.

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/.