



Instruction in Behavior and Academics

HLP Pillars

HLP 7

Establish consistent, organized, and responsive learning environments.

HLP 16

Use explicit instruction.

Embedded HLPs

What to teach

HLP 9: Teach social behaviors.
HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.

HLP 21: Teach students to maintain and generalize new learning across time and settings.

How to teach

HLP 13: Adapt curriculum tasks and materials for specific learning goals.
HLP 15: Provide scaffolded supports.
HLP 17: Use flexible grouping.

HLP 18: Use strategies to promote active student engagement.

HLP 19: Use assistive and instructional technologies.
HLP 22: Provide positive and constructive feedback to guide student learning (HLP 22) and behavior (HLP 8).

HLP 18: Use Strategies to Promote Active Student Engagement

Student engagement is core to the development of knowledge and skills in academic and behavioral domains to ensure increased opportunities for learning and practice. Educators who develop positive relationships with students based on mutual respect, trust, and consistent expectations are in a position to succeed. Effective leaders support teachers in developing and implementing specific strategies and practices to deploy when teaching to ensure student engagement and thus, learning. HLP 18 is an embedded practice under HLP Pillars 7 and 16 within the Instruction in Behavior and Academics Domain.

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation, and feedback efforts at their school site.

Teachers Who Effectively Promote Active Student Engagement

- Build and maintain positive relationships with students.
- Individualize active engagement using technology (e.g., augmentative communication device), visuals, or other structured supports as needed.
- Acquire and implement a wide repertoire of research-supported active student response practices such as fluency-building activities, guided notes, class-wide peer tutoring, digital tools, and collaborative learning strategies.
- Provide students with frequent and varied opportunities to respond and encourage students to engage with peers as well.
- Deliver academic- and behavior-specific feedback, providing students with detailed information about how they are meeting expectations and increasing the likelihood that students will continue to meet expectations.
- Encourage “good noise” when students are participating in group activities by incorporating games and contingencies and recognizing and praising participation in such.

Tips for School Leaders to Support Teachers

- Provide educators with instruction, professional development, and/or coaching in a wide range of strategies that promote active student engagement.
- Observe teachers’ implementation of strategies used to promote active student engagement and provide feedback on strengths and weaknesses.
- If struggling to implement strategies that promote active engagement, work with teachers to identify barriers and provide coaching or other supports around specific areas of need.
- Encourage educators to be creative when identifying and implementing strategies with the intent of actively engaging students.
- Be knowledgeable and keep teachers informed of newly developed strategies that promote student engagement.

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

- What resources (e.g., tech tools, curriculum materials, time for collaboration) do teachers need to implement engagement strategies effectively?
- How can leaders support teachers in using data (e.g., student feedback, formative assessments) to adjust engagement strategies?
- Are there opportunities for teachers to observe peers or share best practices around student engagement?

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CEDAR AND CEC**