



ALABAMA HLP FACILITATOR'S GUIDE

Session 1:
ALSDE High Leverage Practices
(HLP) Overview Trainings



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Introduction

Objectives

The objectives for teachers receiving training on HLP 7 include the following:

- Teachers will develop a deeper understanding of the essential components of HLP 7: Establish a consistent, organized, and respectful learning environment.
- Teachers will increase their capacity to implement HLPs with fidelity and intentionality per students' needs.
- Teachers will gain an understanding of what HLPs are, how they benefit students, and how they connect to evidence-based practices (EBPs) and multitiered systems of support (MTSS).

Intended Audiences

Participants. The participants include district and school faculty and staff involved with delivering instruction to students, and this may include but is not limited to, classroom teachers, resource teachers, paraprofessionals, school-based administrators, and other personnel.

Facilitators. The facilitators for HLP 7 include staff from the Alabama State Department of Education (ALSDE) and local districts who will deliver training to the participants noted above.

Using This Facilitator’s Guide

This facilitator’s guide should be used for training facilitators and for facilitators to use as a resource when preparing to train teachers. Before training teachers, facilitators should read and become familiar with this facilitator’s guide and the handouts. In the facilitator’s guide, the facilitation notes are in *italics*, which are meant to help you guide discussion and give direction on what actions to take. The notes that follow the Explanation of Slide, guide what the facilitator says during the training session. This wording is not meant to be read word for word; rather, it provides the information that should be conveyed from the slide. The facilitator’s guide offers practice-based opportunities to enhance teachers’ learning and suggestions for supplemental resources.

An overview of each section is as follows:

- **Section 1: Overview of HLPs.** Provides an overview of HLPs and how they connect to EBPs and multitiered systems of support (MTSS).
- **Section 2: HLP 7: Establish a Consistent, Organized, and Respectful Learning Environment.** Provides an overview of HLP 7, gives the participants some resources and tools for this HLP, and gives them time to review and practice the tools.

Each section lists the prework, materials, videos, additional resources, websites, and follow-up activities for the specific HLP. Before presenting the training, facilitators should be familiar with all resources and materials. Facilitators should have the materials, videos, and websites ready and easily accessible before beginning each section.

The sections' duration, scope, and sequence may be customized to accommodate local needs. Select content and learning activities are noted as optional. While the optional content and activities may help to reinforce learning of the HLPs, they may be excluded from training sessions depending on local needs or time concerns. The content and learning activities instrumental to understanding and implementing the HLPs are not marked as optional. Those activities, which include prework, session content, and post-session work should be included during training.

For each section, you will find categories of information, materials, and resources. The following is an explanation of each category:

- **Purpose.** An explanation of the objectives of the section.
- **Time.** An estimated amount of time for presenting the section.
- **Prework.** Resources that teachers should read or watch before the training session.
- **Materials.** Items and resources that will be used during the section.
- **Videos.** Videos that will be accessed or referred to during the section.
- **Websites.** Websites that will be accessed or referred to during the section.
- **Post session resources.** Resources that trainers should share after the training with administrators, coaches, and/or mentors to support teachers' learning.
- **Optional resources.** Additional, optional resources about the HLPs and how they should look in practice. Facilitators may assign these resources if they believe that teachers need more practice with a certain HLP.

Session Materials

- Facilitator's Guide
- Slide presentation
- Computer
- Projector and screen
- Adequate reserved space, time, and materials
- Tables arranged to support small group discussions
- Name table tents or name tags
- Printed handouts
- Chart paper
- Sticky notes
- Pens/pencils
- Highlighters
- Markers

Preparation for Professional Learning Session

- Have each participant bring a paper or electronic copy of their classroom management plan or routines/procedures document.
- Before the start of the session, create a poster labeled Parking Lot or have an electronic note-taking app prepared so that participants can list any

- questions or comments that they have but cannot be addressed at a given time.
- In preparation for the Review on slide 24, have three pieces of chart paper positioned around the room with the following headings (one per chart paper):
 - HLP Overview 1
 - HLP Overview 2
 - HLP Overview 3
 - In preparation for the Wrap-Up on slide 49, have four pieces of chart paper positioned around the room with the following headings (one per chart paper):
 - Key Takeaways
 - Implement
 - Further Support
 - Additional Questions

Section 1: Overview of High-Leverage Practices

- **Purpose:** Provide an overview of HLPs: what they are, how they benefit students, and how they connect to evidence-based practices (EBPs) and Multitiered Systems of Support (MTSS).
- **Time.** 1 hour
- **Prework:** Participants should complete [The Social, Emotional, and Behavioral Domain Pre-Activities](#)
- **Materials**
 - [Handout: High-Leverage Practices and Effective Teaching Practices](#)
 - [Handout: High-Leverage Practices in Special Education](#)
 - [Opportunities to Respond Tip Sheet](#)
 - [Developing Rules and Procedures](#)
 - [Classroom Procedures Template](#)
 - [Classroom Routine Lesson Plan](#)
 - [Systems and Routines Reflection Template](#)
- **Videos**
 - [Clarifying the Relationship Between HLPs and EBPs](#)
 - Clip 1: 6:08 – 10:03

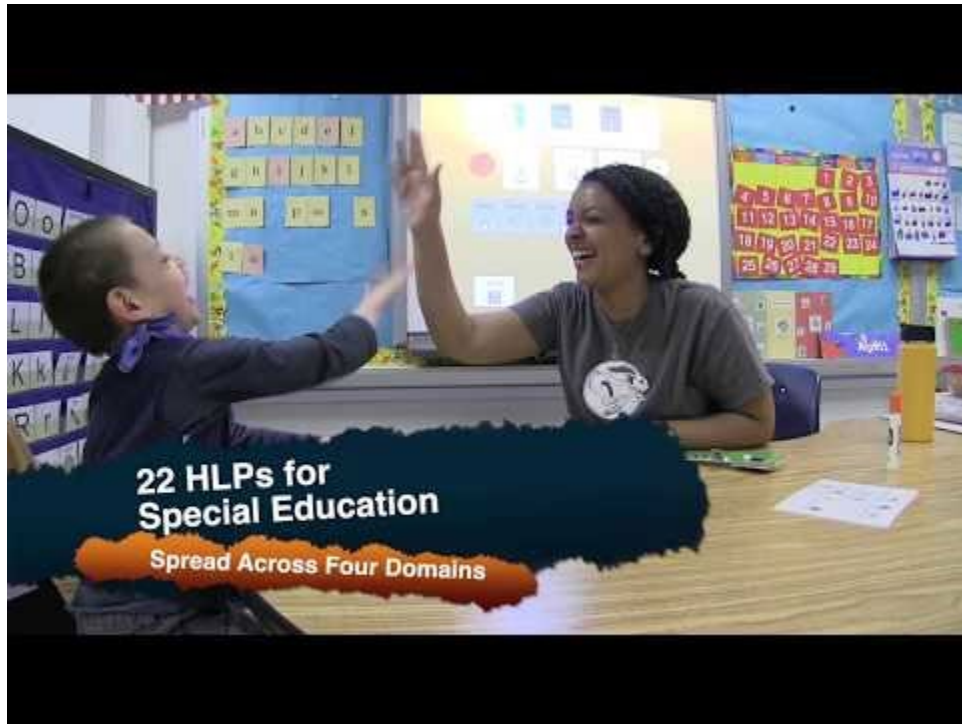


- Clip 2: 10:04 – 16:55



- [HLP #7 Establish a Consistent, Organized, and Respectful Learning Environment](#)

- Clip 1: 7:48 – 10:33



- Clip 2: 13:13 – 14:47



- Clip 3: 16:45 – 18:54



- **Websites**
 - [HLP website](#)
- **Optional resources**
 - [High-Leverage Practices and Evidence-Based Practices: A Promising Pair](#)

Slide 1

Explanation of Slide

Welcome to the training on high-leverage practice (HLP) 7: Establish a consistent, organized, and respectful learning environment.

Session 1: ALSDE
HLP Overview Trainings

HLP 7:
Establish a Consistent, Organized, and Respectful Learning Environment

HLP 8 and 22:
Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior

PUBLIC Schools AIR Achieve3000

Slide 2

Explanation of Slide

Before we begin, let's go around the room and introduce ourselves. Please tell us your name, school, position, instructional role, and one thing you think is going well in your classroom.

Welcome!

Introductions

- Name, school, position.
- Your instructional role.
- What is one thing that is going well in your classroom regarding creating an organized learning environment or providing feedback to guide students' learning and behavior?



Slide 3

Facilitation Note:

Review the day's agenda.

Agenda

Welcome	2
Agenda	3
Morning Session Schedule	4
Objectives	5
Materials	6
HLP Overview	8-25
HLP 7	26-48
Wrap Up	49



Slide 4

Explanation of Slide

For the first part of the session today, we will overview HLPs and dive into HLP 7, which encourages educators to establish a consistent, organized, and respectful learning environment.



Morning Session

- HLP Overview
- HLP 7: Establish a Consistent, Organized, and Respectful Learning Environment

Slide 5

Explanation of Slide

The following are the objectives for today. [Read slide.]

Objectives

- Teachers will develop a deeper understanding of the essential components of high-leverage practices (HLP) 7: **Establish a consistent, organized, and respectful learning environment.**
- Teachers will increase their capacity to implement HLPs with fidelity and intentionality per students' needs.
- Teachers will gain an understanding of what HLPs are, how they benefit students, and how they connect to evidence-based practices (EBPs) and Multi-Tiered Systems of Support (MTSS).

Our goal is for you to feel prepared to implement these HLPs in your classroom.

We recognize that some of you are veteran teachers; however, this PD will benefit you regardless of your experience level. You will see how this shared language can help strengthen individual practice, collaboration, and student outcomes.

Slide 6

Explanation of Slide

Let's take a minute to familiarize ourselves with the materials we will access throughout the training. Do you have any questions about any of the materials before we start?

Facilitation Note: *You should give the participants a minute to explore the materials independently. Give some wait time for participants to ask questions before you begin the training.*

Review Materials

- Your classroom management plan or routines/procedures document
- Handouts (provided)
 - [High-Leverage Practices and Effective Teaching Practices Handout](#)
 - [High-Leverage Practices in Special Education Handout](#)
 - [Opportunities to Respond Tip Sheet](#)
 - [Developing Rules and Procedures Outline](#)
 - [Classroom Procedures Template](#)
 - [Systems and Routines Reflection Template](#)

Slide 7

Explanation of Slide

We'll be using several different engagement tools throughout today's session, and this is for two reasons: 1) we're modeling engagement strategies that you can use with your students, and 2) these are strategies that are recognized to be effective in adult learning as well. For example, pairing visual cues with activities like we've done on this slide can help students know what to expect. When you see any of

Engagement Tools



these icons on upcoming slides, you'll know what kind of activity we'll be engaging in at that time.

Today we will be using a Mentimeter to share your thoughts and responses. On your device, go to www.menti.com and enter the following code **[provide code from Menti on the day of the session]**.

You also should have received the slide handouts, which will provide you with a place to take notes and reflect. Any time you see the toolbox icon, this indicates a tool or resource that has been included as an *additional* source of information for you regarding this topic.

Facilitation Note:

The following is the link for presenters to access the Mentimeter:

<https://www.mentimeter.com/app/presentation/alp1fyp1ukh6qdznyvkj4x7cs1me74i9/8e4ab3ot7eaz/edit>

Note: *Facilitators must follow the link to Mentimeter and make an account for their own use. Once an account is made, the link above will provide facilitators with the option to “Copy the Presentation” to their own account. Perform this action prior to facilitation.*

The page will provide you with an 8-digit code, which may be different each time this page is used. Have participants navigate to www.menti.com and input the code.

Please note: *Mentimeter is intended to operate as a tool provided to facilitators with a poll pre-created for this material. Any facilitator may choose to make a poll with*

the associated poll questions using a separate tool or website (such as polleverywhere.com, surveymonkey.com, or jotform.com). Facilitators may also choose to translate this activity into a table-share/share-out activity when digital poll use is not feasible.

Slide 8

Explanation of Slide

We will begin with an overview of HLPs. We also will touch on how HLPs connect to EBPs (evidence-based practices) and MTSS (multitiered systems of support).

First, we'd like to know your familiarity with HLPs. Hold up one finger if you are unfamiliar with HLPs. Hold up two fingers if you are familiar, but do not actively implement them in your practice. Hold up 3 fingers if you are familiar *and* you actively implement them in your practice.

Facilitation note: *If the training is virtual, add a poll with these three options. Or, ask participants to put their number in the chat box.*



Slide 9

Explanation of Slide

Using the Mentimeter, respond to the following question: What does it mean for a practice to be considered a High-Leverage Practice

This is an open response question. Once participants navigate to menti.com, they will enter the code the facilitator provides to them (Menti provides this when the facilitator is on the presentation page). All



responses will then anonymously be listed on the presentation screen.

Slide 10

Explanation of Slide

HLPs are a set of fundamental practices—identified with research to support K–12 student learning—that can be taught to teachers and used to ensure equitable access to core instruction for all students. A “high-leverage practice” is an action or task that is central to teaching. HLPs specify what all teachers should know and define how they deliver instruction. Conducted skillfully, these practices increase the likelihood that teaching will be effective for students’ learning.

What Are HLPs?

“A set of practices that are fundamental to support K–12 student learning, and that can be taught, learned, and implemented by those entering the profession.”

—Windschitl et al., 2012, p. 880

Slide 11

Explanation of Slide

While HLPs can be used in the special education classroom, they can also be woven into core instruction. When used strategically and intensified per student needs, HLPs ensure that most students in the general education classroom can access the general education curriculum.

HLPs are categorized into four intertwined components of teacher practices:

- Collaboration—working with others to improve student achievement.
- Assessment—monitoring student progress; using data-based decision making

How Are HLPs Used?

HLPs are practices that can be woven into **core instruction** in the general education setting to **intentionally design, deliver, and assess instruction** that leads to equitable learning outcomes for **all** students, including students with diverse learning needs.



<ul style="list-style-type: none"> • Social/Emotional Behavior—managing and supporting student behavior across tiers • Instruction—providing instruction across tiers 	
<p>Slide 12</p> <p>Explanation of Slide</p> <p>HLPs are appealing to both general education and special education teachers because these practices apply to and can be used in any content area or grade level. Some might consider HLPs to be common-sense practices that are used widely—which is true.</p> <p>That said, the intentionality with which HLPs are used to respond to specific learning tasks and student needs makes them powerful. Although HLPs can enhance all students’ learning with increased intensity and intentionality, students with disabilities (SWDs), English learners (ELs), and struggling students are provided better access to the curriculum through HLPs.</p>	<p>Features of HLPs</p> <ul style="list-style-type: none"> ▪ Focus directly on instructional practice. ▪ Occur with high frequency in teaching. ▪ Research based and known to foster student engagement and learning. ▪ Broadly applicable and usable in any content area or approach to teaching. ▪ Fundamental to effective teaching when skillfully executed. <hr/> <p><small>Source: Council for Exceptional Children, and OIGD&L (2017)</small></p>
<p>Slide 13</p> <p>Explanation of Slide</p> <p>Focusing on HLPs provides an opportunity to assess and improve specific practices. Understanding what we know about adult learning, teachers need to practice with consistent feedback to implement instructional practices with fidelity, and we cannot expect teachers to master all instructional practices at once. Targeting a consistent set of HLPs increases the likelihood of mastery among teachers.</p>	<p>Why Should We Focus on HLPs?</p> <ul style="list-style-type: none"> ▪ We can define effective practice for teachers, assess it, and then improve it! ▪ We can create a seamless system of support for teachers throughout their career. ▪ HLPs are content-agnostic and can be used across all grades. ▪ HLPs have been identified as practices that all novice teachers should know and be able to do. <hr/>

Slide 14

Explanation of Slide

It is important to note that HLPs do not replace the teaching of content using evidence-based practices (e.g., teaching reading using an evidence-based phonics strategy). In addition, HLPs do not replace the need for intensive intervention in certain circumstances. HLPs are not the end-all of education practices; they are strategies to increase student access to content and curriculum. Often, HLPs are used to teach evidence-based instruction. For example, explicit instruction, HLP, often is used while providing evidence-based reading instruction. When teaching nonreaders, teachers also may employ coaching and feedback (another HLP) to ensure that students master phonetic concepts.

A Few Caveats

- HLPs do not replace the need to teach content using evidence-based practices (EBPs).
- HLPs do not replace the need for intensive intervention in certain circumstances.
- HLPs do not imply that learning to teach is simply a matter of mastering these HLPs.

Slide 15

Explanation of Slide

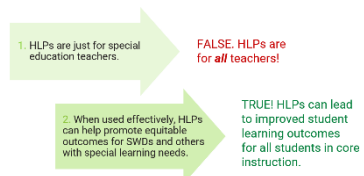
Facilitation note: This slide has animation so that each question and answer appear one at a time. Read each statement aloud to the participants and have them guess the answer. Pause after each answer to read the explanations and discuss as a team.

Explanation of Slide

1. HLPs are just for special education teachers.

FALSE. HLPs are not just for special education teachers! All students, including SWDs, are general education students, first. It is the responsibility of ALL teachers—general and special education—to know how to use HLPs in their instruction. Because HLPs provide a strong foundation for quality core

True or False?



instruction, HLPs are for both general and special education teachers.

2. When used effectively, HLPs can help promote equitable outcomes for SWDs.

TRUE! Ensuring equitable outcomes for SWD means ensuring that each student receives high-quality core instruction with their general education peers. HLPs can be used to intentionally design, deliver, and assess core instruction in the general education setting, leading to equitable learning outcomes for each student, especially SWDs.

Slide 16

Explanation of Slide

Now we will do an activity. Using the High-Leverage Practices and Effective Teaching Practices handout, fill out Column 1.

- Column 1: List effective teaching practices you use in your classroom.

Let's take a few minutes to fill this out. I will do a status check in 3 minutes and see if people need more time. Any questions before we begin?

Facilitation notes: Give participants 2 – 3 minutes to list items in Column 1.

Explanation of Slide

Review the High-Leverage Practices in Special Education handout and fill out Column 2 of the High-Leverage Practices and Effective Teaching Practices handout, aligning the HLPs to your effective teaching practices. Let us take about 3 minutes to complete this. At that time, I will do a status check to see if

Activity: HLPs and Effective Teaching Practices



01

Using the High-Leverage Practices and Effective Teaching Practices handout, fill out Column 1 by listing effective teaching practices you use in the classroom.

02

Review the High-Leverage Practices in Special Education handout.

03

Fill out Column 2 of the High-Leverage Practices and Effective Teaching Practices handout, aligning the HLPs to your effective teaching practices.

people need more time. Any questions about this part?

Facilitation notes: Give participants 2 – 3 minutes to list items to fill out Column 2.

Explanation of Slide

Let us talk about what we discovered. What is an effective practice you use? Does that align with any of the HLPs? (Wait for responses) Do the practices listed on the handout align with what you have experienced as areas of need for teachers? (Wait for responses) Which ones stood out to you as most important and why? (Wait for responses).

This activity shows us that HLPs are commonly used teaching practices that you are already using; they are familiar, and most of you are familiar with these practices. However, even if they are being used, they need to be identified and intensified to make the most impact. The shared language of HLPs is important to ensure they are utilized effectively.

Facilitation note: Have participants share in pairs or ask for volunteers to respond. If the training is virtual, have participants share in the chat box.

Slide 17

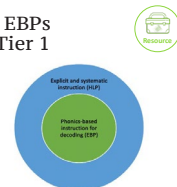
Explanation of Slide

EBPs are practices supported by multiple, high-quality studies that use research designs from which causality can be inferred and demonstrate meaningful effects on students' outcomes. These are

Example of HLPs and EBPs Working Together at Tier 1

- EBPs are
- Content specific,
 - Subgroup specific,
 - Taught using HLPs,

Optional Reading:
For more information about HLPs and EBPs, please read this brief slide: [Leverage Practices and Evidence-Based Practices: A Promising Pair](#)



identified by an evidence-based review process (Gersten et al., 2005; Horner et al., 2005). A few examples include the following:

- Teaching phonological awareness
- Decoding
- Comprehension strategies include activating and building students' background knowledge, using a think-aloud, and summarizing.
- Fluency strategies, such as echo reading and pre-teaching vocabulary.

HLPs should be used in combination with EBPs. Both are necessary to provide students with an evidence-based education. Let us use phonological awareness as an example. Phonological awareness is an evidence-based practice that should be taught with an HLP using explicit instruction. The HLP helps with the delivery of the EBP.

Another example is teaching comprehension. Using the HLP to provide specific feedback helps students know if they comprehend reading content and use strategies appropriately.

This brief provides even more examples if you want to read more about how EBP and HLP work together for effective instruction.

Facilitation note: For optional prework or post work, have participants read [High-Leverage Practices and Evidence-Based Practices: A Promising Pair](#).

Slide 18

Facilitation notes:

This video example shows a teacher using HLPs and EBPs together to provide effective instruction. Cue the video to 6:08 and watch until 10:03 to see a teacher reviewing class procedures for lining up at the door.

Video Example:

[Clarifying the Relationship Between HLPs and EBPs](#)



- Scenario: Reviewing class procedures for lining up at the door (6:08–10:03).

HLPs used:

- HLP 7: Establish a consistent, organized, and respectful learning environment.
- HLP 16: Explicit instruction.
- HLP 18: Actively engage students.
- HLPs 4–6: Use a range of data sources to make informed decisions about student progress and when changes are needed.

EBPs used:

- Develop and teach predictable classroom routines.
- Provide multiple and varied opportunities to respond.

Slide 19

Explanation of Slide

Let's review how MTSS and HLPs can be mutually supportive. What is MTSS? MTSS stands for multi-tiered system of support. It is a framework that integrates assessment and intervention within a schoolwide, multilevel prevention system to maximize student outcomes for all learners.

It is intended to be inclusive of all students regardless of their ability level. This framework also considers the stakeholders in the system, including, for example, teachers, families, administrators, and support staff. These key players ensure that the “system” is working properly. It is important to note what we mean by system. Certainly, the system can refer to a school system, but, more importantly, the system refers to the structures that exist to support students or teachers—the protocols and procedures used to determine how and when supports are provided. It is the infrastructure that sustains your work.

This problem-solving model allows you to consider the following questions:

- Who is at risk?
- Who is making progress?
- Who needs support?
- How do we know?

MTSS helps educators to think about the supports and the systems in place to sustain their work. It provides a process for better understanding and

Components of a Multi-Tiered System of Support (MTSS)

- MTSS is a framework that integrates assessment and intervention within schoolwide, multilevel prevention systems to maximize student outcomes for all learners.
- Considers the supports available within the system.
- Provides infrastructure to support implementation of EBPs using HLPs.



implementing supports within the entire system that can support each child.

Slide 20

Explanation of Slide

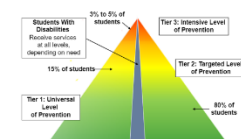
Many educators associate MTSS with the following triangle. It is intended to represent the three levels of prevention and the percentage of students who would be expected to benefit from these levels of prevention in an effective system. The first level, or Tier 1, is in green. It is expected that most students, at least 80%, benefit from core curriculum delivered through differentiation.

The next level, or Tier 2, supplements Tier 1. Even with good instruction, it is estimated that 15% of students will need supplemental, small-group instruction to benefit from the core instruction and curriculum.

The top level, or intensive instruction or Tier 3, includes specialized, individualized systems for students with intensive needs. It typically involves small-group instruction of one to three students who are significantly behind their peers. It is estimated that approximately 3% to 5% of students will need intensive support.

If fewer than 80% of students are benefiting from the current primary prevention system, schools should consider focusing school improvement efforts on improving the core instruction and curriculum, which is where the HLPs can be instrumental. If a large percentage of students are in Tier 2 or Tier 3, consider implementing large-group

MTSS as a Multilevel Prevention System



instructional activities and system changes within Tier 1 to reduce the number of students requiring additional support.

Students with diverse learning needs, including ELs, SWDs, or students who are gifted, may receive support throughout the levels of the system, depending on their individual needs.

Slide 21

Explanation of Slide

You may be wondering how HLPs and MTSS fit together? HLPs are integral to this framework because these areas have been substantiated as having meaningful and enduring effects on student outcomes and learning environments. As stakeholders work to identify practices within collaboration, instruction, social-emotional learning, and assessment, the HLPs are established as practices that result in meaningful outcomes. Using HLPs by general education teachers ensures that most students gain access to the general education curriculum. The result is that only those students who have more intensive needs will need to access support from Tier 2 and Tier 3.

MTSS and HLPs



Slide 22

Facilitation note: Navigate to website and provide overview of resources – highlight videos, briefs, resource search tool, etc.

Explanation of Slide

HLP Website Tour
<https://highleveragepractices.org/>



We want to provide a tour of the HLP website. Many of the resources we will share or recommend are listed on this website. There are example videos, briefs, practice-based learning opportunities, a resource search tool, and many other resources that can support you in learning about and applying the HLPs in your practice. In a few minutes, during the break, take a little time to explore these more. You may want to bookmark them on your device for future reference.

Slide 23

Facilitation Notes:

For in-person presentations, have three pieces of chart paper positioned around the room, with the following headings (one per chart paper): “HLP Overview #1,” “HLP Overview #2,” and “HLP Overview #3.” For virtual presentations, using your sticky notes, respond to the following three prompts. There are three pieces of chart paper around the room labeled with numbers 1, 2, and 3. Place your sticky notes on the appropriate chart papers.

For virtual presentations, have Padlet, Jamboard, or another note-taking app ready.

After participants respond, take a short break. When participants return from break, answer any concerns or questions that were posted on the chart papers.

Explanation of Slide

Using your sticky notes, respond to the following three prompts. Three pieces of chart paper around the room are labeled with numbers 1, 2, and 3. Place your sticky notes on the appropriate chart papers.

Review

Respond on sticky notes and post on the gallery walk chart paper.

Sticky Note 1: Write down one thing you learned that you didn't already know.

Sticky Note 2: Write down the most important piece of information from the content we just covered.

Sticky Note 3: Write down one question or something you still hope to learn.



Slide 24

Explanation of Slide

Now we are going to take a short break.

Break 

Section 2: HLP 7: Establish a Consistent, Organized, and Respectful Learning Environment

- **Purpose.** Provide an overview of HLP 7, give the participants some resources and tools for this HLP and give them time to review and practice the tools.
- **Time.** 1 hour
- **Pework.** Video: [HLP 7 Establish a Consistent, Organized, and Respectful Learning Environment](#) (0:00–7:48)
 - Have teachers watch through the 7:48 mark prior to the session.
 - The video provides a definition, background, and a rationale for HLP 7 and demonstrates the three key components of this HLP.
- **Materials**
 - [Tip Sheet: Opportunities to Respond](#)
 - [Outline: Developing Rules and Procedures](#)
 - [Classroom Procedures Template](#)
 - [Systems and Routines Reflection Template](#)
 - [Classroom Routine Lesson Plan](#)
 - Classroom management plan or routines/procedures document (each participant to bring their own document)
- **Videos**
 - [HLP 7 Establish a Consistent, Organized, and Respectful Learning Environment](#)
 - 7:48 – 10:33
 - 13:13 – 14:47
 - 16:45 – 18:54
- **Post Session Resources**
 - [HLP 7 Update](#). This resource is intended to support school leaders with HLP professional development, implementation, teacher observation and

feedback efforts at their school site. It provides look-fors, tips to support teachers, and questions to prompt discussion, self-reflection, and observer feedback.

- [HLP 7 Leadership Guide](#). This resource guides principals and mentors in how to follow up with their teachers to support continued development and implementation in HLP 7.

■ **Optional Resources**

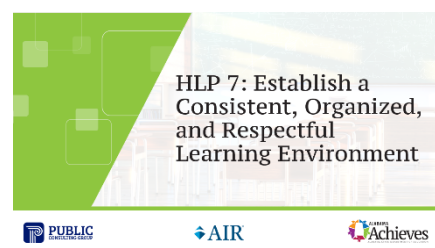
- Module: [Classroom Management \(Part 1\): Learning the Components of a Comprehensive Behavior Management Plan](#) (approximately 1 hour): This module highlights the importance of establishing a comprehensive classroom behavior management system composed of a statement of purpose, rules, procedures, consequences, and an action plan. It also provides information about how culture, classroom factors, and teacher actions can influence student behavior.
- Module: [Classroom Management \(Part 2\): Learning the Components of a Comprehensive Behavior Management Plan](#) (approximately 2 hours): This module reviews the major components of classroom management (including rules, procedures, and consequences) and guides users through the steps of creating their own comprehensive behavior plan. The module is a companion to Classroom Management (Part 1).
- Module: [Early Childhood Environments: Designing Effective Classrooms](#) (page 3): Page 3 of this IRIS Center module provides considerations in designing a social environment that helps foster positive peer relationships, creates positive interactions between adults and children, and provides opportunities for adults to support children in achieving their social goals.

Slide 25

Explanation of Slide

The first HLP we will talk about is establishing a consistent, organized, and respectful learning environment.

With a partner, discuss 5 to 10 things that come to your mind when you read this HLP 7.



Slide 26

When you walk into a classroom that has a consistent, organized, and respectful learning environment, this does not happen without effort. Teachers create this environment by engaging in specific actions.

Establishing positive relationships with students is cultivated through mutual respect. Teachers create a culture where diversity is viewed as an asset across ethnicities, cultures, contexts, languages, and disabilities.

Students know what to expect when arriving in their classrooms because they participate in the creation of the rules and routines and the teacher has explicitly taught them and implemented them consistently.

When you view this teacher's classroom, it is not a teacher talking and students listening. You see each student actively engaged in their learning. Teachers use positive strategies to recognize and encourage behaviors that support the learning environment and mutually respectful classroom culture.

What Is a Consistent, Organized, and Respectful Learning Environment?

- An environment with strong, mutually respectful relationships.
- Students engaged in setting clear and consistent classroom rules, routines, and procedures.
- Ethnic, cultural, contextual, and linguistic diversity is valued.
- Students actively engaged with opportunities to respond (OTRs).

Slide 27

Explanation of Slide:

This HLP is sometimes considered the most important or foundational. Students need an environment that supports students focus on learning academics and social skills.

How Does It Affect Students?

Increases likelihood of student academic and social behavior success.

Increases on-task behavior.

Fosters caring and respectful interactions between educators and students.

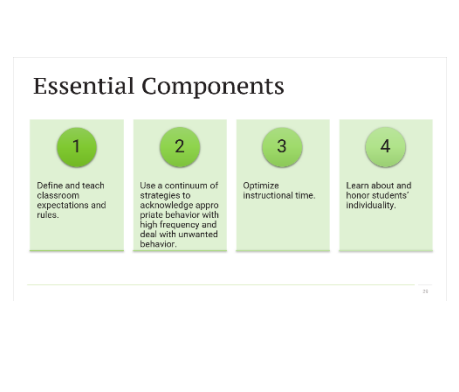
Special and general educators cannot make students learn or behave. They can, however, proactively create environments to increase the likelihood they do.

- Lewis (2009)

Slide 28

Explanation of Slide

The following are essential components to establishing a consistent, organized, and respectful learning environment. [Read slide.]



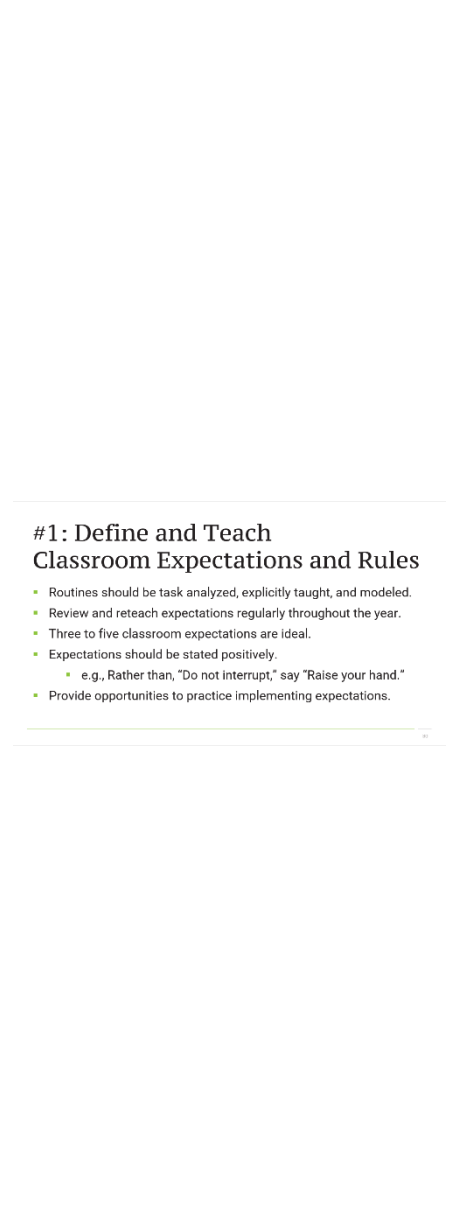
Slide 29

Explanation of Slide

Let's take a closer look at the first essential component: Procedures and routines should be clearly defined and explicitly taught. This cannot be accomplished merely in one or two lessons at the start of the year. Instead, teachers should review and reteach expectations regularly throughout the year.

Class expectations should be few and stated positively such as, “Raise your hand.” Research recommends between three and five classroom expectations. The expectations should also be age appropriate and context specific.

Just saying an expectation such as, “Be Prepared,” or having it on the list on the wall is not enough. What does that mean? It could mean that the teacher expects at the beginning of reading class, each student has a reading folder and reading book out on their desk with a pencil. If this is the case, then the teacher could model what this looks like, then take a few minutes and have the student practice.



Slide 30

Explanation of Slide

Now we will watch a video of a teacher defining and teaching classroom expectations. In this clip, Ms. Bree Barns engages her inclusive fourth-grade class in a discussion and review of class expectations. She has her students model the expectations and leads them through examples and nonexamples of the expected behavior.

While you are watching, note your thoughts on the following questions:

- What did the teacher do well?
- What strategies from this video would you like to use?
- Do you currently use any of the strategies shown in the video?

We will first share with a shoulder partner and then we will share with the whole group about what you and your partner discussed.

[After discussion]: It is important to note that these mini lessons are needed throughout the school year and not just at the beginning of the year. In the video, Ms. Barnes makes a comment to let you know that it is near the end of the year.

Facilitation note: Have the video cued to 7:48. After the video, allow 2–3 minutes for participants to discuss the questions with their partner. After partner discussion, ask for several groups to indicate what they or their partner talked about for each question. In the case of virtual training, you could have participants answer aloud or put their answers in the chat.

Video Example: Defining and Teaching Classroom Expectations



- Watch [HLP #7](#), 7:48–10:33.
- As you are watching the clip, note the following:
 - What did the teacher do well?
 - What strategies from this video would you like to use?
 - Do you currently use any of the strategies shown in this video?

Some potential answers:

What did the teacher do well?

-identifies what it sounds and looks like.

-she models how loud steps

-provides non-examples

-students practice as example and non-example

Slide 31

Explanation of Slide

The next essential component we're going to look at is using a continuum of strategies to acknowledge behavior.

We are aiming for a 4 to 1 ratio of positive support to critical correction. Sometimes this is challenging, but teachers must find positives particularly for students who may be struggling.

Teachers can use a variety of methods to acknowledge appropriate behavior. For example, feedback can be oral, gestural, or written.

A specific and contingent statement describes the behavior being praised immediately after the behavior occurs. This is relevant to academic skills as well as behavioral ones. Teachers can provide behavior specific praise as it relates to the classroom expectations. For example, "Maria, I appreciate how your workspace is very neat. You are demonstrating being responsible in the classroom." Teachers can and should provide these types of statements to individuals, groups of students, or the entire class. It is not always possible or practical to provide a

#2: Use a Continuum of Strategies to Acknowledge Behavior

- Provide four acknowledgments of appropriate behavior for every correction.
- Acknowledge mastery of expectations and compliance with procedures.
- Use a variety of methods to acknowledge appropriate behaviors (e.g., oral, gestural, written).
- Give specific feedback.
- Deliver feedback immediately after the behavior occurs.

lengthy, specific feedback statement, so a well-timed gesture such as a thumbs up or smile can also help the student get feedback that they are meeting or exceeding your expectations. Taking time to explicitly explain what your various gestures and facial expressions mean can be helpful for students who may not have the capacity to correctly interpret your non-verbal cues.

Slide 32

Explanation of Slide

Let's talk about the three S's of giving feedback: select, specific, and set goals. [Read slide.]

How to Give Feedback



- **Select:** Identify one or two things that the student did very well.
- **Specific:** State the strategy that the student used.
- **Set Goals:** Give a next step.

Slide 33

Facilitation note: Ask participants to explain why these examples are not considered feedback. Let several people give answers before you move on.

Explanation of Slide

Why are the things on this slide not considered feedback? [Wait for responses. Examples of responses given should be that they are not specific, they don't raise awareness of strengths and areas for improvement, and they don't identify actions to be taken to improve performance.]

We will discuss feedback in-depth when we explore HLP 8.

Nonexamples of Specific Feedback

- Great Job!
- Fantastic
- A
- F
- ✓
- X
- -7
- ☹️
- v v+ v-
- right/wrong grades

Slide 34

Explanation of Slide

Now we will watch a video of a teacher using a continuum of strategies to reinforce positive behavior. In this clip, Ms. Elisheba Cornelius is wrapping up a lesson on contractions. She provides her students with specific and contingent oral praise and uses her schoolwide PBIS ticket reinforcement system to provide further feedback to her students that she is pleased with their performance. In the second part, she meets after the lesson with two students to provide additional reinforcement.

As you are watching the clip, note:

- What did the teacher do well?
- What strategies from this video would you like to use?
- Do you currently use any of the strategies shown in the video?

We will first share with a shoulder partner and then we will share with the whole group about what you and your partner discussed.

Facilitation notes: Have the video cued to 13:13. After the video, allow 2–3 minutes for participants to discuss the questions with their partner. After partner discussion, ask for several groups to indicate what they or their partner talked about for each question. In the case of virtual training, you could have participants answer aloud or put their answers in the chat.

Video Example:

Using a Continuum of Strategies



- Watch [HLP #7](#), 13:13–14:47
- As you are watching the clip, note the following:
 - What did the teacher do well?
 - What strategies from this video would you like to use?
 - Do you currently use any of the strategies shown in this video?

Slide 35

Explanation of Slide

Teachers who establish and maintain a consistent, respectful, and organized learning environment are in excellent shape to ensure that students are not losing any time unnecessarily to behavior problems or other related disruptions. Students win when their chances to learn are maximized.

A key practice within the need to optimize instructional time is to provide lots of opportunities to respond or OTRs. These opportunities should vary on the specifics of the lesson and the capacity of the student. That said, providing students with lots of chances to show their learning and understanding of procedures helps build fluency and long-term memory. In addition to actively engaging students during instruction, OTRs help teachers gauge student understanding of a concept. Instructional choices can therefore be made and adjusted based off students' responses. A variety of OTRs can be embedded directly into teacher-directed instruction. For example, in addition to the traditional individual responding, a teacher could use unison responding, premade response cards, and wipe off boards.

#3: Optimize Instructional Time

- Prevent instructional time from being unnecessarily lost.
- Balance direct instruction with multiple opportunities for students to respond with high rates of feedback.



Slide 36

Explanation of Slide

An OTR is when a teacher presents an instructional question, statement, or gesture that promotes student responses (e.g., pointing to a flashcard, answering a question aloud, writing an answer on a dry erase board). The teacher then provides feedback to students based on their responses. There are two basic types of OTRs: verbal responses and nonverbal responses.

Opportunities to Respond

Teacher Tasks for OTRs

- Presents question, statement, or gesture that promotes student responses.
- Provides feedback to students based on responses.
- Uses three to five OTRs per minute for simple responses (e.g., verbal).
- Uses one OTR per minute for complex responses (e.g., solving a mathematical problem).
- Uses one OTR every 10–30 minutes for longer tasks (e.g., written prompts).



Note: This information is compiled in the [Opportunities to Respond Tip Sheet](#) found in your resource packet.

All students can benefit from increased OTRs. High rates of OTRs in the classroom can lead to improved academic performance, increased on-task behavior, and decreased problem behavior. Yet research shows that students who exhibit problem behavior, including students with emotional/behavioral disorders, receive fewer OTRs than their peers without disabilities. For students with co-occurring problem behavior and academic struggles, increased OTRs are associated with improved reading and mathematical skills, more time spent on tasks, and decreased disruptive behavior.

Teachers should provide frequent opportunities for students to engage with classroom instruction. Current research indicates that effective teachers often provide three to five OTRs per minute for simple responses (e.g., verbal, or gestural) and as few as one OTR per minute when responses are more complex (e.g., solving a mathematical problem). A teacher may provide only one OTR every 10–30 minutes for longer tasks (e.g., written prompts). Because results vary, the general rule is to focus on high quality and a variety of OTRs rather than high numbers of OTRs.

This information comes from the Opportunities to Respond Tip Sheet found in your resource packet, a resource created by the Tennessee Behavior Supports Project at Vanderbilt University.

Slide 37

Explanation of Slide

Adding a variety of OTR strategies within your lesson plans can lead to more dynamic lessons and improved student engagement. For example, incorporating both individual responses and whole-group responses will hold students accountable at both the individual and class-wide levels. Further, OTR strategies can promote different forms of responding (e.g., written, oral, gestural). This slide highlights some verbal strategies, and the following slide shows some nonverbal strategies.

Read this slide for yourself. Can you think of other examples of individual or choral verbal responses that you use or have heard of that are not listed? I'll give everyone about a minute to read the slide and think of other examples, and then I will ask for some volunteers to answer.

Facilitation note: Give the participants about a minute to read the slide. Afterward, ask for volunteers to give other examples. Give wait time and allow a few participants to give answers.

Verbal OTRs



OTR strategy	Description of strategy	Strategy in action
Individual questioning	A question is delivered to an individual student.	<ul style="list-style-type: none"> Calling on students individually with increased frequency Round-robin for individual responses Putting a random student's name out of a container
Choral responding	All students receive OTRs to a teacher-directed question.	<ul style="list-style-type: none"> Teacher signals and students respond in unison Students read statement together "Think-Pair-Share" "Think-Write-Pair-Share"

Source: Tennessee Behavior Support Project (n.d.)

Slide 38

Explanation of Slide

Here are some nonverbal OTRs. Read this slide for yourself. Can you think of other examples of individual or choral nonverbal responses that you use or have heard of that are not listed? This time, I want you to share additional examples with your shoulder partner, and then I will ask for volunteers to give examples that either they or their partner proposed. But, first, take a minute to read the slide, and I will let you know when you can start talking with your shoulder partner.

Nonverbal OTRs



OTR strategy	Description of strategy	Strategy in action
Individual questioning	A question is delivered to an individual student.	<ul style="list-style-type: none"> Students "stop and jot" down their answers
Choral responding	All students receive OTRs to a teacher-directed question.	<ul style="list-style-type: none"> Holding up fingers/hands Student's moves to a section of the room that corresponds with their answer Clapping a number Pointing to the answer Low-tech student responses <ul style="list-style-type: none"> White boards Colored notes Response cards High-tech individual student responses <ul style="list-style-type: none"> Pods Clickers Computer-assisted response systems

Source: Tennessee Behavior Support Project (n.d.)

Facilitation note: Give participants about a minute to read the slide. Give them another 1–2 minutes to talk with their shoulder partner. Afterward, ask for volunteers to give other examples. Give wait time and allow a few participants to give answers.

Slide 39

Explanation of Slide

Now we will watch a video of a teacher optimizing instructional time. In this clip, Ms. Vina Nguyen is providing small-group instruction in a middle school science class. Because students are rotating between several groups, she works quickly with her students during a demonstration to keep them on task and engaged by providing lots of OTRs at varying levels of difficulty.

This time, I would like for you to write down your answers to these questions:

- What did the teacher do well?
- What strategies from this video would you like to use?
- Do you currently use any of the strategies shown in the video?

Afterward, I will ask for volunteers to give examples of what they wrote.

Facilitation notes: Have the video queued to 16:45. After the video, allow 1–2 minutes for participants to finish writing their thoughts. Then ask for volunteers to share what they wrote.

Video Example: Optimizing Instructional Time



- Watch [HLP #7](#), 16:45–18:54
- As you are watching the clip, note the following:
 - What did the teacher do well?
 - What strategies from this video would you like to use?
 - Do you currently use any of the strategies shown in this video?

Slide 40

Explanation of Slide

Our last essential component for HLP 7 is that teachers are knowledgeable about and honor students' individuality.

Teachers need information about their students to develop and maintain positive relationships. They need information about students' lives, their interests including their backgrounds, assets and talents and are engaged in the community to show students that teachers are invested in the whole student, not just how the student may perform academically. Ensuring that all students feel valued and respected help students to feel safe in the classroom and helps to create a positive classroom environment.

#4: Learn About and Honor Students' Individuality

Teachers need to know:

- Who their students are, including their interests, background, assets, and talents.
- Student communities and how to become engaged.
- How to ensure all students feel valued and respected.

Slide 41

Explanation of Slide

Let's talk about what teachers can do while considering students' varying backgrounds.

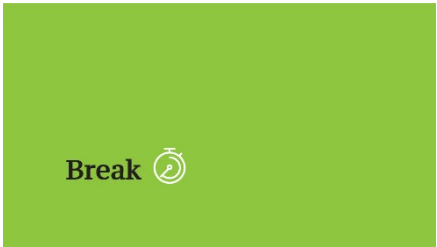
- First, they set high expectations for all students, which creates a sense of empowerment.
- They engage and encourage different perspectives from multiple experiences.
- They use the diversity of students to leverage individual student capital to improve the learning for all students.

A student's "funds of knowledge" refers to their:

- academic and personal background knowledge,

Teaching While Considering Student Backgrounds

- Empower students socially and academically by setting high expectations and demonstrating commitment to students' success.
- Engage knowledge, experiences, contributions, and perspectives from multiple points of view.
- Use students' individual capital and funds of knowledge to build on strengths to develop/enhance curricula and provide instruction.

<ul style="list-style-type: none"> • accumulated life experiences, • skills and knowledge used to navigate everyday social contexts, and • world views structured by broader historically and politically influenced social forces. <p>Students bring their valuable background experiences to the classroom, and teachers should draw on this to enhance instruction.</p>	
<p>Slide 42</p> <p>Explanation of Slide</p> <p>Teachers should consider the interaction between how curriculum can strengthen the connection with students.</p> <p>There are several strategies that can help. Teachers can supplement the textbooks with other resources. Connections to the community can be made by incorporating interviews or having local leaders speak about classroom topics. Teachers can develop activities that celebrate both student differences and commonalities.</p>	<p>Considering Curriculum: Teacher Practices</p> <ul style="list-style-type: none"> ▪ Use resources other than textbooks for learning. ▪ Allow students to interview people and research topics in their community. ▪ Develop activities that celebrate students' differences and commonalities.
<p>Slide 43</p> <p>Explanation of Slide</p> <p>Now we are going to take a short break.</p>	

Slide 44

Facilitation Note:

- 1) Have teachers take out the document, **“Developing Rules and Procedures.”** They should follow along as you review the steps on this slide.
- 2) Highlight example rules/procedures on document.

Developing Rules and Procedures



Classroom Rules

- Based on sound principles
- Specific, observable, and measurable
- Stated positively
- Apply to all activities within a setting

Procedures

- Tells what to do when (activity- or event-specific)
- Written as specific and discrete steps
- Each step contains an observable action

Handout:
Developing Rules and Procedures

Slide 45

Explanation of Slide

Think about the systems and routines you currently have in place. Using the **Classroom Procedures Template**, respond to the guiding questions by brainstorming current ideas, as well as listing outstanding questions or resources needed. Make sure you jot down some ideas regarding your new systems and routines you might have as well as questions you still need to address to be successful. Keep those questions and ideas in the forefront of your thinking as you continue building systems and routines for your classroom.

After completing, you will share in small groups. Then, we will debrief as a whole group.

Facilitation Note: After completing, teachers will discuss with each other in small groups. Then, debrief as a whole group.

Allow ~15 minutes for this activity.

Activity: Classroom Procedures



Guiding Questions	Current Ideas	Outstanding Questions or Resources Needed
What do students do when they enter your classroom? How do you teach basic classroom management?		
What needs are needed to create, teach and reinforce the procedures?		

Slide 46

Facilitation Notes:

*Have participants take out their classroom management plan or procedures/routines document and the **Systems and Routines Reflection** document.*

*The group will be divided into five smaller groups. Each group will be assigned one scenario. Individually, each participant will spend ~7 minutes completing the **Systems and Routines Reflection** document to reflect on their use of procedures for their assigned scenario.*

Then, the group for each scenario will share how they are addressing procedures for their assigned scenario, or ideas for how they can address this (~7 – 10 minutes).

Explanation of Slide

These are common issues that teachers must think through and establish a routine in their classroom. You will be divided into five smaller groups. Each group will be assigned one of these scenarios. First, you will individually spend ~7 minutes completing the **Systems and Routines Reflection** document to reflect on your use of procedures for your assigned scenario. Then, your group for your assigned scenario will discuss if you currently have classroom or school procedures for this scenario. If you do have procedures, discuss their effectiveness and if there's any need for improvement. If you don't have procedures, brainstorm ideas together.

Activity:

How Effective Are Your Systems and Routines?



Common issues that require effective procedures:

- 1) When students transition from one activity to another, students become unruly and do not easily transition to the new task.
- 2) Students speak out without raising their hand or being recognized.
- 3) Students do not complete assignments/homework on time.
- 4) Students are disrespectful to other students in the classroom, bordering on bullying.
- 5) Students get out of their seat and walk around the classroom during direct instruction.

Slide 47

Explanation of Slide

Using the **Classroom Routine Lesson Plan** document, create a lesson plan for teaching routines. This plan should be for a routine that you do not currently have but wish to create.

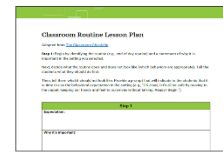
You will begin by identifying the routine (e.g., end of day routine) and a statement of why it is important in the setting you select. Next, decide what the routine does and does not look like (i.e., which behaviors are appropriate). Tell the students what they should do first. Then, tell them what it should not look like. Then, provide a prompt that will indicate to the students that it is time to use the behavioral expectation in the setting (e.g., "OK class, let's all be safe by moving to the carpet, keeping our hands and feet to ourselves without talking. Ready? Begin.")

Next, decide how you will provide students with the opportunity to practice behavioral expectations.

Facilitation notes:

Provide ~10 minutes for this activity. If time allows, have participants discuss their plans in pairs.

Activity:
Create a Lesson Plan for Teaching Classroom Routines



Slide 48

Facilitation Notes:

For in-person presentations, have four pieces of chart paper positioned around the room, with the following headings (one per chart paper): “Key Takeaways,” “Implement,” “Further Support,” and “Additional Questions.” For virtual presentations, have Padlet, Jamboard, or another note-taking app ready.

After participants respond, take an extended break before Part 2 of this session. At the start of the next

Wrap Up



- Record your thoughts on sticky notes and post on the gallery walk chart paper:
 - What are some **key takeaways** about this HLP?
 - What is one thing from this session you will **implement** right away in your classroom?
 - What do you need in terms of **further support**?
 - What **additional questions** do you have about this HLP?

session, answer any concerns or questions that were posted on the chart papers.

Explanation of Slide

Using your sticky notes, respond to the following four questions. There are four pieces of chart paper around the room labeled with these bold headings. Place your sticky notes on the appropriate chart papers.