

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

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

Welcome!



Introductions

- Name, school, position.
- Number of years in education.
- 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?

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Agenda

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

Objectives

- Teachers will develop a deeper understanding of the essential components of high-leverage practice **(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).

Review Materials

- 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

Engagement Tools



Discussion



Activity



Poll



Resource

HLP Overview



What do you think it means for a practice to be considered a high leverage practice?

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*

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.

HLP Domains



Features of HLPs

- 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.

Why Should We Focus on HLPs?

- 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 apply to all content areas and can be used across all grades.
- HLPs have been identified as practices that all teachers should know and be able to do.

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.

True or False?

1. HLPs are just for special education teachers.

FALSE. HLPs are for *all* teachers!

2. When used effectively, HLPs can help promote equitable outcomes for SWDs and others with special learning needs.

TRUE! HLPs can lead to improved student learning outcomes for all students in core instruction.

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.

Example of HLPs and EBPs Working Together at Tier 1

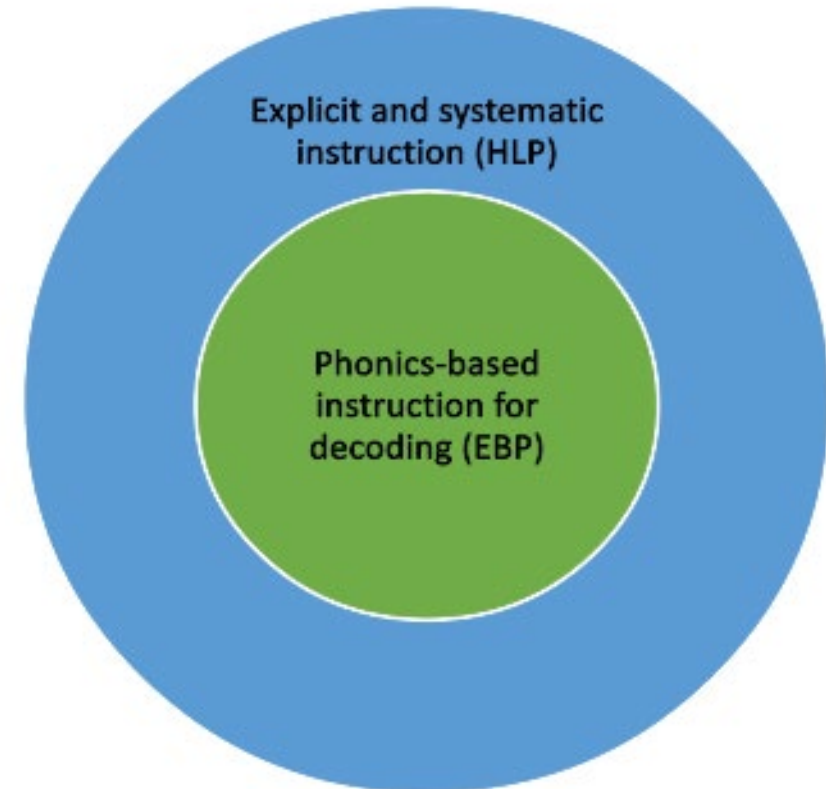


EBPs are

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

Optional Reading:

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



Video Example:

Clarifying the Relationship Between HLPs and EBPs



- Scenario: Online, small-group mathematics lesson (10:04–16:55).

HLPs used:

- HLPs 1–3: Collaborate with colleagues and families
- HLP 4: Use a range of data sources
- Grouping
- HLPs 8 and 22: High-quality feedback
- HLP 11: Address long- and short-term learning goals
- HLP 12: Systematically design instruction

HLPs used (cont.):

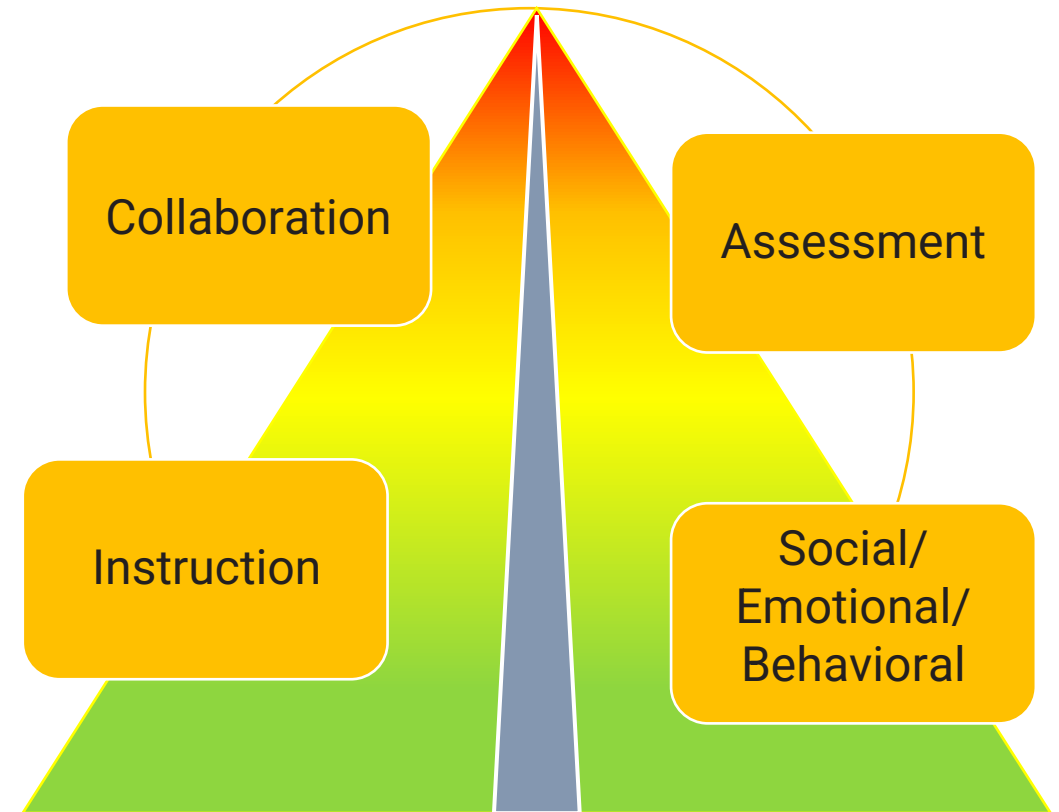
- HLP 13: Provide adaptations
- HLP 15: Provide scaffolded supports
- HLP 16: Explicit instruction
- HLP 17: Use flexible

EBPs used:

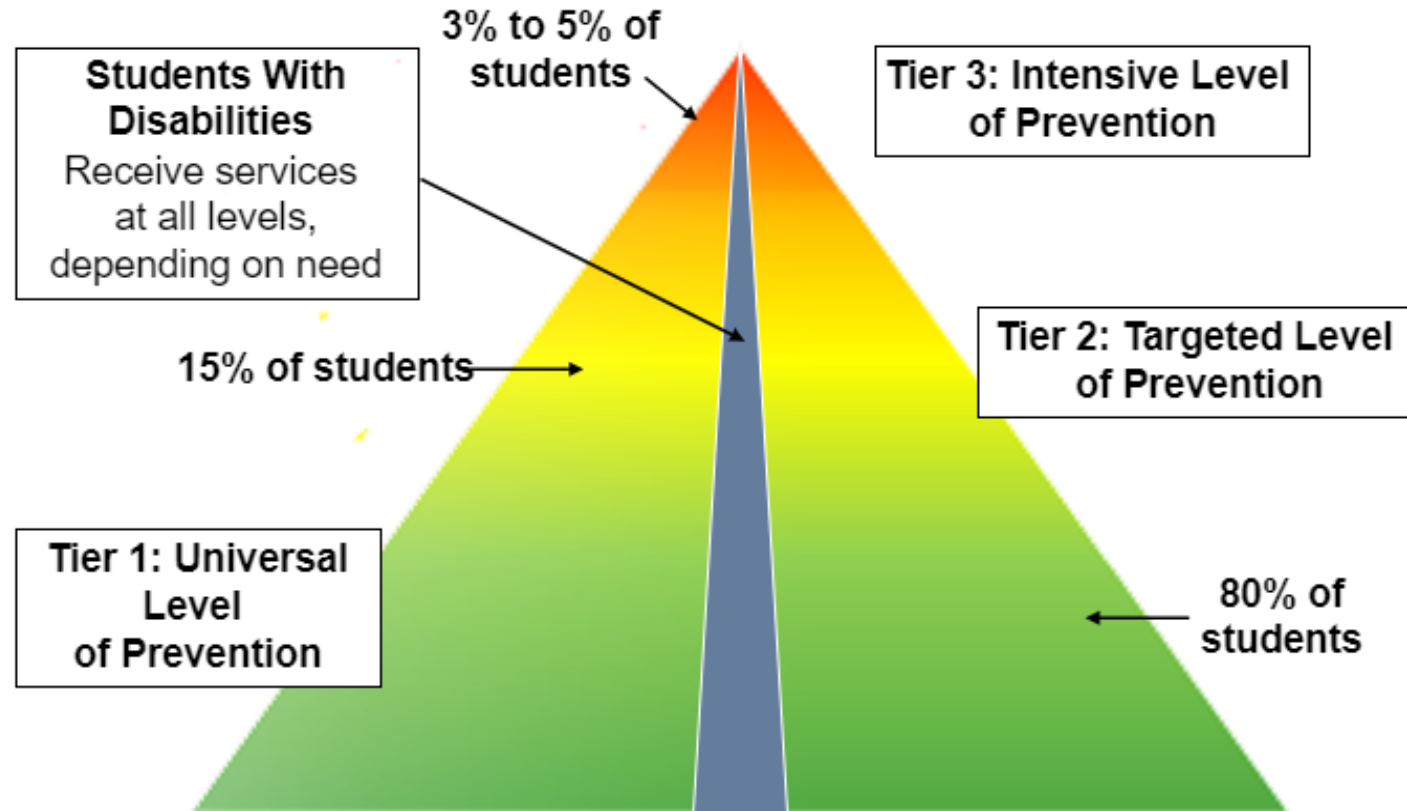
- Use of manipulatives as part of real-world story problem solving

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

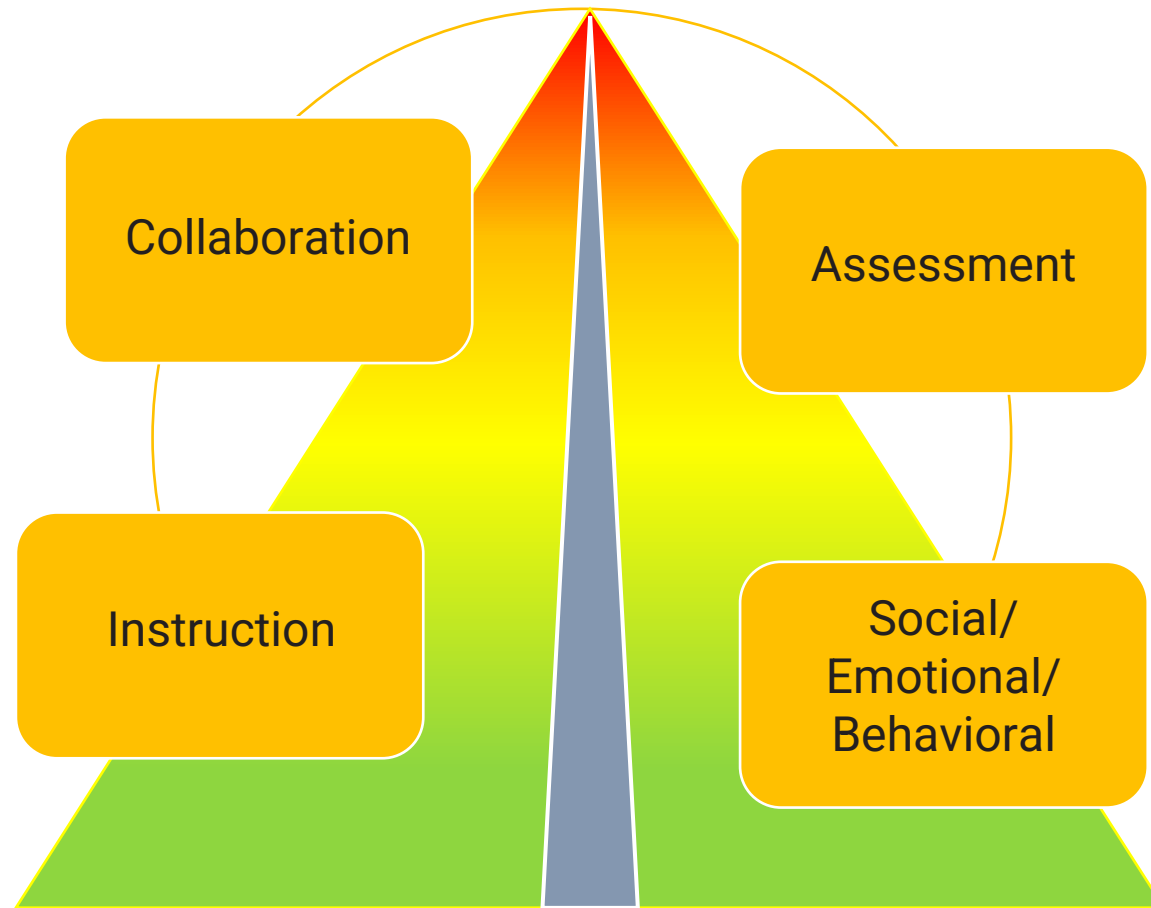
- MTSS is a framework that integrates assessment and intervention within schoolwide, multilevel prevention systems to maximize student outcomes for all learners.
- Considers the supports available within the system.
- Provides infrastructure to support implementation of EBPs using HLPs.



MTSS as a Multilevel Prevention System



MTSS and HLPs



HLP Website Tour

<https://highleveragepractices.org/>



EXPLORE HLPS

FIND RESOURCES

ACCESS VIDEOS

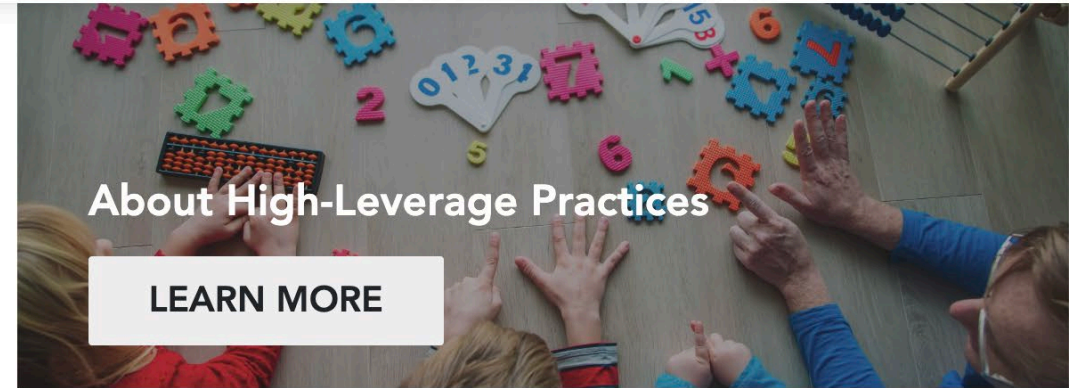
EVENTS



Practice-Based Learning Opportunities

Every Student Deserves an Equitable Opportunity to Succeed.

[LEARN MORE](#)



About High-Leverage Practices

[LEARN MORE](#)



Watch HLPs in Action

[ACCESS VIDEOS](#)

Review



With a person near you, discuss:

- One thing you learned that you didn't already know.
- The most important piece of information from the content we just covered.
- One question or something you still hope to learn.

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

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).

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)

Essential Components

1

Define and teach classroom expectations and rules.

2

Use a continuum of strategies to acknowledge appropriate behavior with high frequency and deal with unwanted behavior.

3

Optimize instructional time.

4

Learn about and honor students' individuality.

#1: Define and Teach Classroom Expectations and Rules

- Routines should be task analyzed, explicitly taught, and modeled.
- Review and reteach expectations regularly throughout the year.
- Three to five classroom expectations are ideal.
- Expectations should be stated positively.
 - e.g., Rather than, “Do not interrupt,” say “Raise your hand.”
- Provide opportunities to practice implementing expectations.



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?

#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.

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.

Nonexamples of Specific Feedback

- Great Job!
- Fantastic
- A
- F
- ✓
- X
- -7
- ☺
- √ √+ √-
- right/wrong grades



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?

#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.



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.

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▪ Pulling 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-Shar"▪ "Think-Write-Pair-Share"

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">▪ Student will “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▪ Students move 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- Guided notes- Response cards• High-tech individual student responses<ul style="list-style-type: none">- iPads- Clickers- Computer-assisted response systems

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?

#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.

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.

Considering Curriculum: Teacher Practices

- 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.

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

Activity: Classroom Procedures



Classroom Procedures Template

Guiding Questions	Current Ideas	Outstanding Questions or Resources Needed
What do students do when they enter your classroom? How do you teach these procedures to your student?		
What visuals are needed to better teach and reinforce the procedures?		

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.

Activity:

Create a Lesson Plan for Teaching Classroom Routines



Classroom Routine Lesson Plan	
Adapted from The Classroom Check-Up	
Step 1: Begin by identifying the routine (e.g., end of day routine) and a statement of why it is important in the setting you selected.	
Next, decide what the routine does and does not look like (which behaviors are appropriate). Tell the students what they should do first.	
Then, tell them what it should not look like. 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.").	
Step 1	
Expectation:	
Why it's important:	

Wrap Up



- 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?