

### M3-S4: High-leverage practices across learning environments

GK	<p>Hello Christina and welcome listeners! This is Session 4 in Module 3 of your TALE Academy learning experience : High-leverage practices across learning environments.</p> <p>Let’s start by exploring how high-leverage practices in special education helped teachers overcome barriers for all students during emergency remote teaching.</p>
CLH	<p>The story begins years before the pandemic. In 2014, a group of educational leaders came together to answer a growing problem in the field of teaching: the lack of clarity and consensus across teacher preparation programs about what teachers need to know in order to effectively educate students with disabilities, particularly in inclusive classrooms.</p> <p>Within a year, the team was hard at work conducting focus groups with teachers and studying volumes of educational research with one main goal in mind: identifying “practices that could make a positive difference with students who were struggling to find success in school because of learning and behavioral complexities.”</p>
GK	<p>In 2017, two of the organizations that led this work – the Council for Exceptional Children and the CEEDAR Center – published their findings in <i>High-Leverage Practices in Special Education</i>. In the book, they describe these high-leverage practices, referred to as HLPs, as:</p> <p style="padding-left: 40px;">“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.”</p> <p>The practices they identified are for all teachers, both general education and special education, and are focused directly on the work of teaching, particularly in inclusive classrooms. They identified 22 HLPs and grouped them into four categories directly related to teaching. The categories are:</p> <ul style="list-style-type: none"><li>● Collaboration,</li><li>● Assessment,</li><li>● Social Emotional Behavior Supports, and</li><li>● Instruction</li></ul>
CLH	<p>In order for a practice to be deemed high-leverage, it needed to meet all of the following criteria:</p> <ul style="list-style-type: none"><li>● Focus directly on instructional practices,</li></ul>

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	<ul style="list-style-type: none"><li>● Occur with high frequency in teaching in any setting,</li><li>● Be research-based and known to foster student engagement and learning,</li><li>● Be broadly applicable and usable in any content area or approach to teaching, and</li><li>● Be fundamental to effective teaching when executed skillfully. Let's take a deeper look at each of these four categories and which of the 22 practices relate to them.</li></ul>
GK	<p>22! wow, so many high-leverage practices! Why don't we break them out into those four groups.</p> <p>First, collaboration. When we practice collaboration, we:</p> <ol style="list-style-type: none"><li>1) Collaborate with professionals to increase student success.</li><li>2) Organize and facilitate effective meetings with professionals and families.</li></ol> <p><b>And,</b></p> <ol style="list-style-type: none"><li>3) Collaborate with families to support student learning and secure needed services.</li></ol>
CLH	<p>When we perform high-leverage practices associated with assessment, we:</p> <ol style="list-style-type: none"><li>4) Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.</li><li>5) Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs. <b>And,</b></li><li>6) Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.</li></ol>
GK	<p>When we perform high-leverage practices associated with the Social/Emotional/Behavioral category, we:</p> <ol style="list-style-type: none"><li>7) Establish a consistent, organized, and respectful learning environment.</li><li>8) Provide positive and constructive feedback to guide students' learning and behavior.</li><li>9) Teach social behaviors. <b>And,</b></li><li>10) Conduct functional behavioral assessments to develop individual student behavior support plans.</li></ol>

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CLH	<p>Finally, when we perform high-leverage instructional practices, we are doing practices numbers 11 through-22– instruction is by far the biggest category. Okay, so the high-level instructional practices are:</p> <ul style="list-style-type: none"><li>11) Identify and prioritize long- and short-term learning goals.</li><li>12) Systematically design instruction toward specific learning goals.</li><li>13) Adapt curriculum tasks and materials for specific learning goals.</li><li>14) Teach cognitive and metacognitive strategies to support learning and independence.</li><li>15) Provide scaffolded supports.</li><li>16) Use explicit instruction.</li><li>17) Use flexible grouping.</li><li>18) Use strategies to promote active student engagement.</li><li>19) Use assistive and instructional technologies.</li><li>20) Provide intensive instruction.</li><li>21) Teach students to maintain and generalize new learning across time and settings, <b>and</b></li><li>22) Provide positive and constructive feedback to guide students' learning and behavior.</li></ul>
GK	I totally memorized those.
CLH	I know you did. But no worries, listeners! You can pop into the podcast transcript for this session if you want to take a longer look at that list or check out any resources we mention during this session..
GK	<p>Thank you, Christina. Now let's connect these high-leverage practices to our work in the TALE Academy. Fast forward to 2020 and the era of emergency remote teaching. The CEEDAR Center and other leading educational organizations recognized that the two greatest assets of teachers trained in HLPs are flexibility and problem-solving. If ever there was a time when teachers needed to be flexible problem-solvers, it was during the sudden demand for emergency remote teaching!</p> <p>So the creators of the 22 HLPs reconsidered how the practices could be used to help teachers during remote teaching. They identified six common barriers to effective remote teaching – barriers that impact learning for all students, regardless of ability –</p>

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	<p>and linked them to the HLPs that most directly addressed the barrier. Let's take a look at the identified barriers to</p> <p>effective remote teaching and the HLPs that teachers can use to overcome the challenge.</p>
CLH	<p>The first common barrier to effective remote teaching is struggling to keep students focused and engaged.</p> <p>To address this barrier, teachers can apply:</p> <p>High leverage practice number 16: Use explicit instruction. <b>And,</b></p> <p>High leverage practice number 14: Teach cognitive and metacognitive strategies to support learning and independence.</p>
GK	<p>Barrier 2: Ensuring students feel connected and that their social and emotional needs are addressed.</p> <p>To address this barrier, you can use:</p> <p>HLP 7: Establish a consistent, organized, and respectful learning environment. <b>And,</b></p> <p>HLP 9: Teach social behaviors.</p>
CLH	<p>Barrier 3: Helping students manage their workload to avoid being overwhelmed</p> <p>To address this common barrier, teachers can apply:</p> <p>HLP 13: Adapt curriculum tasks and materials for specific learning goals.</p> <p>HLP 15: Provide scaffolded supports..</p>
GK	<p>Barrier 4: Supporting students' learning so they can process and retain new content.</p> <p>HLP 8 and 22: Provide positive and constructive feedback to guide students' learning and behavior. <b>And,</b></p> <p>HLP 21: Teach students to maintain and generalize new learning across time and settings.</p>
CLH	<p>Barrier 5: Addressing students' wide range of skills and experiences using technology for learning.</p> <p>To address this barrier, you can turn to:</p> <p>HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. <b>And,</b></p>

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	HLP 19: Use assistive and instructional technologies.
GK	<p>Barrier 6: Facilitating family engagement.</p> <p>To address this common barrier, teachers can apply:</p> <p>HLP 2: Organize and facilitate effective meetings with professionals and families.  <b>And,</b></p> <p>HLP 3: Collaborate with families to support student learning and secure needed services.</p>
CLH	We kind of made it sound like when you hit a teaching challenge, you can just push one of the 22 HLP buttons, like changing the climate controls in your car.
GK	It does sound like that, doesn't it? I wish I had a magic HLP button. But when it comes to the HLPs for special education, we know we have to move beyond the checklist and acronyms and look at how we implement HLPs in remote, hybrid, and in-person classrooms.
CLH	<p>For example, HLP 16 recommends that teachers use explicit instruction. The CEEDAR Center describes explicit instruction this way:</p> <p style="padding-left: 40px;">Teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts. Teachers use explicit instruction when students are learning new material and complex concepts and skills. They strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully and independently.</p> <p>While we will dive into using explicit instruction across learning environments in Session 5, let's consider the first sentence of the description:</p> <p>“Teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts.”</p>
GK	<p>The work of “showing and telling students” is complex and can be time consuming. During ERT, teachers used a number of digital strategies to “show and tell,” even though they weren't physically present, strategies such as:</p> <ul style="list-style-type: none"> <li>● Providing directions with hyperlinks that guide learners through steps and processes</li> </ul>

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	<ul style="list-style-type: none"><li>• Using pop-ups when learners roll over particular words, phrases, or images to provide tips, reminders, or context</li><li>• Using videos that model a skill, task, practices, etc. that students could watch, pause, and return to as they worked to enact what the teacher is modeling</li><li>• Using interactive graphic organizers that support visual and spatial thinking and much more to help guide students through remote lessons</li></ul> <p>In the post-ERT world, these practices prove to be extremely helpful in at least two ways. First, they save time during live instruction. And second, they provide students with multiple modes of engagement, such as reading, watching, interacting, that address learner variability.</p>
CLH	<p>In the next three sessions, we will take a deeper dive into three of the HLPs and explore strategies to make those HLPs portable across learning environments. The HLPs we have chosen to focus on in this module are those that specifically relate to teachers' instructional practices in inclusive classrooms:</p> <p>HLP 15. Provide scaffolded supports.</p> <p>HLP 16. Use explicit instruction. And,</p> <p>HLP 17. Use flexible grouping.</p> <p>By learning about and beginning to apply these HLPs across learning environments, both special education teachers and general education teachers will be able to improve outcomes for all students, regardless of ability or learning environment.</p>
GK	<p>We're going to deep-dive on three HLPs, but over the course of all 7 modules TALE Academy we address all 22 of them. In the podcast transcript, you find a <a href="#">link to a chart</a> detailing where in this course you can go to dig deeper with other HLPs.</p>
CLH	<p>The goal of the TALE Academy is to help teachers rethink education so that everyone—students, families, educators, school leaders, and communities—all have the opportunity to succeed. You've just added another tool to your toolbox when you center high-leverage practices across learning environments to support <i>all</i> students, including students with disabilities.</p>
GK	<p>Thanks for listening! Now it's your turn to make choice board selection to continue your learning.</p> <p>BYE.</p>

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