

Collective Document Links By Session:		

Team Members:

List team members below in the chart working on the materials for today.

Collaboration-Process	Collaboration-Procedure	Instruction-Environment	Instruction-Strategies

HLPs by Focus Groups:

Focus Group	HLPs
1: Collaboration-Process	1, 2, 3
2: Collaboration-Procedures	4, 6, 5, 11, 12
3: Instruction-Educational Environment	7, 9, 14, 10, 13, 15
4: Instruction-Strategies	16, 17, 18, 19, 20, 21, 22/8

HLP Introduction Section:

**Work Session:** Roles and Responsibilities

**Outcome:** Create an expectation list that defines **roles and responsibilities of collective work to support grade-level learning for all students.**

Focus Groups	Materials	Directions
1-4	<input type="checkbox"/> Post its-pink, orange, green, blue <input type="checkbox"/> <a href="#">Leadership Guides</a> <input type="checkbox"/> <a href="#">Crosswalk to k-12 Standards</a> <input type="checkbox"/> <a href="#">PGS Comparison Document</a> <input type="checkbox"/> <a href="#">HLP Teacher Checklist</a> <input type="checkbox"/> <a href="#">HLP Rating Scale Questions</a> <p>*All materials for your groups can be found by clicking on your group under the Focus Group Materials Tab.</p>	<p>Step 1 (Focus Groups): Review the materials for your focus HLPs (in folder and in tab under Focus Group Resources). Write down roles and responsibilities that apply to any of the four positions on the appropriate colored post-it. Put the post-its on the appropriate chart in the room.</p> <p>Step 2 (Post-it color on back of player card): Sort through the post-its for your color and categorize them. Utilize them to begin to write positive stated roles and responsibilities expectations under each column in the chart below.</p>

Expectation Chart (Step 1):

Write the expectations in positive statements with as much detail as possible for each statement. Example included in chart.

Example:

Content Teacher	Service Providers	Interventionist	Meeting Facilitator
<div>Talking about a student with parents or other caregivers.</div> <ul style="list-style-type: none"> <li>Uses multiple modalities (school website, emails, phone calls, etc.) to provide consistent communication with parents regarding programs of study for students</li> </ul>	<div>Collaborate, communicate, and coordinate with families, paraprofessionals-assess, plan, and implement effective programs and services</div> <ul style="list-style-type: none"> <li>Coordinates with students, families, and professionals regarding scheduling, implementation, and effectiveness of determined programs and services consistently</li> </ul>	<div>Share test results with families</div> <ul style="list-style-type: none"> <li>Communicates assessment results (benchmarks, programmatic, etc.) in clear and understandable language with description of connection to learning plans</li> </ul>	<div>Schedules meetings with families and professionals</div> <ul style="list-style-type: none"> <li>Aligns meetings when possible for teams and schedules the meetings with invitations, agendas, and clear expectations of roles in meeting</li> </ul>

Group Chart: Add final statements to the chart.

Content Teacher	Service Providers	Interventionist	Meeting Facilitator
-----------------	-------------------	-----------------	---------------------

Uses multiple modalities (school website, emails, phone calls, etc.) to provide consistent communication with parents regarding programs of study for students	Coordinates with students, families, and professionals regarding scheduling, implementation, and effectiveness of determined programs and services consistently	Communicates assessment results (benchmarks, programmatic, etc.) in clear and understandable language with description of connection to learning plans.	Aligns meetings when possible for teams and schedules the meetings with invitations, agendas, and clear expectations of roles in meeting
--	---	---	--

## HLPs Embedded:

**Work Session:** Alignment Activity

**Outcome:** Create an expectation list that defines **roles and responsibilities of collective work to support grade-level learning for all students.**

**Groups:** Domains

Facilitator: Put two charts up for groups to work at while they are brainstorming.

Domains	Guiding Questions-	Directions
1-2	<ul style="list-style-type: none"> <li>Where do we see HLPs naturally embedded in these frameworks?</li> <li>Where do we lack coherence in implementation across initiatives?</li> <li>How can we better support teachers in using HLPs to integrate these systems effectively?</li> </ul>	Step 1 (Domains): Each group will locate their alignment chart below.
		Step 2: Groups discuss and fill in overlapping strategies, policies, or professional development opportunities where HLPs are already being used or could be embedded.
		Step 3: Groups identify gaps where stronger alignment is needed and propose solutions.

HLP Introduction Section:

**Work Session:** Roles and Responsibilities

**Outcome:** Create an expectation list that defines **roles and responsibilities of collective work to support grade-level learning for all students.**

Focus Groups	Materials	Directions
1-4	<input type="checkbox"/> Post its-pink, orange, green, blue <input type="checkbox"/> <a href="#">Leadership Guides</a> <input type="checkbox"/> <a href="#">Crosswalk to k-12 Standards</a> <input type="checkbox"/> <a href="#">PGS Comparison Document</a> <input type="checkbox"/> <a href="#">HLP Teacher Checklist</a> <input type="checkbox"/> <a href="#">HLP Rating Scale Questions</a> *All materials for your groups can be found by clicking on your group under the Focus Group Materials Tab.	<p>Step 1 (Focus Groups): Review the materials for your focus HLPs (in folder and in tab under Focus Group Resources). Write down roles and responsibilities that apply to any of the four positions on the appropriate colored post-it. Put the post-its on the appropriate chart in the room.</p> <p>Step 2 (Post-it color on back of player card): Sort through the post-its for your color and categorize them. Utilize them to begin to write positive stated roles and responsibilities expectations under each column in the chart below.</p>

Write the expectations in positive statements with as much detail as possible for each statement. Example included in chart.

Content Teacher	Service Providers	Interventionist	Meeting Facilitator



## HLPs Embedded:

**Work Session:** Alignment Activity

**Outcome:** Create an expectation list that defines **roles and responsibilities of collective work to support grade-level learning for all students.**

Domains	Guiding Questions-	Directions
1-2	<ul style="list-style-type: none"> <li>Where do we see HLPs naturally embedded in these frameworks?</li> <li>Where do we lack coherence in implementation across initiatives?</li> <li>How can we better support teachers in using HLPs to integrate these systems effectively?</li> </ul>	Step 1 (Domains): Each group will locate their alignment chart below.
		Step 2: Groups discuss and fill in overlapping strategies, policies, or professional development opportunities where HLPs are already being used or could be embedded.
		Step 3: Groups identify gaps where stronger alignment is needed and propose solutions.

## Domain: Collaboration

MTSS-PBIS Aligned to HLPs	HLPs Across All Initiatives
Strategies:	Strategies:
Policies:	
Professional Development:	
EBPs and HQIM Aligned to HLPs	
Strategies:	
Policies:	
Professional Development:	
PGS Aligned to HLPs	
Strategies:	
Policies:	
Professional Development:	
Identify Gaps-Stronger Alignment Needed	Proposed Solutions

Domain: Instruction

MTSS-PBIS Aligned to HLPs	HLPs Across All Initiatives
Strategies:	Strategies:
Policies:	
Professional Development:	
EBPs and HQIM Aligned to HLPs	
Strategies:	
Policies:	
Professional Development:	
PGS Aligned to HLPs	
Strategies:	
Policies:	
Professional Development:	

HLPs Embedded:

**Work Session:** Observation Form

Outcome: Create an expectation list that defines **roles and responsibilities of collective work to support grade-level learning for all students.**

Focus Groups	Materials	Directions
1-4	<ul style="list-style-type: none"> <li>Use this page for direction and examples</li> <li>Click on your focus group tab under the Observation Tab form to create your own observation form, teacher reflection form, and implementation instructions.</li> <li>Utilize the chart paper and post it for brainstorming.</li> </ul>	<b>Step 1: Defining Observable Indicators</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review the sample forms below.</li> <li><input type="checkbox"/> For each selected HLP, groups brainstorm specific, observable teacher and student behaviors.</li> <li><input type="checkbox"/> Groups refine and organize indicators to ensure clarity and alignment with best practices.</li> </ul>
		<b>Step 2: Designing the Observation Form</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using templates (copy and paste below or utilize forms you have from your districts) or from scratch, teams create an observation form that includes: space for date/teacher/class/grade-level, a list of selected HLPs with clear indicators, a rating scale, and a section for written feedback and coaching notes.</li> <li><input type="checkbox"/> Create a teacher reflection document.</li> </ul>
		<b>Step 3: Refinement and next steps</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participants engage in a digital gallery walk to review forms and provide feedback.</li> <li><input type="checkbox"/> Discuss how the form will be piloted (used in observations).</li> <li><input type="checkbox"/> Plan for future calibration sessions to ensure inter-rater reliability</li> </ul>

**High Leverage Practices Observation Checklist Sample:**

Observer Name		Date	
Teacher Name		Grade Level/Subject	
Observation Start Time		Observation Stop Time	

1: Not Observed    2: Emerging    3: Proficient    4: Exemplary

HLP	Observable Indicators	Rating (1-4)	Comments/Evidence
Explicit Instruction	Clear learning objectives stated		
	Step-by-step modeling of		

	concepts		
	Frequent checks for understanding		
	Individualized statements for teams of teachers focus		
Scaffolding	Supports adjusted to student needs		
	Gradual release of responsibility		
	Encourages student independence		

### Overall Observation Summary:

Date: Time:

Strengths Observed	
Areas of Growth	
Actionable Feedback and Next Steps	
Post-Observation Questions	
Observer Signature	
Teacher Signature (Optional)	

### Instructions for Use:

- ☐ Conduct the observation in a non-intrusive manner.
- ☐ Take objective notes based on observable behaviors.
- ☐ Use the comments section to provide qualitative feedback and examples.
- ☐ Discuss findings with the teacher in a post observation conference.

### Sample: Teacher Reflection Matrix:

Focus Item	Describe a specific teaching choice you made	Analyze why you made the teaching choice	Judge the success of your choice based on student outcomes	Apply insights to plans for future teaching
Practice 4:				

Provide multiple and varied OTRs to invite students to share their knowledge or thinking during instruction. Please reflect on your overall provision of multiple and varied OTRs.				
--	--	--	--	--

## Leading Teacher Learning:

### Work Session: Vision Statement and Problem Statement (Slide 54–55)

Outcome: Create a **vision** for developing a suite of professional learning experiences that support effective teacher professional learning utilizing HLPs.

Groups: Focus Groups

#### Materials:

- Click on your focus group tab under the Professional Learning Tab form to create your own Professional Learning Plan.
- Utilize the steps in your workbook to complete each step.

#### Directions:

##### Step 1: Opening Reflection

Discuss the following questions.

- What do we believe about professional learning?
- How should professional learning impact teaching and student learning?
- How effective has professional learning been in our district/school?
- What improvements would make professional learning more meaningful?

##### Step 2: Vision Development

Draft a professional learning vision statement that aligns with your school/district goals.

##### Step 3: Data Review

**Instructions:** Analyze teacher observation data, student achievement data, and past PD effectiveness. Identify trends (use what you know about the trends in your district/school to find commonalities). Begin by clearly defining the problem you want to solve. Be specific about what the issue is and gather any relevant data that will help contextualize it. Ensure that the entire team agrees on the scope of the problem.

##### Step 4: Root Cause Analysis

**Instructions:** Use the 5 Whys to explore barriers to effective professional learning. The 5 Whys method is an **iterative root cause analysis tool** where you start with the problem statement and then ask “why” until you have drilled down to the core of a problem. It’s based on the premise that asking “why” repeatedly can lead you to the root cause rather than just addressing the symptoms.

1. Turn the problem you would like to focus on into a question to solve.
2. Based on the response to your first question, ask “why” again.
3. Repeat this process until you reach a meaningful root cause of the problem, usually around the fifth “why.” You may also find at times that you have multiple answers to one “why.” This is okay as some problems have multiple root causes. In this case, continue asking “why” for each branch and create a final matrix that ends in several root causes. At that point, you can prioritize the root causes and work towards addressing them.
4. Keep track of the answers to create a logical flow of reasoning.

5. Go through your statements in reverse from the root cause back to the problem statement. Ask “and therefore” between each statement instead of “why to ensure the logic makes sense.

**Step 5:** Make final revisions to your vision and problem statement

### Step 1: Discussion

### Step 2: Vision Statement:

What will the professional learning address?

### Step 3: Data Review

Strengths in current professional learning:	Challenges in current professional learning:
Problem Statement:	

### Step 4: Root Cause Analysis

			Root Cause
What should teachers learn and apply in their classrooms?	Why:	Therefore:	
	Why:	Therefore:	
	Why:	Therefore:	
	Why:	Therefore:	

**Leading Teacher Learning:**

## Work Session: Design Team Structures (Slides 66-67)

**Outcome:** Creates a draft framework for organizing teams and team implementation plans with clear procedures and timelines.


Focus Groups 1-4	<b>Materials</b> <ul style="list-style-type: none"> <li>Click on your focus group tab under the Professional Learning Tab form to create your own Professional Learning Plan by completing the chart.</li> <li>Utilize the steps in your workbook to complete each step.</li> </ul>
------------------	---

Directions:

**Step 1: Develop Framework**  
Use this template to create a clear action plan for team structures, procedures, and processes in your school.

**Step 2: Peer Feedback**  
The facilitator will ask each team to review the work of other teams in the collaborative document and leave them feedback with comments.

**Step 3: Revisions**  
Teams will review feedback to forms and make needed revisions.

Category	Team Plan
<b>Types of Teams Needed</b> (PLCs, Instructional Leadership, MTSS, PBIS, etc.)	
<b>Roles &amp; Responsibilities</b> (Who will lead? Who will participate?)	
<b>Meeting Structure</b> (Frequency, agenda format, decision-making process)	
<b>Data Use Plan</b> (How will teams analyze and act on student/teacher data?)	
<b>Collaboration Plan</b> (How will teams communicate across departments?)	
<b>Professional Learning Integration</b> (How will teams support ongoing teacher growth?)	
<b>Accountability &amp; Monitoring</b> (How will we measure success?)	
 <b>Next Steps:</b> Write down <b>one immediate action</b> you will take to implement this plan.	



Developing a Professional Learning Plan for Teacher Teams:

Work Session: Professional Learning Plan (Slides 69-70)	
Outcome: Each team finalized their professional learning plan.	
Focus Groups 1-4	<div>Materials<ul style="list-style-type: none"><li>Click on your focus group tab under the Professional Learning Tab form to create your own Professional Learning Plan by completing the chart.</li><li>Utilize the steps in your workbook to complete each step.</li></ul></div>
Directions:	
<b>Step 1:</b> Develop Framework Use this template to create a professional learning plan.	
<b>Step 2:</b> Peer Feedback The facilitator will ask each team to review the work of other teams in the collaborative document using the “Glow and Grow” method.	
<b>Step 3:</b> Revisions Teams will review feedback to forms and make needed revisions.	

Learning Outcomes	Delivery Methods	Ongoing Support	Evaluation Metrics
Examples:	Workshops, PLCs, Coaching, peer observations, etc.	Check-in meetings to monitor progress Observation and feedback cycles to ensure implementation Adjustments based on teacher feedback and student outcomes.	How will you measure success-student data, teacher observations, self-reflections?
			<b>Feedback Collection Methods:</b> (e.g., surveys, focus groups, observations)
			<b>Observation &amp; Assessment Cycle:</b>

			How will we use data to adjust PD?
Resources and Materials: What materials, research, or instructional tools will be used?		Support Structures: Who will provide support-instructional coaches, mentors, administration?	
Implementation Timeline: Dates and frequency of professional learning activities			

Step 1: Discussion

Step 2: Vision Statement:

What will the professional learning address?

Step 3: Data Review

Strengths in current professional learning:	Challenges in current professional learning:
Problem Statement:	

Step 4: Root Cause Analysis

			Root Cause
What should teachers learn and apply in their classrooms?	Why:	Therefore:	
	Why:	Therefore:	
	Why:	Therefore:	
	Why:	Therefore:	

Professional Learning Plan

Domain:

Focus Group:

HLPs:

Vision Statement
Problem Statement

Team Implementation Plan	
Category	Team Plan
Types of Teams Needed (PLCs, Instructional Leadership, MTSS, PBIS, etc.)	
Roles & Responsibilities (Who will lead? Who will participate?)	
Meeting Structure (Frequency, agenda format, decision-making process)	
Data Use Plan (How will teams analyze and act on student/teacher data?)	

<b>Collaboration Plan</b> (How will teams communicate across departments?)	
<b>Professional Learning Integration</b> (How will teams support ongoing teacher growth?)	
<b>Accountability &amp; Monitoring</b> (How will we measure success?)	

👉 **Next Steps:** Write down **one immediate action** you will take to implement this plan.

Team Member Name	Immediate Action Step

Professional Learning Plan

Professional Learning Plan			
Learning Outcomes	Delivery Methods	Ongoing Support	Evaluation Metrics-
Resources and Materials: What materials, research, or instructional tools will be used?		Support Structures: Who will provide support-instructional coaches, mentors, administration?	
Implementation Timeline:			

Step 1: Discussion

Step 2: Vision Statement:

What will the professional learning address?

Step 3: Data Review

Strengths in current professional learning:	Challenges in current professional learning:
Problem Statement:	

Step 4: Root Cause Analysis

			Root Cause
What should teachers learn and apply in their classrooms?	Why:	Therefore:	
	Why:	Therefore:	
	Why:	Therefore:	
	Why:	Therefore:	

Professional Learning Plan

Domain:

Focus Group:

HLPs:

Vision Statement
Problem Statement

Team Implementation Plan	
Category	Team Plan
Types of Teams Needed (PLCs, Instructional Leadership, MTSS, PBIS, etc.)	
Roles & Responsibilities (Who will lead? Who will participate?)	
Meeting Structure (Frequency, agenda format, decision-making process)	
Data Use Plan (How will teams analyze and act on student/teacher data?)	



<b>Collaboration Plan</b> (How will teams communicate across departments?)	
<b>Professional Learning Integration</b> (How will teams support ongoing teacher growth?)	
<b>Accountability &amp; Monitoring</b> (How will we measure success?)	

 **Next Steps:** Write down **one immediate action** you will take to implement this plan.

Team Member Name	Immediate Action Step

Professional Learning Plan

Learning Outcomes	Delivery Methods	Ongoing Support	Evaluation Metrics-
Resources and Materials: What materials, research, or instructional tools will be used?	Support Structures: Who will provide support-instructional coaches, mentors, administration?		
Implementation Timeline:			

Step 1: Discussion

Step 2: Vision Statement:

What will the professional learning address?

Step 3: Data Review

Strengths in current professional learning:	Challenges in current professional learning:
Problem Statement:	

Step 4: Root Cause Analysis

			Root Cause
What should teachers learn and apply in their classrooms?	Why:	Therefore:	
	Why:	Therefore:	
	Why:	Therefore:	
	Why:	Therefore:	

Professional Learning Plan

Domain:

Focus Group:

HLPs:

Vision Statement
Problem Statement

Team Implementation Plan	
Category	Team Plan
Types of Teams Needed (PLCs, Instructional Leadership, MTSS, PBIS, etc.)	
Roles & Responsibilities (Who will lead? Who will participate?)	
Meeting Structure (Frequency, agenda format, decision-making process)	
Data Use Plan (How will teams analyze and act on student/teacher data?)	



Professional Learning Plan

Learning Outcomes	Delivery Methods	Ongoing Support	Evaluation Metrics-
Resources and Materials: What materials, research, or instructional tools will be used?	Support Structures: Who will provide support-instructional coaches, mentors, administration?		
Implementation Timeline:			

Step 1: Discussion

Step 2: Vision Statement:

What will the professional learning address?

Step 3: Data Review

Strengths in current professional learning:	Challenges in current professional learning:
Problem Statement:	

Step 4: Root Cause Analysis

			Root Cause
What should teachers learn and apply in their classrooms?	Why:	Therefore:	
	Why:	Therefore:	
	Why:	Therefore:	
	Why:	Therefore:	

Professional Learning Plan

Domain:

Focus Group:

HLPs:

Vision Statement
Problem Statement

Team Implementation Plan	
Category	Team Plan
Types of Teams Needed (PLCs, Instructional Leadership, MTSS, PBIS, etc.)	
Roles & Responsibilities (Who will lead? Who will participate?)	
Meeting Structure (Frequency, agenda format, decision-making process)	
Data Use Plan (How will teams analyze and act on student/teacher data?)	





Professional Learning Plan

Learning Outcomes	Delivery Methods	Ongoing Support	Evaluation Metrics-
Resources and Materials: What materials, research, or instructional tools will be used?	Support Structures: Who will provide support-instructional coaches, mentors, administration?		
Implementation Timeline:			

# HLP Introduction Section:

## Work Session: Roles and Responsibilities

### Leadership Guides:

#### HLP 1:

● Teachers Who Effectively Collaborate with Other Professionals ●	Tips for School Leaders to Support Teachers ●
<p><b>Demonstrate Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate verbal active listening skills (e.g., paraphrasing).</li> <li>• Demonstrate nonverbal active listening skills (e.g., facial expressions).</li> <li>• Use open-ended questioning to encourage active participation and sharing of information from other professionals.</li> <li>• Use statements that are accurate and descriptive rather than vague and evaluative.</li> <li>• Carefully blend the above communication skills to foster partnership among professionals.</li> </ul> <p><b>Co-Teaching &amp; Working with Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• Co-teaching partners have a strong commitment to their shared work.</li> <li>• Co-teaching partners communicate and plan with each other regularly.</li> <li>• Co-teaching partners share resources, decision-making, and accountability.</li> <li>• Co-teaching partners (and in some cases, paraprofessionals) plan for and use a variety of co-teaching approaches to meet students' needs.</li> <li>• Clearly establish and agree upon roles and responsibilities between co-teaching partners and paraprofessionals.</li> </ul> <p><b>Follow Interaction Processes</b></p> <ul style="list-style-type: none"> <li>• Follow the steps to shared problem solving to manage conflicts or disagreements.</li> <li>• Rely upon student data to support viewpoints when managing conflicts or disagreements.</li> <li>• Seek additional help from school leaders to facilitate further discussion if unable to come to an agreement on a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure sufficient, common time is provided for team planning and co-planning.</li> <li>• Communicate that co-teachers (and other collaborators) are of equal value and are expected to make equal contributions to planning and instruction.</li> <li>• Take co-teaching needs into account when creating the school master schedule.</li> <li>• Support all professionals in implementation of specially designed instruction and supports noted in IEPs.</li> <li>• Set up data systems to guide teachers' work and communicate shared accountability in using/maintaining these data systems.</li> <li>• Be proactive in monitoring collaborators' communication and planning – provide guidance to individuals as needed, to help move their communication and planning in a positive direction.</li> </ul> <p><b>Questions to Prompt Discussion, Self-Reflection, and Observer Feedback ●</b></p> <ul style="list-style-type: none"> <li>• How can you show individuals with whom you collaborate with that you are actively listening to them?</li> <li>• What role does collaboration play in establishing a partnership and avoiding conflict when co-teaching?</li> <li>• How can you rephrase questions to encourage thoughtful and informative responses from collaborators?</li> <li>• In what ways can you try to ensure that your communicative messages are received as intended?</li> <li>• If conflict/disagreement arises, what strategies can you use to mend the situation?</li> <li>• How can you ensure that the interactions and goals are focused on improved student outcomes?</li> </ul>

#### HLP 2:

● Teachers Who Effectively Lead Meetings ●	Tips for School Leaders to Support Teachers ●
<p><b>Prepare for Meetings</b></p> <ul style="list-style-type: none"> <li>• Set a clear goal for the meeting so participants can attend to priorities that need to be accomplished.</li> <li>• Determine necessary team members and their common availability when scheduling the meeting.</li> <li>• Share the finalized, date, time, place, length, and agenda for the meeting with all team members.</li> <li>• Share the expectations for preparation and participation with all team members. If making instructional decisions, team members were notified of specific data they are responsible for bringing to the meeting (e.g., results of assessments, behavior checklists, cumulative file, etc.).</li> <li>• Ensure staff responsible for greeting and/or guiding parents/families to the appropriate location upon arrival have positive, welcoming communication skills.</li> </ul> <p><b>Facilitate Effective Meetings</b></p> <ul style="list-style-type: none"> <li>• Welcome participants with a positive tone and remind the team of ground rules and/or the agenda. If possible, the meeting agenda is displayed for all team members to view throughout the meeting.</li> <li>• Provide time for all team members to introduce themselves.</li> <li>• Promote discussion, equal voice, and contributions from all team members, with special attention to encouraging parent input, by using guiding questions and checklists.</li> <li>• Maintain the efficiency of meetings by encouraging consensus-building while ensuring that conversations stay on-task with the meeting goal(s).</li> <li>• Ensure that all team members understand any student data shared to support participation in instructional decision-making.</li> <li>• Summarize what was accomplished (e.g., reviews student goals and plans) and schedules a follow-up meeting if needed.</li> <li>• Discuss any follow-up activities that need to occur after the meeting's conclusion (e.g., scheduling with a related service provider).</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate teachers' skill and comfort with respect to running meetings for various purposes.</li> <li>• Provide opportunities for novices to observe models of leading effective meetings for a variety of purposes.</li> <li>• Provide instruction around skills needed to run effective meetings, including technical aspects (e.g., IEP components, FBA steps, manifestation determination, etc.) but also appropriate interaction skills used to put participants at ease.</li> <li>• Provide feedback on their performance and corresponding pointers and/or professional development on skills/areas to improve.</li> </ul> <p><b>Questions to Prompt Discussion, Self-Reflection, and Observer Feedback ●</b></p> <ul style="list-style-type: none"> <li>• Why is it so important to have a clear purpose/goal for a meeting that involves a team of individuals?</li> <li>• What strategies can you use to promote and encourage participation from all team members?</li> <li>• What commonalities are evident in HLP #1 and HLP #2? How do you see these two HLPs working together?</li> <li>• Why is it so important to utilize a variety of data sources when making instructional decisions for students?</li> <li>• How can you support other team members with preparing and understanding student data?</li> </ul>

## HLP 3:

### ● Teachers Who Effectively Collaborate with Families

#### **Promote Positive Interactions Between Educators & Families**

- Communicate with families openly and honestly in a way that is comfortable for both parties.
- Demonstrate a high level of knowledge in the area they are working in, continue to learn and grow as professionals, and communicate high expectations for students and families.
- Treat families with dignity, honor cultural diversity, and affirm strengths.
- Are available, consistent, and go above and beyond minimum expectations.
- Recognize the strengths of every member of the team, share power with families, and focus on working together with families.
- Are reliable and act in the best interest of the student, sharing their vision and actions with families.

#### **Use Effective Practices for Communicating with Families**

- Communicate in a language and format accessible to the family.
- Use face-to-face interactions in planned, formal, and informal meetings (e.g., open house, community/school events, IEP meetings) to communicate with families.
- Use written and digital communication to share formal and informal information about school activities, parent and student rights and responsibilities, and student educational progress.
- Make phone calls to families as needed to build on students' strengths and discuss supports or resources.
- Share information and/or resources with families via course management systems, school websites, and classroom webpages/blogs.

### ● Tips for School Leaders to Support Teachers ●

- Evaluate teachers' skill and comfort with respect to working with families from various cultural backgrounds.
- Provide instruction around cultural sensitivity and equip educators with specific practices to use in this space.
- Provide feedback on their performance, and corresponding pointers or professional development opportunities on skills/areas to improve.
- Provide opportunities for those who may feel uncomfortable to observe effective models of interactions with culturally and linguistically diverse families.
- Provide any necessary training, resources, and other supports for using school websites, course management systems, or other school-wide communication platforms.

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

- What are strategies you can use to ensure families feel respected and valued by the school team?
- Does your school have a specific strategy or set of tools that are used to guide interactions with family members from backgrounds different from the majority culture?
- How does HLP 1-3 connect to the IEP and IEP process?
- Why is it important to communicate with families for a variety of purposes, and not just for formal reasons?

**PGS Rubric for content and Special Education Teacher:**

Domain 4: Professional Responsibilities	
Content Teacher	Special Education Teacher
<p>Standard 8:</p> <ul style="list-style-type: none"><li>Proactively seeks out and participates in professional learning activities</li><li>Fully integrates knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development Strengthens teaching practice based on observer feedback and other types of performance data Shares new information and lessons learned with colleagues</li></ul> <p>Standard 9:</p> <ul style="list-style-type: none"><li>Partners with families/guardians to coordinate learning between home and school</li><li>Establishes mutual expectations for student learning with families/guardians</li></ul>	<p>Standard 8:</p> <ul style="list-style-type: none"><li>Proactively seeks out and participates in professional learning to improve practice based on observer feedback</li><li>Fully integrates into professional practice the knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development Adheres to standards of professional practice regarding IEP compliance, including IEP meeting organization, individual goal development, and paperwork completion</li><li>Maintains confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements</li><li>Demonstrates understanding of federal, state, and local policies/mandates regarding identifying and educating students with disabilities</li></ul> <p>Standard 9:</p> <ul style="list-style-type: none"><li>Collaborates with administrators, general educators, related service providers, paraprofessionals, and families using a variety of methods</li><li>Partners with families or guardians to coordinate learning between home and school</li><li>Organizes and facilitates effective meetings with professionals and families to establish mutual expectations for students' instructional and/or behavioral outcomes</li></ul>
Supporting HLPs: 2, 1,	

**CEC/HLP Crosswalk:**

HLP	CEC Standard Component (Special Education) and Teaching Works (Content Teacher)
HLP 1: Collaborate with professionals to increase student success.	<p>7.2 Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.</p> <p>7.3 Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.</p> <p>7.4 Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.</p> <p>TW: Talking about a student with parents or other caregivers. TW: Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments.</p>
HLP 2: Organize and facilitate effective meetings with professionals and families.	7.1 Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner

	<p>to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavior needs.</p>
<p>HLP 3: Collaborate with families to support student learning and secure needed services.</p>	<p>1.2 Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.</p> <p>7.2 Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.</p> <p>TW: Talking about a student with parents or other caregivers.</p> <p>TW: Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction.</p>

[illegible][illegible]



<b>HLP 3: Collaborate With Families to Support Student Learning and Secure Needed Services</b>							
	<b>Rate the extent to which you incorporate this HLP.</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	I communicate regularly with families openly and honestly, sharing student's successes, educational progress, and challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I communicate with families using multiple modes (e.g., email, telephone, in-person, learning management systems, blog, class webpage).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I demonstrate a high level of knowledge in evidence-based strategies that support students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I communicate high expectations for my students and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I treat families with dignity and respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I take time to learn about and honor my students and their families' cultural diversity. I apply this knowledge to my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I make sure to clearly share ideas and actions that families can use to support a student's individualized education program goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I communicate with parents using a language and method that would make the information most accessible. If I do not speak the language used by the family, I take necessary steps to ensure that they get the information in a way that they can understand it (e.g., use a translator).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Leadership Rating Scale Questions:

HLP 1a: Educators present communication skills to foster partnerships among professionals.

HLP 1b: Instructional teams demonstrate strong collective teacher efficacy.

HLP 1c: Instructional teams plan together regularly using a problem-solving approach that ensures instructional alignment between content instruction and support services (across all tiers, interventions, and special education services).

HLP 1d: All team members understand their roles and responsibilities to create access to grade level standards (alternate standards) and curriculum.

HLP 1e: Teams utilize a variety of student data to make instructional plans and evaluate effectiveness of instructional practices collectively.

HLP 1f: Teams participate in collective professional development aligned to improving instructional practices including peer observations, feedback, and self-reflection connected to student outcomes.

HLP 2: All meetings are planned and scheduled by an assigned facilitator that utilizes common availability for scheduling, creates agendas, clearly communicates meeting information with shared expectations, and makes all participants feel welcome.

HLP 2a: Facilitators start meetings with a positive tone reminding the team of ground rules and agenda, provides time for introductions, promotes discussion from all team members (especially parents), encourages consensus building, and keeps the team on task.

HLP 2b: Team facilitator ensures all participants understand any data shared to support participation in instructional decision-making.

HLP 2c: Team facilitator summarizes accomplishments, schedules follow-up meetings, and assigns follow-up activities.

HLP 3a: Teachers communicate with families openly and honestly while demonstrating a high level of knowledge in the area they are working, share their vision and actions with families, and communicate high expectations for students.

HLP 3b: Teachers treat families with dignity, honor cultural diversity, and affirm strengths.

HLP 3c: Communicate in a language and format accessible to the family.

HLP 3d: Use face-to-face, digital communication and phone calls (school management systems, websites, classroom webpages/blogs) to share information about school activities, parent and student rights and responsibilities, student educational progress, and support or resources.

## Leadership Guidebook:

### HLP 4:

#### ● Teachers Who Effectively Develop a Comprehensive Understanding of Their Students

- Use formal and informal assessments to gather information about students' academic strengths and weaknesses.
- Seek input from students about their preferences, strengths, needs, and long-term goals.
- Seek input from family members for insights into students' interests, motivations, health, language, and cultural experiences in school and at home.
- Utilize the information gathered from these various sources (school-based assessments, student input, and family input) to develop a comprehensive learner profile and inform IEP-related decisions.

#### ● Tips for School Leaders to Support Teachers

- Ensure each educator knows about and has access to appropriate and minimally-biased assessments for the student's age and level of cognitive and functional skills.
- Provide instruction about how to interpret data sources of various types and how they collectively produce a comprehensive portrait of students' strengths, needs, and present level of performance.
- Deliver feedback to the educator on their skill in administering and interpreting data from various sources.

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

- Why is it so critical to develop a comprehensive learner profile including information and data from a wide variety of sources to make programmatic and service decisions about a student?
- Is there a certain type of assessment (formal or informal) that you believe to have more value when making educational decisions? Why or why not?
- What are some added benefits to including student voice when developing learner profiles?
- Are there any other ways that you can gather additional valuable information about students?

### HLP 5:

#### ● Teachers Who Effectively Interpret & Communicate Assessment Information

##### **Gather & Interpret Assessment Results**

- Gather and organize all assessment information at least a few weeks prior to an IEP meeting.
- Highlight/summarize key findings of assessments that are related to both students' strengths and needs.
- Consider results in relation to same-age peers and consider how language and culture might influence the interpretation of assessment results, especially for students from culturally and linguistically diverse students.
- Generate an initial list of students' strengths and needs from multiple sources of data.
- Consider how assessment information may impact accommodations, modifications, and grading practices.

##### **Communicate Assessment Results to Develop IEPs**

- Develop a summary sheet, guide, or table including all assessment data to effectively communicate information with key stakeholders, including families.
- Allow time for team members/stakeholders to read and digest results before meeting.
- Facilitate collaborative discussions and problem solving among team members.
- Work with team members, general education colleagues, and other key stakeholders to monitor students' response to instructional plans across settings.

#### ● Tips for School Leaders to Support Teachers

- Provide instruction in, or models of, how results of various assessments should be communicated to families and other collaborators.
- Deliver feedback and coaching to educators around the clarity of their reports for various audiences.
- Provide instruction, resources, and/or professional development and coaching opportunities to monitor student progress with IEPs.
- Provide instruction, resources, and/or professional development opportunities in how assessment data is used within a tiered system of supports (e.g., RtI, MTSS).
- Make appropriate structures and supports available for general and special education teachers and related service personnel to deliver necessary services.
- Establish and maintain structures so that procedures are clear, roles are defined, and the staff or team is organized and functioning well.
- Establish and maintain inclusive cultures so that all teachers and related services personnel take responsibility for all students' progress.
- Remain aware of students' progress to empower staff and families to work together effectively.

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

- Why do special education teachers need to carefully deliberate on assessment results from a variety of sources and viewpoints before communicating?
- What is the importance of summarizing assessment interpretations concisely when communicating with parents?
- What roles do various team members play in the collection, interpretation, and communication of assessment results?

## HLP 6:

### ● Teachers Who Effectively Use Student Data to Inform Instructional Decisions

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

### ● Tips for School Leaders to Support Teachers

- Teach educators how to interpret data from a range of sources and to make informed decisions related to modifications to instruction and/or services.
- Provide educators feedback and coaching on the implementation fidelity of selected instructional strategies/interventions.
- Establish regular schedules and procedures for collecting, scoring, graphing, and examining data to reinforce teachers' use of data-based decision-making.
- Create systems for ensuring assessment and intervention materials are created, organized, and readily available.
- Train support staff to assist in carrying out data-based decision-making routines.
- Provide opportunities for teachers to share data and engage in shared problem solving to foster data-based decision-making routines.

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

- How are the assessment HLPs highly reliant upon excellence in implementation of the collaboration HLPs?
- Why is persistent, ongoing use of the data-based individualization (DBI) process so critical to serving students receiving special education services?
- Why is it so important for special educators and other professionals to use multiple sources of data to make educational decisions about students?
- How can schools foster a team approach to data-based decision-making to better support its success?
- What role(s) do administrators and other school leaders play in the success of data-based decision-making routines?
- What types of accommodations/modifications to instruction can be provided without affecting the implementation fidelity of interventions in current use?

## HLP 11:

### ● Teachers Who Effectively Identify and Prioritize Long- and Short-Term Learning Goals

- Link students' learning goals to the essential knowledge and skill items presented within standards and curricula.
- Use formative (e.g., classroom practice, opportunities to respond) and summative (e.g., cumulative curriculum-based) assessments to obtain data on students' progress with learning goals.
- Consider individual student strengths and needs and select goals that are ambitious, attainable, and socially significant to ensure that students with disabilities can access and succeed in inclusive classrooms.
- Collaborate with families to learn about the family's valued instructional priorities.
- Are familiar with grade-level standards for the content area(s) they teach, identify the "big ideas" for those areas, teach big ideas first, and link content back to these big ideas throughout the year.
- "Unpack" or deconstruct standards, breaking them down into teachable components, and determining what students need to know and be able to do to meet the standard, identifying prerequisite skills, access skills, and component skills.

### ● Tips for School Leaders to Support Teachers ●

- Provide instruction, professional development and/or coaching to teach educators how to write high quality and specific long- and short-term goals for students.
- Evaluate goals to ensure they meet appropriate benchmarks for quality and are tied to standards and IEP needs.
- Provide feedback to teachers on the quality, specificity, and accountability of established goals and support revisions as needed.
- Ensure educators have a strong plan for evaluating the extent to which students are meeting various goals and provide them with additional supports with data collection/management as needed.

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

- How might you approach "unpacking"/deconstructing a broader standard into specific learning targets?
- What is the importance of teaching "big ideas" of specific content areas?
- How do the collaboration and assessment HLPs relate to this HLP?



## HLP 12:

### Teachers Who Effectively Systematically Design Instruction Toward Learning Goals

- Translate the identified and prioritized long- and short-term learning goals into individual lesson learning targets that are clear, measurable, ambitious, attainable, and actionable.
  - Use the ACCOMPLISH Model to develop specific learning targets and help students reach and exceed goals:
    - **Antecedent Condition:** Teachers should be clear about exactly where and how skills and knowledge will be measured within broad settings and individual lessons. *"When given a 2nd grade reading passage within language-arts block students will read orally..."*
    - **Conspicuous Behavior:** Teachers should develop goals that clearly define what the student will do to demonstrate learning. *"Students will read aloud with errors and correct pronunciations recorded ... and then answer literal comprehension questions..."*
    - **Clear Criteria:** Teachers should have clear criteria to determine the extent to which the student has achieved the goal. *"Students will read 87 words per minute with less than 5 errors... and answer 8/10 questions with accuracy."*
    - **Observable:** Goals and objectives set by teachers should be clearly observable. *"The student will read aloud at the rate of 90 words per minute with less than 5 errors, and answer questions with 80% accuracy."*
    - **Measurable:** Goals and objectives set by teachers should be clearly measurable. *"You read 87 words in a minute with only 3 errors, and answered 8/10 of the questions!"*
    - **Positive:** Goals and objectives should be positively stated. *"Given a specific task during cooperative learning group time students will take turns speaking and giving answers."*
    - **Linked to the General Curriculum:** Goals should be linked to the general curriculum to the maximum extent possible. *"Given two attempts reading an expository third grade passage each session, students will improve their first read fluency by 100% over five weeks."*
    - **Individualized:** Goals and objectives should be derived from students' IEPs and be in service of their individualized needs. *"Given feedback on performance on a spelling pretest, students will write the weekly words they spelled incorrectly three times each."*
    - **Socially Valid:** There should be a clear need for the goals and objectives that are set. *"When presented with a reading passage*
- with 10 highlighted science terms, students will refer to a list of defined morphemes and write the definitions of the terms with 80% accuracy."*
- **High-Reaching:** To the extent possible, goals and objectives should be ambitious for the student, again mediated by their individualized needs. *"Given 20 multiplication facts, students will write the products within 60 seconds with 90% accuracy."*
  - Work with students toward accomplishing set goals by systematically sequencing instruction:
    - Teach big ideas and main ideas before detail;
    - Teach according to a logical hierarchy: less complex skills before more complex ones; prerequisites before requisites; and concrete information before abstract information;
    - Separately teach skills and concepts that are similar before requiring discrimination; and
    - Teach commonly encountered content before lower-frequency content.
  - Strategically design instruction in a way that helps students make connections within the appropriate sequencing of content and skills, and follow these six principles of effective instruction:
    - Relate new information to the big ideas for that content area/course;
    - Incorporate conspicuous strategies that are explicit and unambiguous to help students make connections back to big ideas;
    - Provide mediated scaffolding by using a model-lead-test sequence (e.g., my turn, our turn, your turn) until the student can do the skill independently;
    - Prime student background knowledge by guiding students to identify information they already know through probing questions and discussion;
    - Combine new information with what the student already knows to produce a higher-order skill by strategically integrating new content; and
    - Use judicious review, carefully designing instruction to help students maintain skills and knowledge they have learned so they can continue building upon it and enhance future learning.
  - Provide students with tools to help them organize content with visual displays (e.g., graphic organizers).
  - Use ongoing data collection to monitor students' progress and determine changes to instruction that might yield better outcomes, as needed.

### Tips for School Leaders to Support Teachers

- Ensure educators have a strong repertoire of explicit and other instructional strategies needed to systematically design instruction.
- Evaluate the extent to which educators have needed practices and skills in their repertoire, and provide instruction, professional development, and/or coaching on areas of need.
- Provide instruction, professional development and/or coaching to teach educators about writing high quality learning targets for students, using the ACCOMPLISH model as a guide.
- Evaluate goals to ensure they meet appropriate benchmarks for quality and are tied to standards and IEP needs.
- Provide feedback to teachers on the quality, specificity, and accountability of established goals and support revisions as needed.
- Ensure educators have a strong plan for evaluating the extent to which students are meeting various goals, providing them with additional supports for data collection/management as needed.

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

- How does the **ACCOMPLISH** model support the development of clear and specific learning goals?
- What does it mean to "systematically" design instruction? Why is it critical to do this?
- In what other ways can you support students in reaching specific learning targets?
- Why is it helpful to consistently link new content back to "big ideas" of a content area/course?

**PGS Alignment Rubric with content Teacher and Special Education Teacher:**

Domain 2: Student Understanding	
Content Teacher	Special Education Teacher
<p>Standard 3:</p> <ul style="list-style-type: none"> <li>Communicates the lesson goals and the content in a way that is accessible for every student at his/her level</li> <li>Uses formative assessments to effectively monitor student progress</li> <li>Provides effective opportunities for students to self-assess and correct their own errors</li> <li>Provides students with clear, specific, actionable, and timely feedback</li> <li>Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning</li> </ul> <p>Standard 4:</p> <p>Moves almost all students to deeper understanding of content through various techniques including:</p> <ul style="list-style-type: none"> <li>a variety of explanations and multiple representations of concepts</li> <li>extended productive discussion</li> <li>effective questioning to support students' attainment of the learning goals</li> <li>making connections to other content across disciplines</li> <li>independently connecting lesson content to real-world application</li> </ul>	<p>Standard 3:</p> <ul style="list-style-type: none"> <li>Opens the lesson with a clear introduction and review, model of skills and cognitive strategies, and/or provides clear explanation of concepts, depending on where the teacher is in a learning progression</li> <li>Uses formative assessments to effectively monitor student learning and progress</li> <li>Provides effective opportunities for students to monitor their own learning through explicit modeling of strategies to solve problems, regulate attention, organize materials, and/or regulate thoughts</li> <li>Provides students with timely, positive, and goal-directed feedback in the student's mode of communication (verbal, nonverbal, or written)</li> <li>Creates opportunities for students to apply teacher and peer feedback to improve performance, enhance learning, and/or reach behavior goals</li> </ul> <p>Standard 4:</p> <ul style="list-style-type: none"> <li>The teacher moves almost all students to a deeper understanding of content through:</li> <li>a variety of teacher-led, peer-assisted, self-regulated, and/or technology-supported strategies</li> <li>flexible grouping to promote extended academic interactions and collaborative work</li> <li>prompts, partial clues, reminders of the strategy or rule, and/or examples of the concept as needed to support students' attainment of the learning goal multiple means of representation, expression, and engagement using principles of Universal Design for Learning</li> <li>providing opportunities for students to demonstrate connections between what they are learning and how it connects to their personal and professional goals/interests</li> </ul>
Supporting HLPs: 4, 11, 12, 6, 8, 14, 16, 20	

**CEC/HLP Crosswalk:**

HLP	CEC Standard Component (Special Education) and Teaching Works (Content Teacher)
<p>HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.</p>	<p>2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.</p> <p>4.1 Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.</p> <p>4.2 Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable, to contribute to eligibility determination for special education services.</p> <p>4.3 Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.</p> <p>6.3 Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills</p>

	<p>programs, including generalization to other environments.</p> <p>TW: Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction.</p> <p>TW: Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments.</p>
<p>HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.</p>	<p>4.1 Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.</p> <p>4.3 Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.</p> <p>TW: Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments.</p>
<p>HLP 6: After special education teachers develop instructional goals, they evaluate and make ongoing adjustments to students' instructional programs.</p>	<p>4.3 Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.</p>



	<p>5.1 Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.</p> <p>TW: Checking student understanding during and at the conclusion of lessons  TW: Selecting and designing formal assessments of student learning  TW: Analyzing instruction for the purpose of improving it.</p>
--	---

<p>HLP 11: Identify and prioritize long- and short-term learning goals.</p>	<p>2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.</p> <p>3.1 Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.</p> <p>5.1 Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to</p>
---	---

	<p>appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.</p> <p>TW: Setting long- and short-term learning goals for students</p>
<p>HLP 12: Systematically design instruction toward a specific learning goal.</p>	<p>2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.</p> <p>3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.</p> <p>5.3 Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.</p> <p>TW: Diagnosing particular common patterns of student thinking and development in a subject matter domain  TW: Designing single lessons and sequences of lessons</p>

### HLP Teacher Checklist:

[illegible][illegible]

[illegible]

## HLP 11: Identify and Prioritize Long- and Short-Term Goals

[illegible]

## HLP 12: Systematically Design Instruction Toward Learning Goals

[illegible]



I have clear criteria to determine the extent to which students are achieving the goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The goals and objectives I create for students are observable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The goals and objectives I develop are clear and measurable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I state students' goals and objectives in a positive manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The goals I set for students are linked as much as possible to the general education curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ensure that there is a clear need of the goals and objectives set for each student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ensure that the goals and objectives set are ambitious but mediated by students' individual needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Leadership HLP Rating Scale Questions:

HLP 4 and 6a: Teachers collectively use a variety of data sources (formal and informal, and school based), seek input from families and students about preferences, strengths, needs, interests, motivation, health, language, and cultural experiences) to establish classroom and learner profiles that support access to learning and instructional alignment.

HLP 6b: Teachers collectively establish students' present level of performance and unfinished learning using various assessments (pre and post-test, benchmarks, etc.).

HLP 6c: Teachers collectively establish ambitious goals for student achievement, provide universal Tier I instruction (skill mastery, acceleration, blended instruction, and personalized instruction) select appropriate interventions for meeting goals (academic and behavior skills deficit interventions or specially designed instruction to overcome disability based barriers-working memory, processing, etc.), and aligned resources and supports (high-quality instructional materials, evidence-based practices, and high leverage practices)to help students master skills to meet goal.

HLP 6d: Teachers collectively monitor students' progress toward goals to determine effectiveness of instruction and interventions and use progress monitoring to data to determine if changes in instructional practices, interventions, and/or services are needed.

HLP 5a: Teachers consider assessment results in relation to same-age peers and influence of language and culture when interpreting assessment results.

HLP 5b: Teachers consider assessment to determine accommodations, modifications, and grading practices.

HLP 11a: Teachers link students' learning goals to the essential knowledge (prerequisite skills) and access skills (Communication, problem solving, self-advocacy, gross or fine motor, inter/intrapersonal, organization, technology, work readiness, working memory, inhibitory control, cognitive flexibility, planning, organization, time management, working memory, metacognition, response inhibition,

self-regulation, sustained attention, task initiation, flexibility, goal-directed persistence) within the standards and curricula.

HLP 11b: Teachers collectively consider individual student strengths and needs and select goals that are ambitious, attainable, and socially significant to ensure that students can access and succeed in general education classrooms.

HLP 11c: Teachers collectively are familiar with grade-level standards for content, teach big ideas first, and reference back to them many times throughout the year.

HLP 11d: Teachers collectively "unpack" or deconstruct standards, breaking them down into teachable components and determining what students need to know and be able to do to meet the intent of the standard, identifying a logical sequence of learning for prerequisite skills, access skills, and component skills.

HLP 12a: Special education teachers translate the identified and prioritized learning goals into individual lesson learning targets that are clear, measurable, ambitious, attainable, and actionable.

HLP 12b: Teachers collectively with students toward accomplishing set goals by systematically sequencing instruction: Teach big ideas and main ideas before detail; teach according to a logical hierarchy; less skills before more complex ones; prerequisites before requisites; and concentrate information before abstract information; separately teach skills and concepts that are similar before requiring discrimination; and teach commonly encountered content before lower-frequency content.

HLP 12c: Teachers strategically design instruction in a way that helps students make connections within the appropriate sequencing of content and skills and follow six principles of effective instruction (relate new information to the big ideas, mediated scaffolding, background knowledge, strategically integration, and judicious review).

HLP 12d: Teachers provide students with materials and task adaptations (simplify task directions, altering the difficulty level of material, altering the amount of material provided to students, and highlighting relevant information) tools to help them organize content with visual displays (guided notes, graphic organizers, and mnemonic strategies).

## Leadership Guide:

### HLP 7:

#### Teachers Who Effectively Establish a Consistent, Organized, and Respectful Learning Environment

- Present expectations, rules, and procedures used across school environments in terms that are **observable, measurable, positively stated, understandable**, and always applicable.
- Ensure expectations, rules, and procedures reflect the cultures, values, and beliefs of students and families from various ethnic, cultural, and linguistic backgrounds represented in the school.
- Establish and explicitly teach three to five positively-stated expectations (e.g., be respectful, be responsible, and be safe) across school environments, incorporating student and stakeholder input as appropriate.
- Establish and explicitly teach specific behaviors (i.e., set classroom rules) for meeting each expectation across school environments, incorporating student input as appropriate.
- Establish and explicitly teach consistent classroom procedures to support students' ability to accomplish tasks (e.g., lining up, sharpening pencils, accessing missing work, etc.), incorporating student input as appropriate.
- Revisit/reteach expectations, rules, and procedures that have been established across various school environments throughout the school year as needed, maintaining consistent language when doing so.
- Provide students a rationale for the importance of expectations, rules, and procedures.
- Understand that all behavior is communication (i.e., functions of behavior) and take this into consideration when interpreting and responding to student behavior.
- Encourage adherence to expectations, rules, and procedures across all school environments by:
  - Limiting unstructured time;
  - Posting expectations, rules, and procedures in high-visibility areas;
  - Laying out the classroom and other high-traffic areas in a way that maximizes space, has a logical flow, and meets the needs of all students;
  - Using precorrection procedures; and
  - Providing frequent, consistent, positive, and specific feedback to students on their behavior.

#### Tips for School Leaders to Support Teachers

- Ensure educators have mastered key classroom management practices and can implement such with fidelity across a range of settings.
- Provide feedback on educators' implementation of this HLP across various settings and with specific students.
- Create and maintain a school environment where proactive, positive responses to classroom management are the norm.
- Collectively develop a continuum/hierarchy of response strategies for acknowledging appropriate student behaviors and discouraging problem behaviors to ensure consistency in response across environments.

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

- Why should we treat behavioral problems the same way we treat academic problems?
- In what ways are addressing behavioral problems and academic deficits similar?
- Why should desired (and, in some instances, undesired behaviors) be explicitly taught and modeled?
- Should data inform teachers' work in the behavioral domain as much as in the academic domain? Why or why not?
- What does [respect, responsibility, best effort, etc.] mean or look like in your classroom?
- Do the classroom's and school's expectations, rules, and procedures reflect the cultures, values, and beliefs of the students and families we serve?
- Why should school staff provide students with a rationale for the importance of expectations, rules, and procedures?

### HLP 9:

#### Teachers Who Effectively Teach Social Skills

- Systematically and proactively identify students with social skills deficits through a variety of data sources (e.g., systematic screeners, schoolwide office disciplinary referrals, classroom data, family input).
- Collect and use data from multiple sources to determine the specific type of social skills deficit (e.g., problem solving, communication, conflict management).
- Develop social skills groups based upon commonalities in students' social skills deficits to provide targeted instruction in those specific skills.
- Break complex skills (e.g., resolving peer conflict) into smaller, sequenced teachable steps (e.g., check for understanding, offer your opinion, identify areas for compromise, and check for agreement) that facilitate high rates of success at each step.
- Consider the locations and circumstances in which specific social skills may be required and construct examples, non-examples, and role-playing scenarios that will support students' generalization of skills.
- Take students' culture, age, and a range of natural environments into consideration when constructing effective examples..  
*Example:* If teaching greeting behaviors, examples may include formal contexts (e.g., business-related handshakes), informal contexts (e.g., verbal greeting for a casual acquaintance), and close friends (e.g., fist bumps).
- Organize and purposefully sequence examples, prioritizing instruction around the context where the social skill deficit is most likely to result in negative outcomes.
- Use effective practices when teaching social skills, developing engaging and well-paced lessons that mirror the core components of academic lesson plans (e.g., teach, model, practice).
- Include tasks for all students when teaching social skills to groups of students to maintain engagement throughout the lesson.
- Promote students' mastery of social skills through use of positive and corrective feedback that is immediate, consistent, and specific.
- Provide scaffolded supports that are gradually faded to increase students' independent use of social skills.
- Promote generalization of the newly acquired skill after multiple successful trials with natural practice in a single setting by providing opportunities to practice the same skill in other authentic contexts..
- Constantly monitor students' progress with social skills instruction, analyzing responsiveness and adjusting instruction as needed.

#### Tips for School Leaders to Support Teachers

- Provide instruction, professional development opportunities, and/or coaching to support special educators' knowledge and implementation of effective instructional practices for teaching social skills.
- Teach educators how to use a variety of data sources to identify students who may need social skills instruction.
- Help faculty teams group students requiring social skills instruction around common needs and provide additional supports (e.g., lesson development, curriculum materials) as needed.
- Provide instruction in progress monitoring/data collection and meet regularly with teachers/teams to evaluate and discuss student progress and/or needs of staff.
- If a common set of school-wide expectations are in place, help teachers link lessons to those expectations and use consistent language.

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

- Why is it important to explicitly teach social skills to students?
- How can teachers support students' generalization of skills across a variety of settings?
- What methods should teachers use to identify areas of need with respect to social functioning?
- What other considerations might be necessary for supporting students' attainment of specific social skills?
- How might student engagement be a challenge during group social skills instruction, and what can you do to prevent disengagement?
- Why is it important to consider students' cultural backgrounds when identifying, planning for, and providing social skills instruction?



## HLP 10:

### ● Teachers Who Effectively Conduct FBAs to Develop Individualized BSPs

- Consider the five classic functions of behavior when trying to determine why a student is demonstrating a specific problem behavior. Those five functions of behavior are:
  - Social Attention/Communication** (positive social reinforcement)
  - Access to tangibles or preferred activities** (material or activity reinforcement)
  - Escape, delay, reduction, or aversive tasks or activities** (negative reinforcement)
  - Escape from or avoidance of other individuals** (negative social reinforcement)
  - Internal stimulation** (automatic or sensory reinforcement)
- Ensure that all essential components of an FBA are included in this assessment process. These components are (Hirsch et al., 2017):
  - A clear description of problem behavior;
  - Identification of events, times, and situations that predict the behavior(s);
  - Identification of the consequences that maintain the problem behaviors;
  - A hypothesis regarding events that prompt and support the problem behavior; and
  - Collection of direct observation data that support the hypothesis.
- Apply the Antecedent-Behavior-Consequence (A-B-C) model when developing a hypothesis statement within an FBA.
- Analyze data collected through the FBA, select an appropriate replacement behavior based upon the function of the problem behavior, and develop an individualized BSP.
- Explicitly teach and reinforce the selected appropriate replacement behavior to the student.
- Incorporate environmental modifications within the student's BSP to prevent reoccurrence of the problem behavior(s).
- Incorporate environmental modifications within the student's BSP to make the replacement behavior more effective and efficient than the problem behavior, thereby increasing likelihood of the student using the replacement behavior.
- Collect data and monitor the student's progress with the current BSP, meeting with key stakeholders to adjust or continue intervention planning as needed.

### Tips for School Leaders to Support Teachers ●

- The team involved in conducting FBAs may vary between districts and schools; however, focus should be on a team-oriented process when conducting FBAs and soliciting support from all members.
- Identify and recruit staff members who are skilled in connecting with students who have difficulty forming relationships to create pre-established student support teams.
- Provide educators with instruction, professional development, and/or coaching in the steps of the FBA process, leading an FBA meeting, and creating and implementing a BSP.
- Provide ongoing feedback and support to educators on their use of available data sources for decision-making throughout the FBA process.
- Support teachers'/team members' development and use of data collection tools to ensure ongoing progress monitoring data collection. Check in with individuals frequently to offer additional supports with data collection as needed/warranted.

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

- What are some examples of appropriate replacement behaviors that satisfy the 5 classic functions of behavior?
- Why is it necessary to consider and make environmental modifications when developing and implementing a BSP?
- In what ways does this HLP align with the collaboration and assessment HLPs (HLPs 1-6)?
- Why should school leaders encourage and promote a team-oriented approach to conducting and implementing FBAs and BSPs?

## HLP 13:

### ● Teachers Who Effectively Adapt Curriculum Materials and Tasks

- Provide instruction that meets each student's individual needs by intentionally planning for differentiation.
- Examine the directions of a task/activity to identify advanced vocabulary, sentence complexity, and/or length, and simplify these directions as needed.
- Accompany directions with visual aids to illustrate each step and help students better comprehend how to complete a task.
- Use technology to facilitate students' understanding of tasks and concepts.
- Use a combination of adaptations to increase the likelihood of student success.
- Adapt materials by reducing the amount of content presented or required for completion.
- Differentiate tasks/materials, building from easier to more challenging content, to enable access to challenging content for lower performing students while simultaneously providing a warm up for higher performing students.
- Highlight relevant information within a text, lecture/notes, and/or worksheet activities to make important ideas and concepts more visible to students.
- Use (and gradually fade) guided notes to assist students with retention of course content information and improve note-taking skills.
- Create and use graphic organizers to help students understand relationships between, and organization of, concepts. Teachers also explicitly teach and scaffold use of graphic organizers with students.
- Provide and explicitly teach students to use mnemonic strategies to help students remember important aspects of lessons and content.

### Tips for School Leaders to Support Teachers ●

- Ensure all educators have strong knowledge about available, possible, and relevant adaptations based on students' individualized needs.
- Evaluate the extent to which educators identify and implement adaptations that are a good match for students' needs given curriculum demands.
- Help novices avoid the common pitfall of over accommodating students by using data and ongoing decision making/instructional adjustments.
- Help educators break away from only considering accommodations and modifications that come on a pre-written list (e.g., extended time, preferential seating, etc.). Spur creativity and use data to evaluate impact on performance.

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

- In what ways can instruction, tasks, and materials be differentiated to meet students' individual needs?
- Why is it important to gradually fade certain adaptations/supports over time?
- What is the difference between adapting or modifying materials versus providing accommodations?

## HLP 14:

### Teachers Who Effectively Teach Cognitive and Metacognitive Strategies to Support Learning and Independence

- Recognize learning or behavior difficulties and facilitate students' abilities to become more self-directed and independent learners via cognitive strategy instruction.
- Examine sources of evidence-based practices that already exist to meet specific students' needs.
- Use task analysis to determine the steps students need to take to accomplish goals, create a procedure to help them meet that goal, and explicitly teach this procedure to students.
- Provide explicit instruction to students in using self-regulation procedures (e.g., goal-setting, self-monitoring, self-talk, self-reinforcement) when participating in tasks/activities.
- Use and explicitly teach strategic instruction models (e.g., Self-Regulated Strategy Development, Strategic Instruction Model Learning Strategies) to enhance student memory and recall of information.
- Provide explicit instruction in strategies, incorporating the following instructional components:
  - Pre-teaching necessary pre-requisite skills.
  - Instruction of how, when, and where to use the strategy, including the importance and purpose of each step.
  - Breaking the strategy down into logical and manageable pieces or chunks.
  - Clear, step-by-step strategy demonstrations while scaffolding the level of support from high to low level.
  - Modeling of self-talk and "inner language" using teacher think-alouds, which are important for students to monitor effective strategy use.
  - Numerous opportunities for practice that include monitoring, feedback, and positive reinforcement.
  - Opportunities to use the strategy in different contexts and over time to promote generalization and maintenance.
- Monitor student strategy use to ensure fidelity or to ensure that any modifications students have made to a strategy do not influence its effectiveness.

### Tips for School Leaders to Support Teachers

- Provide educators with instruction, professional development and/or coaching in a range of strategies that can be used across various settings.
- Monitor and provide feedback on educators' selection and use of strategies to ensure that they match students' needs within grade-level standards and curricula.
- Keep educators informed of new strategies developed and recommended by researchers, and provide necessary supports for implementing such.

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

- Why is it so important to explicitly teach strategies to students with disabilities?
- What are some key lesson components to include when teaching a strategy to students?
- How does supporting students in developing cognitive and metacognitive skills support their long-term success with grade-level curricula in inclusive environments?

## HLP 15:

### Teachers Who Effectively Provide Scaffolded Supports

- Provide scaffolded supports across a wide range of areas including academics, language, behavior, motivation, attention, social skills, and communication.
- Use dynamic assessment to assess students' thinking, language, writing, or performance to determine the type and level of scaffolded supports needed.
- Use knowledge of curriculum standards and benchmarks, the scope and sequence of the curriculum, and prerequisite skills/understandings to structure task difficulty from easier to more difficult for students, focusing on essential knowledge and skills.
- Are attentive to students' motivation and engagement, and to whether students understand and value the purpose of learning a concept or strategy, in order to plan for and adjust supports as needed.
- Provide only the amount of scaffolded support necessary to allow a student or group to perform at a level they could not have performed at independently.
- Gradually release responsibility back to students or fade their support to promote independence with concepts/tasks.
- Intentionally plan for varying supports (e.g., technology, checklists, graphic organizers), but are attune to, and adjust for, students' moment by moment support needs as well.
- When providing scaffolded supports:
  - Work to create a safe environment in which students feel respected and comfortable sharing their thinking;
  - Watch and listen carefully to make sure students understand the goal;
  - Remove a support once it is not needed, and put it back when it is;
  - Practice what they could say to students and remember that prompts may need adjusting in the moment;
  - Are positive, patient, and caring.

### Tips for School Leaders to Support Teachers

- Ensure educators are familiar with a range of scaffolds that can be used for various purposes and settings
- Help educators recognize signs within student data that scaffolds are needed, or can be faded
- Provide feedback to educators regarding appropriate selection and teaching of scaffolds to students in various situations

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

- Why are scaffolds important to consider when planning how to address long- and short-term learning goals?
- What are effective ways to monitor student performance using scaffolds?
- When should a scaffold be faded or removed?

**PGS Alignment Rubric with content Teacher and Special Education Teacher:**

Domain 1: Lesson Design	
Content Teacher	Special Education Teacher
<p>Standard 1: Include student learning outcomes and instructional activities that:</p> <ul style="list-style-type: none"> <li>• are fully aligned to current Mississippi College- and Career- Ready Standards or Framework</li> <li>• are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning</li> </ul> <p>Standard 2:</p> <ul style="list-style-type: none"> <li>• Provide assignments and activities that contain the following components:</li> <li>• appropriate scaffolding that effectively builds student understanding</li> <li>• ample evidence that the teacher knows each student's level and tracks each student's progress toward mastery</li> <li>• differentiation based on students' abilities and learning styles</li> <li>• student-centered learning whenever appropriate relevant connections to students' prior experiences<sup>1</sup> or learning</li> </ul>	<p>Standard 1: Lessons include student learning outcomes and instructional activities that:</p> <ul style="list-style-type: none"> <li>• are fully aligned to the Mississippi College and Career Ready Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) and students' long-/short-term learning goals</li> <li>• are part of a coherent sequence of learning with ample evidence of identifying prerequisites, adapting curriculum based on student needs, and making connections explicit</li> <li>• reflect collaboration with general education teachers and support staff</li> </ul> <p>Standard 2:</p> <ul style="list-style-type: none"> <li>• appropriate scaffolding, coaching, and modeling through visual, verbal, and written supports as students learn skills or concepts</li> <li>• use of multiple data sources to diagnose student strengths and needs in collaboration with general and special education colleagues</li> <li>• clear targeted goals for students in lessons/instruction/services and practice opportunities that align with individual student strengths and needs</li> <li>• differentiation based on students' IEP goals and benchmarks</li> <li>• relevant connections to students' prior knowledge</li> </ul>
Supporting HLPs: Supporting HLPs: 11, 13, 12, 14, 15, 21, 5,	

**CEC/HLP Crosswalk:**

HLP	CEC Standard Component (Special Education) and Teaching Works (Content Teacher)
HLP 7: Establish a consistent, organized, and respectful learning environment.	<p>6.1 Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.</p> <p>6.2 Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.</p> <p>TW: Implementing norms and routines for classroom discourse and work TW: Building respectful relationships with students</p>
HLP 9: Teach social behaviors.	<p>5.2 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.</p> <p>6.2 Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.</p> <p>6.3 Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.</p>

	<p>TW: Leading a group discussion</p> <p>TW: Explaining and modeling content, practices, and strategies</p> <p>TW: Implementing norms and routines for classroom discourse and work</p> <p>TW: Building respectful relationships with students</p>
<p>HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans.</p>	<p>6.3 Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.</p> <p>TW: Specifying and reinforcing productive student behavior</p>
<p>HLP 13: Adapt curriculum tasks and materials for specific learning goals</p>	<p>3.1 Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.</p> <p>3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.</p> <p>5.6 Candidates plan and deliver</p>

	<p>specialized, individualized instruction that is used to meet the learning needs of each individual.</p> <p>TW: Diagnosing particular common patterns of student thinking and development in a subject-matter domain</p>
--	--

<p>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.</p>	<p>3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.</p> <p>5.3 Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.</p> <p>5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.</p> <p>TW: Leading a group discussion TW: Explaining and modeling content, practices, and strategies</p>
---	---

<p>HLP 15: Provide scaffolded supports.</p>	<p>3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and</p>
---	--

	<p>function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.</p> <p>5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.</p> <p>6.3 Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.</p> <p>TW: Coordinating and adjusting instruction during a lesson</p>
--	---



### HLP Teacher Checklist:

[illegible]



### HLP 9: Teach Social Behaviors

[illegible]

## **HLP 10: Conduct Functional Behavioral Assessments (FBA) to Develop Individual Student Behavior Support Plans**

[illegible]

### HLP 13: Make Adaptations to Tasks and Materials

[illegible]



<b>HLP 14: Use Cognitive and Metacognitive Strategies</b>						
<b>Rate the extent to which you incorporate this HLP.</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I provide cognitive strategy instruction to reinforce student independence and self-direction. This includes activating background knowledge; discussing, modeling, memorizing, and supporting the strategy; and allowing for independent performance (i.e., self-regulated strategy development model).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I examine sources of evidence-based practices to determine whether they will meet my students' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use task analysis to determine the steps that students will need to take to accomplish goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I clearly model and facilitate student practice to show students how to use self-regulation procedures (e.g., goal setting, self-monitoring) when participating in tasks and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I explicitly teach and use strategic instruction models (e.g., self-regulated strategy development) to enhance student memory and information recall.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I break down, model, and provide step-by-step instruction to facilitate student strategy use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide frequent opportunities for students to practice strategy use across various settings and time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I monitor student strategy use and ensure that any modification a student makes does not impact the strategy's usefulness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide feedback and positive reinforcement to my students as they use the targeted strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Leadership HLP Rating Scale Questions:**

HLP 7a: The school has alignment between school and classroom expectations, rules, and procedures that are observable, measurable, positively stated, understandable, always applicable and reflect the cultures and values of the community.

HLP 7b: All staff members explicitly teach specific behaviors and procedures for meeting each expectation across school environments that include student input.

HLP 7c: All staff members revisit/reteach expectations, rules, and procedures throughout the school year and encourage adherence to expectations, rules, and procedures across all school environments.

HLP 9a: Collective teams systematically and proactively identify students with social skills deficits through a variety of data sources (Social Emotional Learning).

HLP 9b: Collective teams develop social skills groups based upon commonalities in students' social skills deficits to provide targeted instruction in specific skills.

HLP 9c: Collective teams break complex social or behavior skills into smaller, sequenced teachable steps (teach, model, practice) that facilitate high rates of success at each step including construct examples, non-examples, and role-playing scenarios that will support students' generalization of skills.

HLP 9d: Collective teams promote students' master social skills through use of positive and corrective feedback, provide scaffolded supports that are gradually faded to increase independence, and promote generalization of the newly acquired skill with natural practice in settings with opportunities to practice.

HLP 14a: Collective teams recognize learning or behavior difficulties and facilitate students' abilities to become more self-directed and independent learners via cognitive strategy instruction.

HLP 14b: Collective teams provide explicit instruction to students in using self-regulation procedures, strategic instruction models, pre-teaching pre-requisite skills, when/where/how to use strategy, breaking down strategy into logical and manageable pieces, demonstrations while scaffolding the level of support, modeling self-talk, opportunities for practice with feedback and reinforcement, and promote generalization and maintenance.

HLP 13: Collective teams plan for differentiation by simplifying directions, providing visual aids, use of technology, reduce the amount of content presented or required for completion, build from easier to more complex, highlight relevant information, guided notes, graphic organizers and mnemonic devices.

HLP 15a: Collective teams provide scaffolded support across a wide range of areas including academics, language, behavior, motivation, attention, social skills, and communication.

HLP 15b: Collective teams use dynamic assessments to assess students' thinking, language, writing or performance to determine the type and level of scaffolded support needed.

HLP 15c: Collective teams use knowledge of curriculum standards and benchmarks, the scope and sequence of the curriculum, and prerequisite skills/ understandings to structure task difficulty from easier to more difficult for students focusing on essential knowledge and skills.

HLP 10: Collective teams develop and implement behavior plans that change student behaviors through collective implementation with fidelity.

### HLP 15: Provide Scaffolded Supports

[illegible]

## ● Teachers Who Effectively Use Explicit Instruction

- Design carefully sequenced and organized lessons focused on critical content.
- Begin lessons with a clear statement of the lesson goals and their expectations of students.
- Review prior skills and knowledge before providing instruction in new content.
- Break down complex skills and strategies into smaller instructional units.
- Provide step-by-step demonstrations, as applicable, to explain a concept.
- Use clear and concise language throughout all lesson components and communicative interactions with students.
- Provide an adequate range of examples and non-examples, as applicable.
- Provide guided practice with scaffolded supports, incorporating distributed and cumulative practice opportunities as well.
- Provide frequent and varied opportunities for student response, monitor student performance closely, and provide immediate affirmative and corrective feedback.
- Maintain a brisk pace during lesson delivery and are attune to students' shifting needs regarding pace throughout the lesson.
- Help students organize new knowledge with a range of scaffolded supports.

## Tips for School Leaders to Support Teachers ●

- Provide educators with instruction, professional development, and/or coaching in effectively planning for and delivering lessons that incorporate the key elements of explicit instruction.
- Observe educators to document the extent to which they are using the elements of explicit instruction and provide coaching and/or feedback on areas that require improvement.
- Provide support to teachers/teams around chunking complex skills/concepts and designing these lessons in a logical sequence.

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

- How does the language used impact students' understanding of concepts? How can a teacher be mindful of this?
- Why is it important to provide students with a clear goal and statement of expectations for each lesson?
- How can examples and non-examples support student understanding? Are there any barriers or special considerations that you can think of regarding use of examples/non-examples?
- Why is keeping a brisk pace considered a key element of explicit instruction?
- Why are frequent opportunities for student response so critical to an explicit lesson? What strategies can be used to elicit student responses?

## ● Teachers Who Effectively Use Flexible Groupings

- Vary grouping size (e.g., whole or small group) and type (e.g., same-ability/homogeneous or mixed-ability/heterogeneous groups) based upon students' instructional needs and learning objectives.
- Use same-ability (homogeneous) small groups to provide focused, intensive instruction for students with similar instructional strengths, needs, and/or interests, to help them meet short-term instructional goals and objectives.
- Use mixed-ability small groups to increase engagement in academic discussions and the sharing of knowledge and skills and to improve interpersonal relationships among students with and without disabilities across racial/ethnic backgrounds.
- Use cooperative learning structures (e.g., jigsaw, quiz-quiz-trade) to meet a wide range of instructional objectives (i.e., academic, behavioral, interpersonal).
- Carefully monitor students' learning and interactions between group members when students are participating in group work.
- Hold students accountable, both individually and collectively, to strengthen students' personal accountability and promote positive interdependence.
- Provide groups with frequent and varied opportunities to respond to promote active engagement of all students.

## Tips for School Leaders to Support Teachers ●

- Provide educators with instruction, professional development, and/or coaching on how and when to use flexible groupings.
- Observe educators providing instruction within flexible grouping and provide feedback and/or coaching on its effectiveness, as well as support in improving its use as needed.
- Encourage co-teaching partners, individual teachers, and teams to be creative (and flexible!) with grouping students, reminding them of the multiple instructional objectives that varied types and sizes of groups can address.
- Implementing and managing flexible groups can be challenging – be sure to check in with teachers who may be having difficulty, help them identify specific challenges, and work with them on mitigating these issues.

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

- What is the advantage of using flexible grouping during instruction?
- How should decisions be made regarding timing and use of various grouping types?
- Why is it still important for the teacher to provide frequent and varied opportunities to respond, even when students are participating in a structured group activity?
- Is there a "best" type of flexible grouping type/size to use? Why or why not?
- What are some of the barriers to organizing and implementing flexible groups? What are some potential solutions to these barriers?



## HLP 18:

### 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

- Why is it critical to embed strategies that promote active student engagement when designing and implementing lessons?
- How do elements of explicit instruction support student engagement?
- How can teachers individualize active student engagement/response strategies?
- What does it mean to encourage “good noise” during class activities? Why is it important to do so?

## HLP 19:

### Teachers Who Effectively Promote Active Student Engagement

#### Support Learning Through Assistive Technologies (AT)

- Consider the AT needs of students as they relate to goals, access to the general curriculum, and extracurricular activities through the Student, Environment, Tasks, and Tools (SETT) process. SETT focuses on:
  - The students’ strengths and needs;
  - The environments in which the student learns and socializes, as well as the supports currently available in those environments;
  - The tasks that the student is expected to do; and
  - The tools, including AT devices and services, that might support the student in successfully participating in tasks
- Directly integrate AT into the student’s IEP goals, as applicable.
- Collect and analyze data about the student’s use of AT across instructional settings to determine if changes to AT devices or services are needed.

#### Support Learning Through Instructional Technologies (IT) in Core Academic Content Areas

- Evaluate how IT can minimize reading challenges, increase engagement, reduce cognitive load, or provide additional methods of presenting information.
- Evaluate accessibility barriers that students may face when using IT.
- Provide students with:
  - Explicit instruction in how to use IT;
  - The purpose for using it;
  - A model of how to use it; and
  - Scaffolded practice opportunities to build to independence.
- Evaluate the effectiveness of IT to support students with achieving learning goals.
- Consider principles of the UDL framework when designing and delivering instruction, including:
  - Using technology to increase engagement

- Using technology to increase access to content
- Using technology to provide options for students to demonstrate understanding

### Tips for School Leaders to Support Teachers

- Provide educators with instruction, professional development, and/or coaching in a range of AT and IT options that can be used in a wide variety of settings/content areas.
- Observe teachers using IT and provide feedback on the extent to which it is a good match for students’ needs and the demands of the curriculum.
- Encourage collaboration among content teachers, technology coordinators, and special education teachers to learn about new technologies or “tricks” to using familiar technologies.
- Provide support to teachers and other staff members who may be hesitant or uncomfortable with using (or helping students use) AT and/or IT. Help them use technology by making the benefits of its use visible through modeling/coaching.

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

- Why should educators be critical evaluators of technologies that they use with students (both with and without disabilities)?
- What is an example of an instance where IT cannot provide enough support to a student and AT should be considered instead?
- Why is it necessary to explicitly teach students the purpose of using technologies, and how to use it for that reason?



## HLP 20:

### Teachers Who Effectively Promote Active Student Engagement

- Use a research-based secondary prevention program in the Data-Based Individualization (DBI) process.
- Use progress monitoring to track student improvements.
- Create student-specific intensive intervention plans based upon examination of diagnostic assessment data.
- Implement intervention plans, track student responses, and reexamine data as needed, using the following steps of the DBI process:
  - Establish the present level of academic performance;
  - Set an ambitious long-term goal using established norms;
  - Implement high quality instruction or intervention with fidelity;
  - Monitor progress towards the goal;
  - Use decision rules to evaluate the instructional effectiveness and student progress;
  - Generate a hypothesis about student progress to individualize instruction;
  - Make an instructional change based on the chosen hypothesis;
  - Repeat this process throughout the school year, as indicated by data and on a regular schedule.

### Tips for School Leaders to Support Teachers

- Ensure educators have a strong repertoire of evidence-based practices and are able to engage in data-based decision-making processes.
- Provide educators with instruction, professional development, and/or coaching in the Data-Based Individualization (DBI) process.
- Provide feedback on the extent to which educators are making accurate and efficient decisions about the impact of intensive instruction occurring across settings.
- Hold teachers and other stakeholders accountable in their roles within the DBI process (e.g., providing intensive instruction, collecting data, monitoring progress, meeting adjusted goals), providing support and/or coaching as deemed necessary.

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

- Why do you think the assessment HLPs are highly reliant upon excellence in implementation of the collaboration HLPs?
- Why is the DBI process such a critical tool for special educators to have in their “toolkits?”
- Why is it so important for special educators and other professionals to use multiple sources of data to make decisions about students?
- What are some of the barriers to successful implementation of the DBI process? What are some potential solutions to those barriers?

## HLP 21:

### Teachers Who Effectively Promote Active Student Engagement

#### Promote Generalization of Skills/Behaviors

- Apply the same techniques that successfully changed behavior in one setting to all settings where the target behavior is desirable (i.e., sequential modification).
- Help students to recognize reinforcement available in the natural environment and to recruit reinforcers or recognize subtle forms of “social reinforcement.”
- Use sufficient exemplars in different settings and contexts and with different people when teaching students to demonstrate a behavior/skill.
- Use indiscriminable contingencies. Indiscriminable contingencies are when students do not know when reinforcement will happen, thus promoting the likelihood that desirable behaviors continue.
- Deliberately program similar stimuli in the training setting and the setting where generalization is desired.
- Provide students training in self-management, teaching students to monitor and report on their own generalization of behavior, to mediate generalization of skills.
- Use verbal instructions to promote generalization.

#### Promote Generalization of Skills/Behaviors

- Use reinforcement schedules to ensure that desirable behaviors persist across settings. These may include:
  - Continuous Schedules – a reinforcer is provided each time a desired behavior occurs
  - Intermittent Schedules – a reinforcer is provided after a certain number of responses (ratio schedule), or after a specific amount of time (interval schedule)
- Thin schedules of reinforcement, moving from continuous schedules to intermittent schedules as students continue to demonstrate success with a behavior/skill.
- Build in opportunities for overlearning trials and distributed practice.

- Provide students with instruction in self-management skills (e.g., goal setting, self-evaluation and reflection, self-reinforcement, and self-talk).

#### Use Data to Monitor Generalization and Maintenance

- Consider the time and place that is most appropriate for collecting data.
- Collect data on the behavior of interest reliably and over time, using a clear definition of the target behavior.
- Select a data collection system that will give the clearest picture of student performance.
- Summarize data using graphical displays.
- Examine data from baseline and instruction phases to compare differences in student performance and reviewing methods for increasing generalization and maintenance as needed.

### Tips for School Leaders to Support Teachers

- Provide educators with instruction, professional development and/or coaching in selecting and implementing strategies that promote generalization and maintenance of skills/behaviors.
- Observe and provide feedback and/or coaching on the practices that teachers use to support students’ generalization and maintenance of skills/behaviors.
- Encourage and facilitate collaboration between all professionals in the school building, helping all understand that promoting generalization and maintenance among students is a team-oriented process.
- Provide educators with instruction, professional development, and/or coaching in teaching self-management behaviors to students.

## ● Teachers Who Effectively Promote Active Student Engagement

- Help bridge the gap between students' current understanding and learning goals by considering the following feedback questions:
  - Where is the student going?
  - How is the student getting there?
  - Where will the student go next?
- Scaffold students' learning by providing feedback at the following levels:
  - Task level (i.e., understanding and doing a task)
  - Process level (i.e., understanding the strategies needed to do the task)
  - Self-regulation level (i.e., self-monitoring actions)
- Provide clear, specific feedback that verifies and elaborates on student performance.
- Provide feedback that is focused on the task or process, not the learner.
- Provide immediate feedback, especially for individuals who are struggling.
- Use goal-directed feedback.
- Focus feedback on misunderstandings rather than a lack of information.
- Consider students' developmental level, learning histories, cultural background, age, and other personal factors when providing feedback.

## Tips for School Leaders to Support Teachers ●

- Provide educators with instruction, professional development, and/or coaching in types and use of effective feedback to ensure fidelity with implementing such across a variety of settings.
- Remember to provide feedback to educators on their use and quality of feedback that they deliver to students. If improvement is needed, provide coaching or other supports.
- Model the delivery of effective feedback to students across a wide range of settings to make this expectation visible to all professionals in the building.

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

- Why is it necessary to be as specific as possible when providing feedback to students?
- How can feedback support students' attainment of specific learning goals?
- How does providing consistent feedback help teachers build and maintain positive relationships with students?
- Why is it important to consider a range of personal student factors when providing feedback?

## ● Teachers Who Effectively Provide Feedback to Improve Student Behavioral Outcomes

- Provide positive and specific feedback to demonstrate approval of student behaviors.
 

*Example:* "Great job (positive) raising your hand (specific) and waiting to be called on!"
- Provide process-centered feedback rather than person-centered feedback to facilitate engagement, motivation, and perseverance.
 

*Example:* "You worked really hard on that math assignment and used excellent strategies to solve those problems" (process-oriented feedback)

*Non-example:* "You are so smart!" (person-oriented feedback).
- Provide instructive feedback to teach and/or emphasize academic and social/behavioral skills.
 

*Example:* A student responds to the question "What sounds should we hear when we line up for recess?" with the answer, "None." The teacher delivers instructive feedback such as, "That's right! We are quiet when we line up for recess. We are also quiet in the hallway to be respectful of other classrooms."
- Provide corrective feedback rather than reprimands when addressing social/behavioral or academic errors with students.
 

*Example:* "Remember that during independent reading time the expectation is that we are reading quietly to ourselves, and we aren't talking to our neighbors" (corrective feedback)

*Non-example:* "Stop talking!" (reprimand)
- Provide feedback only when the target behavior is observed (i.e., it is contingent) – feedback is not delivered in the absence of a target behavior.
 

*Example:* While monitoring students working in cooperative groups, the teacher notices that they are working together effectively and says, "I am so impressed with everyone's participation in this activity! You all are doing an excellent job following our classroom expectations for working in small groups."
- Provide timely feedback, in close proximity to when a target behavior is observed, to maximize instructional time and increase students' use of desired behaviors.
- Use a sincere tone of voice, avoiding sarcasm or joking, when delivering feedback to students.
- Understand and consider the ways in which ages, learning histories,

cultural backgrounds, preferences, and classroom dynamics, impact students' receipt of feedback.

- Adjust the type and frequency of feedback to facilitate students' progression through phases of learning (i.e., basic acquisition, fluency, maintenance, generalization, and adaptation).

## Tips for School Leaders to Support Teachers ●

- Provide instruction, professional development, and/or coaching to teachers to increase knowledge and implementation of the types of feedback used in a variety of situations.
- When supporting educators' implementation of effective feedback, be sure to also provide feedback to them to support greater implementation fidelity.
- Identify individuals in the building who consistently provide effective feedback to students and utilize their expertise in peer coaching systems.
- Support teams/staff members in setting goals for increasing their use of feedback and keep each other accountable with weekly check-ins.

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

- What are some critical components of delivering effective feedback?
- How does this HLP connect to the collaboration and/or assessment HLPs?
- How can feedback support the development and maintenance of positive teacher-student relationships?
- Why is specific feedback preferred over generic feedback?
- What are some benefits of process-oriented feedback vs. person-oriented feedback? Corrective feedback vs. reprimands?
- Why is it important to consider factors such as age, cultural background, preferences, learning histories, and classroom dynamics when delivering feedback to students?

# PGS Alignment Rubric with content Teacher and Special Education Teacher:

Domain 3: Culture and Environment	
Content Teacher	Special Education Teacher
<p>Standard 5:</p> <ul style="list-style-type: none"> <li>Creates effective routines and expectations for students to safely voice opinions and ask and answer questions</li> <li>Proactively monitors student behavior and redirects when necessary to maximize instructional time Provides effective collaborative learning opportunities whenever appropriate</li> <li>Ensures all or almost all students are active participants in their learning</li> </ul> <p>Standard 6:</p> <ul style="list-style-type: none"> <li>Effectively maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning</li> <li>Maximizes time such that students always have something meaningful to do</li> <li>Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher</li> </ul> <p>Standard 7:</p> <ul style="list-style-type: none"> <li>Communicates respectfully to all students</li> <li>Effectively fosters respectful relationships among all students</li> <li>Demonstrates a strong positive relationship with all students</li> </ul>	<p>Standard 5:</p> <ul style="list-style-type: none"> <li>Creates effective routines in the learning environment specific to the nature of the specialized classroom, individual need, and support services with specific expectations and opportunities for students to practice</li> <li>Consistently and intentionally plans to prevent misbehavior through positive behavioral interventions and supports</li> <li>Defines methods for ensuring individual behavioral and academic success in one-to-one, small-group, and large-group settings</li> <li>Designs learning environments (e.g., physical, climate, time allowance) that result in all students' engagement in individual and group activities</li> <li>Teaches social skills intentionally, including using explicit instruction strategies, to support student learning of skills required for students to work with others in the classroom while working toward student independence</li> </ul> <p>Standard 6:</p> <ul style="list-style-type: none"> <li>Effectively adapts the physical environment and maximizes resources (including assistive technology and visual content displays as appropriate) to support student learning</li> <li>Maximizes time such students always have something meaningful to do</li> <li>Creates an environment where students consistently execute transitions, routines, and procedures in an orderly and efficient manner with direction and narration from the teacher</li> </ul> <p>Standard 7:</p> <ul style="list-style-type: none"> <li>Communicates respectfully to all students</li> <li>Provides effective opportunities for peer learning and/or flexible grouping</li> <li>Demonstrates a strong positive relationship with all students and uses effective techniques to de escalate student behavior whenever appropriate</li> <li>Effectively employs age-appropriate and culturally responsive teaching practices to foster student engagement across learning environments</li> </ul>
Supporting HLPs: 19, 9, 18, 22, 17, 7, 8, 15, 16, 21	

**CEC/HLP Crosswalk:**

HLP	CEC Standard Component (Special Education) and Teaching Works (Content Teacher)
HLP 16: Use explicit instruction.	<p>5.3 Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.</p> <p>6.3 Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.</p> <p>TW: Explaining and modeling content, practices, and strategies</p>
HLP 17: Use flexible grouping.	<p>5.4 Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.</p> <p>5.5 Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.</p> <p>TW: Setting up and managing small group work</p>
HLP 18: Use strategies to promote active student engagement.	<p>5.2 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.</p> <p>TW: Leading a group discussion</p>

	<p>TW: Eliciting and interpreting individual students' thinking</p> <p>TW: Setting up and managing small group work</p>
HLP 19: Use assistive and instructional technologies.	<p>4.3 Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.</p> <p>5.1 Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.</p> <p>5.2 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.</p> <p>5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.</p> <p>TW: Setting long- and short-term learning goals for students</p>
HLP 20: Provide intensive instruction.	<p>5.5 Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.</p>



	<p>5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.</p> <p>TW: Explaining and modeling content, practices, and strategies</p>
<p>HLP 21: Teach students to maintain and generalize new learning across time and settings.</p>	<p>3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.</p> <p>6.3 Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.</p> <p>TW: Explaining and modeling content, practices, and strategies</p>
<p>HLP 22: Provide positive and constructive feedback to guide students' learning and behavior.</p>	<p>5.2 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.</p> <p>6.2 Candidates use a range of preventive and responsive practices documented as effective to support individuals' social,</p>

	<p>emotional, and educational well-being.</p> <p>TW: Eliciting and interpreting individual students' thinking</p> <p>TW: Providing oral and written feedback to students</p>
--	--

<p>HLP 8: Provide positive and constructive feedback to guide students' learning and behavior.</p>	<p>5.2 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.</p> <p>6.2 Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.</p> <p>TW: implementing organizational routines TW: Providing oral and written feedback to students</p>
--	---

**Teacher Rating Scale:**

[illegible]





I use a wide range of research-supported active student response practices (e.g., peer tutoring, digital tools, collaborative learning strategies).						
I provide students with opportunities to respond (e.g., asking questions) throughout my lessons.						
I encourage students to participate in group activities by including games and contingencies.						
I give detailed academic- and behavior-specific feedback with explanation of how students are meeting expectations.						
Comments:						
<b>HLP 19: Use Assistive and Instructional Technologies</b>						
<b>Rate the extent to which you incorporate this HLP.</b>	N/A	1	2	3	4	5
I consider my students' assistive technology needs related to their goals, access to the general education curriculum, and extracurricular activities.						
I make assistive technology decisions based on students' strengths and needs.						
I make assistive technology decisions based on the environment in which my students learn and socialize.						
I consider the supports available in the environments where my students learn and socialize.						
I consider the tasks that students are expected to do when making assistive technology decisions.						
I directly integrate assistive technology into my students' individualized education program goals, as applicable.						
I collect and analyze data about students' use of assistive technology across instructional settings.						
I determine if changes to assistive technology devices or services are needed based on student data.						





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

[illegible]

### **HLP 8: Provide Positive and Constructive Feedback to Guide Students' Behavior**

[illegible]

I am sincere when I provide feedback to students and avoid using sarcasm and joking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consider how students' age, learning history, cultural background, and preferences, as well as classroom dynamics, could influence their response to feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I adjust the type and frequency of feedback based on students' learning progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Leadership HLP Guidebook Questions:**

HLP 16: Collective teams implement explicit instruction through carefully sequenced lessons, lesson goals, review prior skills, chunks of learning, demonstrations, clear language, examples and non-examples, guided practice with scaffolded supports, opportunities for student response, brisk pace, and help organize new knowledge with scaffolded supports.

HLP 17a: Collective teams utilize flexible grouping based upon students' instructional needs and learning objectives and cooperative learning structures to meet a wide range of instructional objectives.

HLP 17b: Collective teams use same-ability small groups to provide focused, intensive instruction for students with similar instructional strengths, needs, and/or interests, to help them meet short-term instructional goals and objectives.

HLP 17c: Collective teams use mixed-ability small groups to increase engagement in academic discussions and the sharing of knowledge and skills and to improve interpersonal relationships among students.

HLP 18: Collective teams promote active student engagement through relationships, technology, active student response practices, opportunities to respond, and feedback.

HLP 19: Collective teams support learning through assistive technologies to overcome disability barriers and instructional technologies in core academic content areas.

HLP 20: Collective teams use Data-Based Individualization (DBI) process: progress monitoring and intensive intervention plans.

HLP 21a: Collective teams promote generalization of skills/behaviors using in-discriminable contingencies, self-management training, reinforcement schedules, overlearning trials, and distributed practice.

HLP 21b: Collective teams use data to monitor generalization and maintenance.