High Leverage Practices at Work

Jodi Hall – Boone County Schools

Learning Objectives

- Awareness of High Leverage Practice work and resources available
- Understanding of our process using HLP goals and implementing change
- Benefits of focused district work on increasing achievement through the use of High Leverage Practices

Boone County and Thomas More University

CEEDAR: Collaboration for Effective Educator Development, Accountability and Reform

KEEP: Kentucky Excellence in Education Preparation

CEEDAR Center/KEEP partnership – Partnership to provide intentional/high quality clinical experience in diverse settings where evidence based practices and HLP's are modeled and linked to coursework.

Thomas More College and Boone County Schools: Partners in Education Excellence

Continuous Collaborative Improvement

Analyze data from recent (1-3 years) IHE students and discuss strengths and weaknesses of classroom practices to determine HLP that need additional focus.

Stakeholders:
IHE: Thomas More Faculty

Ensure HLP are built into IHE class framework through syllabus review, analysis, and editing.

Stakeholders:
LEA: Yealey Elementary School Faculty
IHE: Thomas More Faculty

Work with IHE and LEA administrators to build common goals to ensure that pre-service teachers are gaining hands-on experience and observing HLP's.

Stakeholders:
LEA: Yealey Elementary School Faculty
IHE: Thomas More Faculty

Provide professional development to LEA teachers as needed to ensure that HLP's are embedded into classrooms allowing for more effective collaboration, assessment, social-emotional-behavorial pratices, and instruction.

Stakeholders:
LEA: Yealey Elementary School Faculty
IHE: Thomas More Faculty

Pre-service teachers gain hands on experience in HLP through practicums and student teaching.

Stakeholders:
LEA: Yealey Elementary School Faculty
PST: Thomas More Students

HLP and InTASC data (Content Knowledge, Application of Content, Planning for Instruction, and Instructional Strategies will be collected during student teaching and practicums.

Stakeholders:
LEA: Yealey Elementary School Faculty
IHE: Thomary More Faculty
PST: Thomas More Students

HLP- High-Leverage Practices
IHE – Institution of Higher Education (Thomas More University)
LEA – Local Education Agency (Boone County Schools)
PST -- Pre-service teachers, Thomas More Students

Table Talk

Your Table = Your Team

Team Captain: Individual at the table furthest to the right

Team Assignment:

Using the following scale rate yourself on your knowledge of High Leverage Practices hold up the number that best represents you.

1- I feel as if I am an expert on High Leverage Practices

2 – I have a good amount of knowledge on HLP's and could explain them if needed

3 – I have heard of them but could not explain them to someone else if they asked

4 – I have no idea what your talking about

Team Captains: Only after everyone has answered, average your table, stand up, and hold up your teams average so I can see.

High Leverage Practices

High-leverage practices are frequently occurring educational practices that all K–12 special educators should know how to do. HLPs must be fundamental to effective teaching, used frequently by teachers, cut across instructional content, apply to many age levels and different types of learners, and improve student outcomes.

The twenty-two high-leverage practices cover the areas of:

- Collaboration
- Assessment
- Social/Emotional/Behavioral
- Instruction

The HLPs are practices that are foundational to effective teaching. These are practices we want graduates of teacher education programs and in-service teachers to use on a regular basis.

Resources and References

- https://highleveragepractices.org/

- https://explicitinstruction.org/

- https://www.kaganonline.com/

- https://www.fountasandpinnell.com/lli/

Rally Reflection

When prompt is given you will think about your answers.

Then you will take turns with your partner answering the prompt.

Give one answer then let you partner give an answer. Continue to rally back and forth until the time ends.

Thank your partner for their ideas.

Prompt: Share a way you can use the HLP resources with your District or Schools.

30	29	28	27	26	25	24	23	22	21	20	19	18	17	16
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
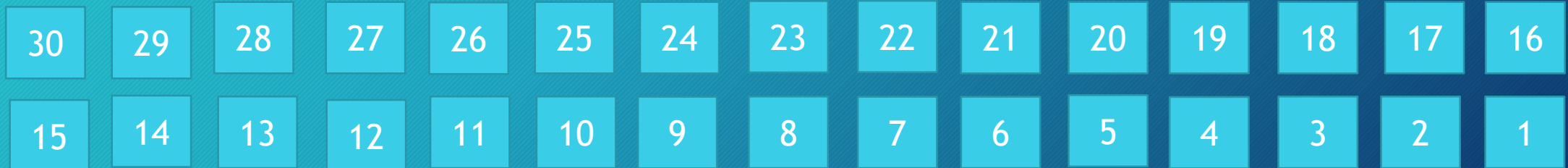
Goal

To increase engagement and achievement of special education students in the general education, collaborative, and resource settings.

District/School Wide Focus:

Collaborative Classroom Focus:

Resource Room Focus:

District/School Wide: Increasing engagement and opportunities to respond for all students using teaching structures that promote accountability and interdependence.

Collaborative classroom focus:

Resource room focus:

Student Engagement

High Leverage Practice Goal

Focus - HLP18: Use strategies to promote active student engagement.

Student Engagement

Data:

eleot walk-through data

STAR reading and math data

Would recommend behavior referral data

Implementation:

Kagan Learning Structures Training:

- Training for school teams (Administration, Coach, Teachers)
- Additional teachers trained: This has occurred multiple times over 2 years

Coach support and modeling

Training on HLP's at the special education start of year training

Professional Development using the same teaching structures

Timed Rally Reflection

When prompt is given you will think about your answers.

Then you will take turns with your partner answering the prompt.

 Each partner will have 1 turn and 15 seconds to answer.

Thank your partner for their ideas.

Prompt: After participating in Table Talk (Rate your knowledge on HLP's) and Rally Reflections (How you can use HLP's in your buildings), explain the difference you see in your response/participation rate and the effect that it has on engagement.

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15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
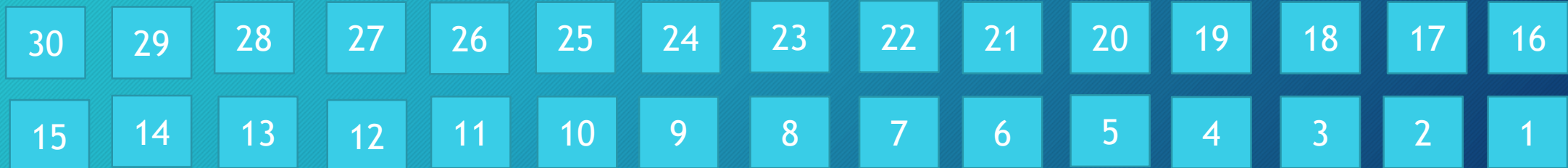
Benefits

Management: Increased engagement decreases behavior issues

Interdependence: Task completion is dependent on **everyone** taking part

Individual Accountability: **Everyone** is responsible for perform

Participation: Participation is approximately equal for **all**

HLP7: Establish a consistent, organized, and respectful learning environment

HLP9: Teach social behaviors

INCREASED LEARNING FOR ALL STUDENTS

Special Education Planning Process Program Centered Planning

School North Star Goals

Define the goals (what does that look like)

Current strengths

Practices we need to strengthen

Barriers (e.g – master schedule, common plan)

Resources needed (e.g professional development)

Prioritize

Action Plan

District/School Wide: Increasing engagement and opportunities to respond for all students using teaching structures that promote accountability and interdependence.

Collaborative classroom focus: Explicit Instruction to maximize student academic growth.
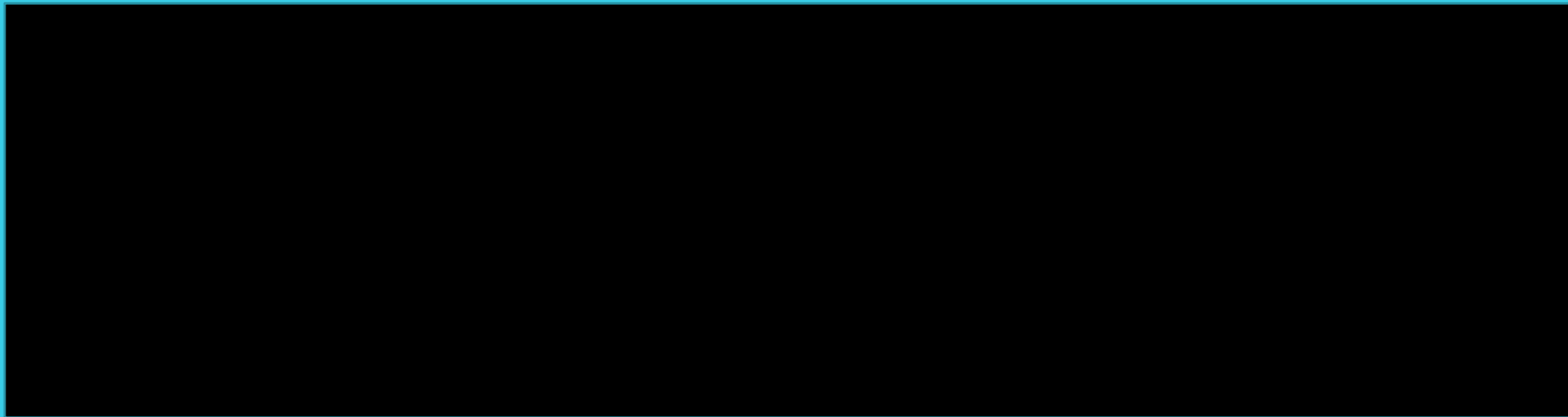
Collaborative classroom focus: Explicit Instruction to maximize student academic growth.

High Leverage Practice Goal

HLP16: Use explicit instruction

Explicit Instruction

- How we design and deliver instruction
- Focus on 16 elements from the Explicit Instruction Book
  - Engagement
  - Logical sequence in lesson
    - Purpose is clear and using systems within our teaching helps to reduce anxiety of what we are going to be doing so the students can focus on what we are learning.
  - Clear models and explanations of the content
  - Opportunities to practice and recall
  - Opportunities to respond and specific meaningful instructional feedback

Explicit Instruction

Data:
eleot walk-through data
STAR reading and math data

Implementation:
Training by Anita Archer
Explicit Instruction Training from NKCES:
- Training for school teams (Special Education Teacher and General Education Co-teaching partners)
- Books provided to everyone who attended the training

Coach support and modeling
Training on HLP's at the special education start of year training
Professional Development using the same teaching structures
Monthly SE PLC's to discuss use, instructional ideas, book, and support needed

District/School Wide: Increasing engagement and opportunities to respond for all students using teaching structures that promote accountability and interdependence.

Collaborative classroom focus: Explicit Instruction to maximize student academic growth.

Resource Room Focus: Intensive data driven reading intervention

High Leverage Practice Goals

- HLP 20: Provide intensive instruction.

Intensive data driven reading intervention

Data:
    eleot walk-through data
    STAR reading and math data
    Benchmark running record and placement data
    Implementation and fidelity walk-throughs

Intensive data driven reading intervention

Implementation:
- Intervention selection process (2 year process)
  - Started with 4 elementary schools
  - Schools determined their goals for a reading program (e.g
  - The reading programs were evaluation based in the criteria rubric (ESSA lists now helps with this process)
  - Reading program purchased
  - Training from company

- Bringing on Additional Schools
  - Observations at the original 4 schools
  - Additional training for each group of schools (about 4 – 6 schools at a time)

Intensive data driven reading intervention

Implementation Support:

- Coordinator and Coach support and modeling
- Monthly half day SE PLC's to analyze data, problem solve, and facilitate instructional conversations
- Live running record analysis
- When Readers Struggle Book Study

Intensive data driven reading intervention

Benefits:

- HLP6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.
- HLP 21: Teach students to maintain and generalize new learning across time and settings.
- Supported the school-wide and collaborative setting goals
- Focused PLC conversation that related to all
- Data that can be used to pinpoint students specific areas of growth
- Teacher data conversations are targeted
- Information is easily shared with co-teaching partners and can be used to help with differentiation within the core
- Increase in student confidence
- INCREASED STUDENT ACHIEVMENT

Contact Information:

Jodi Hall

Boone County Schools

Jodi.hall@boone.kyschools.us