

# Implementation of High-Leverage Practices: The Need for Nuance and Finesse



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SCHOOL *of* EDUCATION  
*and* HUMAN DEVELOPMENT

**I owe you one**

**thanks a million**

**thanks a lot**

**thanks so much**

**thanks a bunch**

**thank you**

**thanks**

**thank you so much**

**I appreciate it**

**many thanks**

**I can't thank you enough**



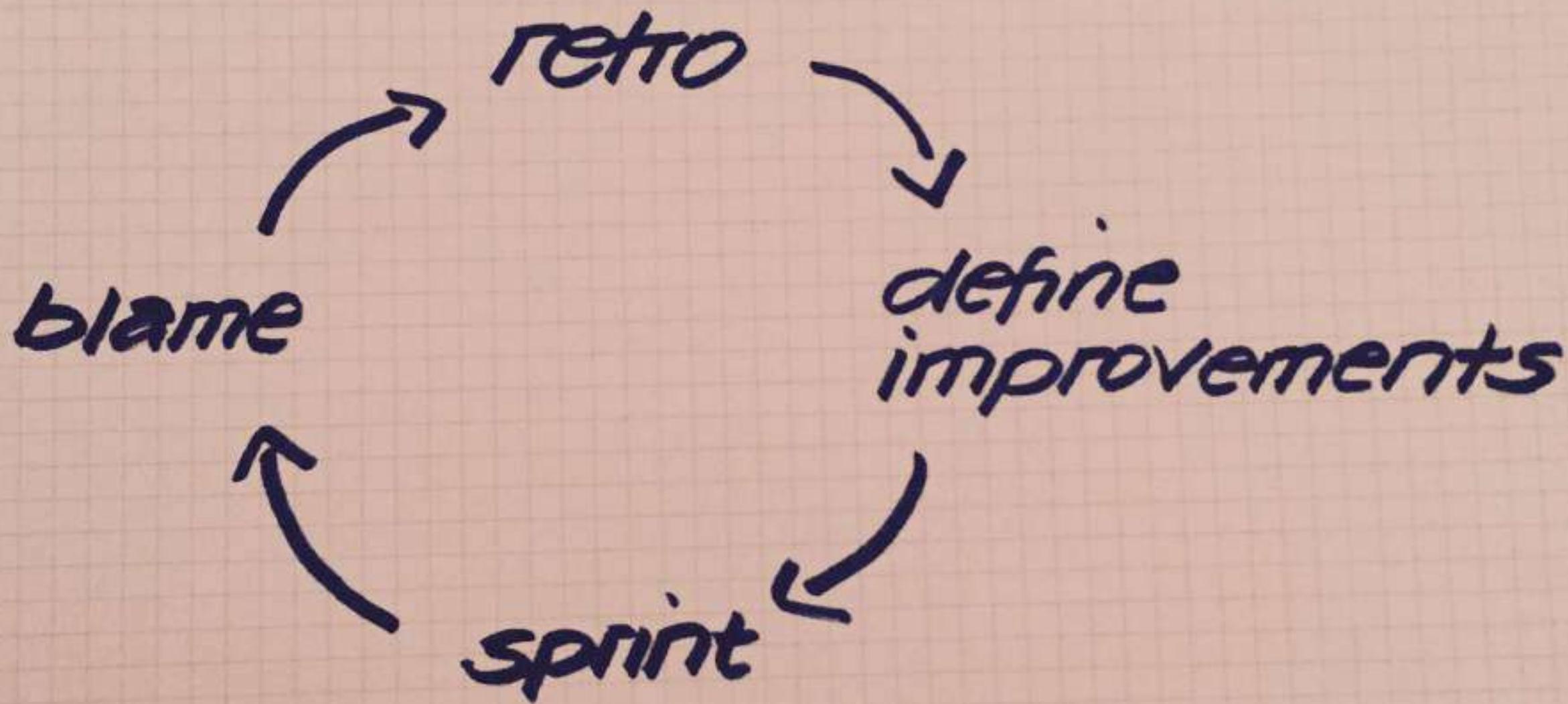


# Students with disabilities across the lifespan often struggle with school-related tasks



What feels like our default position





# Present Levels of Academic Achievement and Functional Performance

PLAAPF

# Specially Designed Instruction



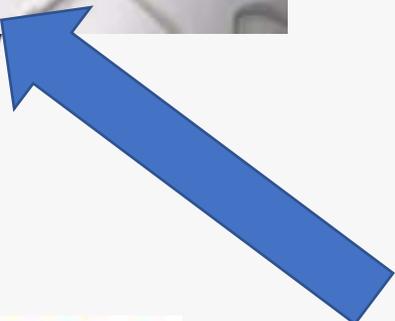
Need a strong foundation of practice



[www.highleveragepractices.org](http://www.highleveragepractices.org)







Foundation for



Four Domains; Big Implications for Practice

<https://highleveragepractices.org/hlp-leadership-guides>



# High-Leverage Practices for Students with Disabilities





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# High-Leverage Practices for Students with Disabilities





## Four Domains; Big Implications for Practice

<https://highleveragepractices.org/hlp-leadership-guides>

Collaboration



Assessment



Social/Behavioral



Instruction



# HLPs as Catalyst: We Can Do Better Than Remediation





# THE MESSAGE

The HLPs do not exist in isolation. There is (and should be) substantial overlap in how the practices are implemented and support one another. HLPs also occur as key components of many EBPs.



EXPLORE HLPS

FIND RESOURCES

ACCESS VIDEOS

**RESOURCE LIBRARY**

- Access PD Materials
- Apply HLPs
- Explore HLP Foundations
- HLP Leadership Guides**
- Interactive Alignment Tool

**Georgia HLP Induction Professional Learning Series**



Access a 7-part professional learning series that offers new teachers an opportunity to learn and practice strategies for implementing HLPs.

**ACCESS WEBINARS**

**ACCESS VIDEOS**

# Collaborate with Professionals to Increase Student Success

**HLP # 1**



This is HLP 1  
for a very good reason

We collaborate every  
day regardless of what  
we teach or grade  
level

Most other HLPs involve  
implementation of HLP #1  
in some way





## Collaboration is hard!

Takes time, energy, know how, and a genuine desire



## **HLP # 2**

# **Lead Effective Meetings With Professionals & Families**



# The ineffective meeting...



# Collaborate with Families to Support Student Learning and Secure Needed Services

HLP # 3



Little is more important than the relationship between schools and families

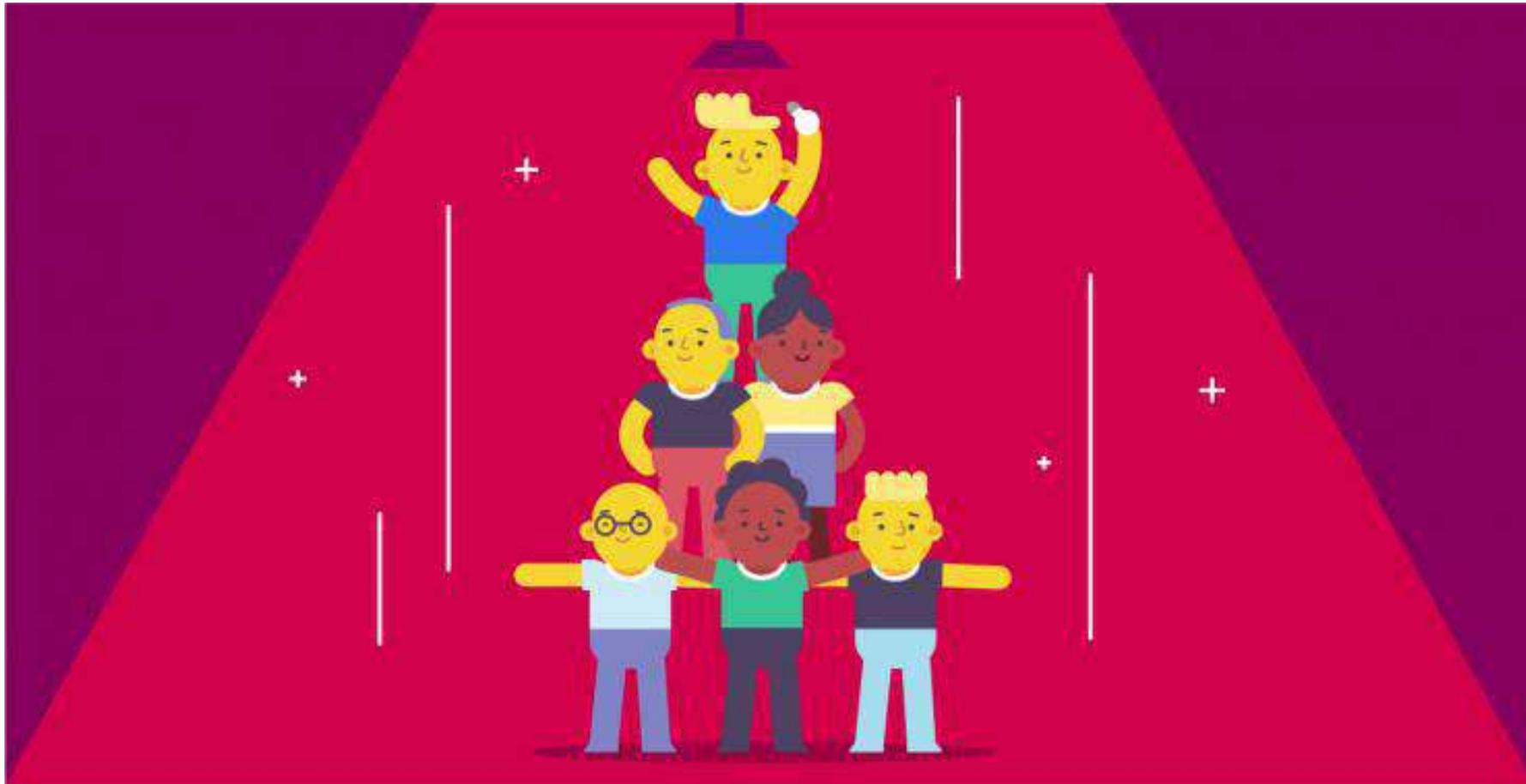


SUMMARY

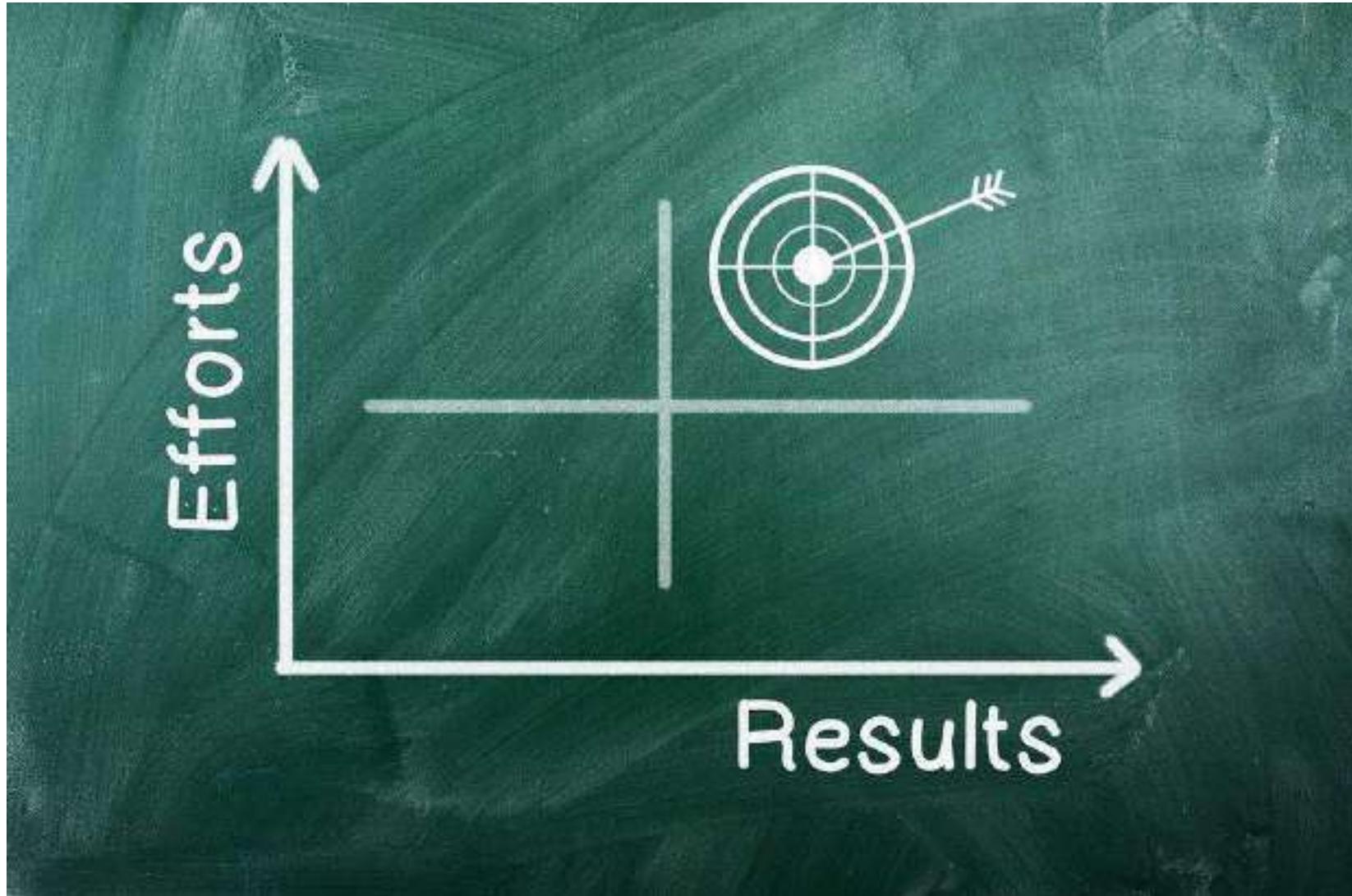




In addition, these HLPs help professionals learn to work together more seamlessly, and respect one another



Whether working with families or colleagues



<https://vimeo.com/662656522>



The screenshot shows a Vimeo video player interface. At the top, the video title is "TTAC Vignette 3: Do We Collaborate, Or Do We Just Talk? Improving Collaboration with Colleagues & Families" with a subtitle "vignette 3." and "from Michael Kennedy". The main content area displays the title "Do We Collaborate or Do We Just Talk? Strategies & Practice to Improve Collaboration with Colleagues & Families" above an illustration of six hands of different colors (yellow, brown, red, purple, blue, green) reaching towards the center. A circular video thumbnail of a man is visible in the bottom right corner of the player. The video progress bar at the bottom shows a play button and a timestamp of 47:53. The Vimeo logo is in the bottom right corner of the player.

**TTAC Vignette 3: Do We Collaborate, Or Do We Just Talk? Improving Collaboration with Colleagues & Families**

Ideas, Practices, Strategies, Tools

Collaboration

**Assessment**

Social

Instruction



High-Leverage Practices in Special Education

What is DBI? Learn about NCI's approach to intensive intervention!



New Self-Paced Module: Using Teaming to Implement DBI



New Guide: Implementing DBI for English Learners



State Implementation Stories

## HLP 4

Use Multiple Sources of  
Information to Develop a  
Comprehensive Understanding  
of a Student's Strengths and  
Needs



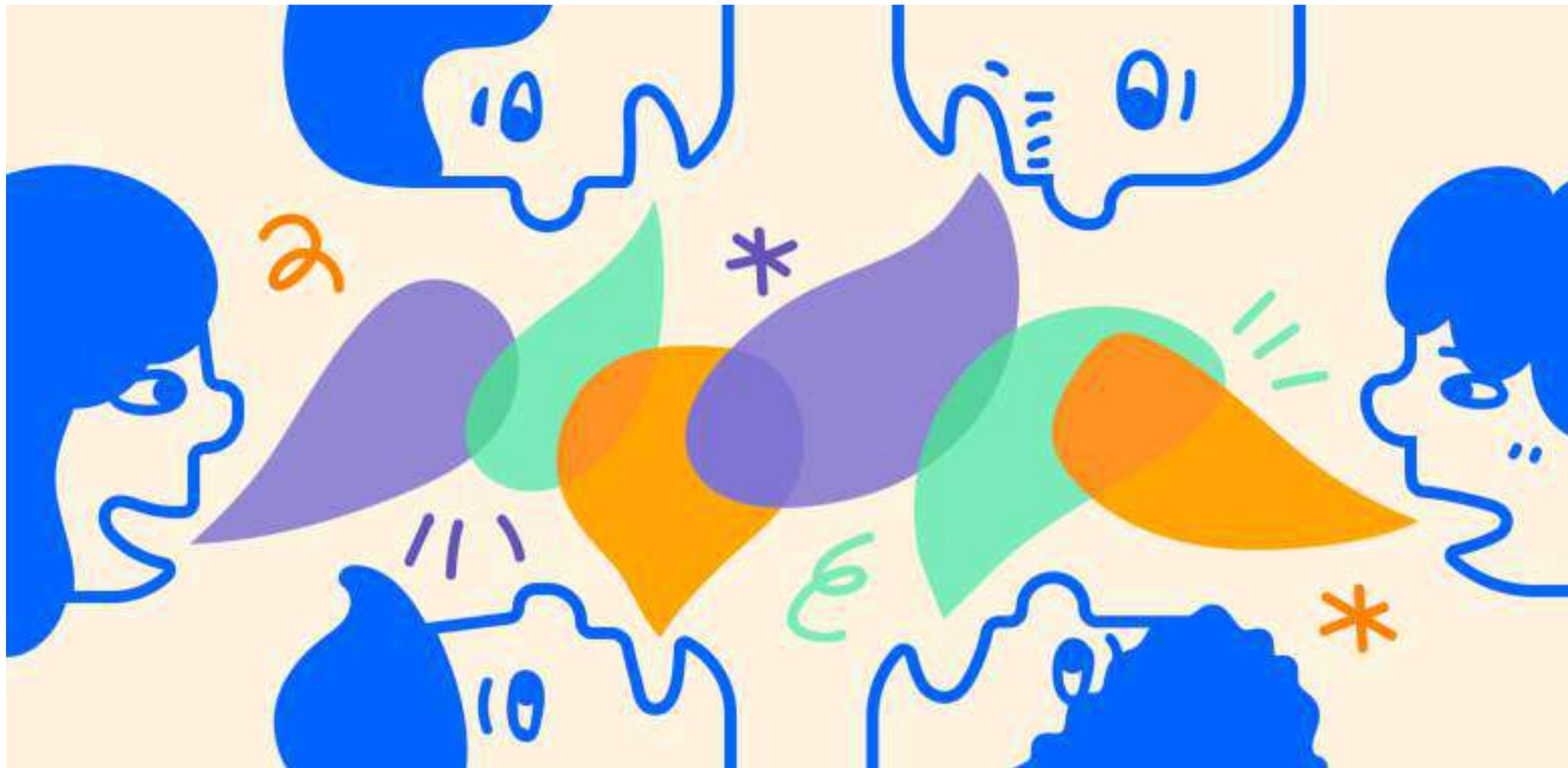
You want a combination of data sources to make decisions about a student



And treat  
assessment like a  
process, not an  
event



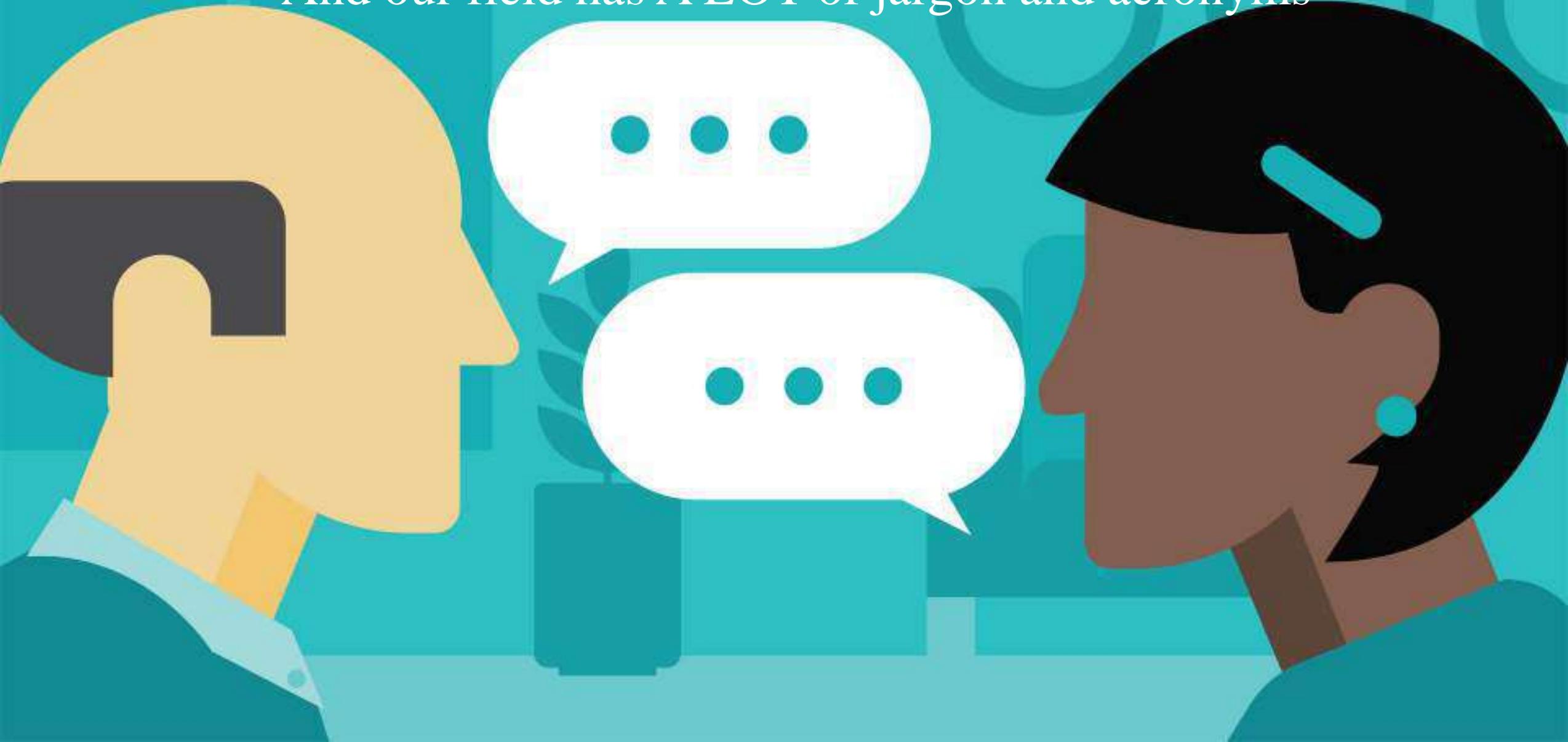
## HLP 5: Interpret and Communicate Assessment Information with Stakeholders to Collaboratively Design and Implement Educational Programs



Communication is a key part of our job...



But we don't really receive much training on how to communicate,  
And our field has A LOT of jargon and acronyms

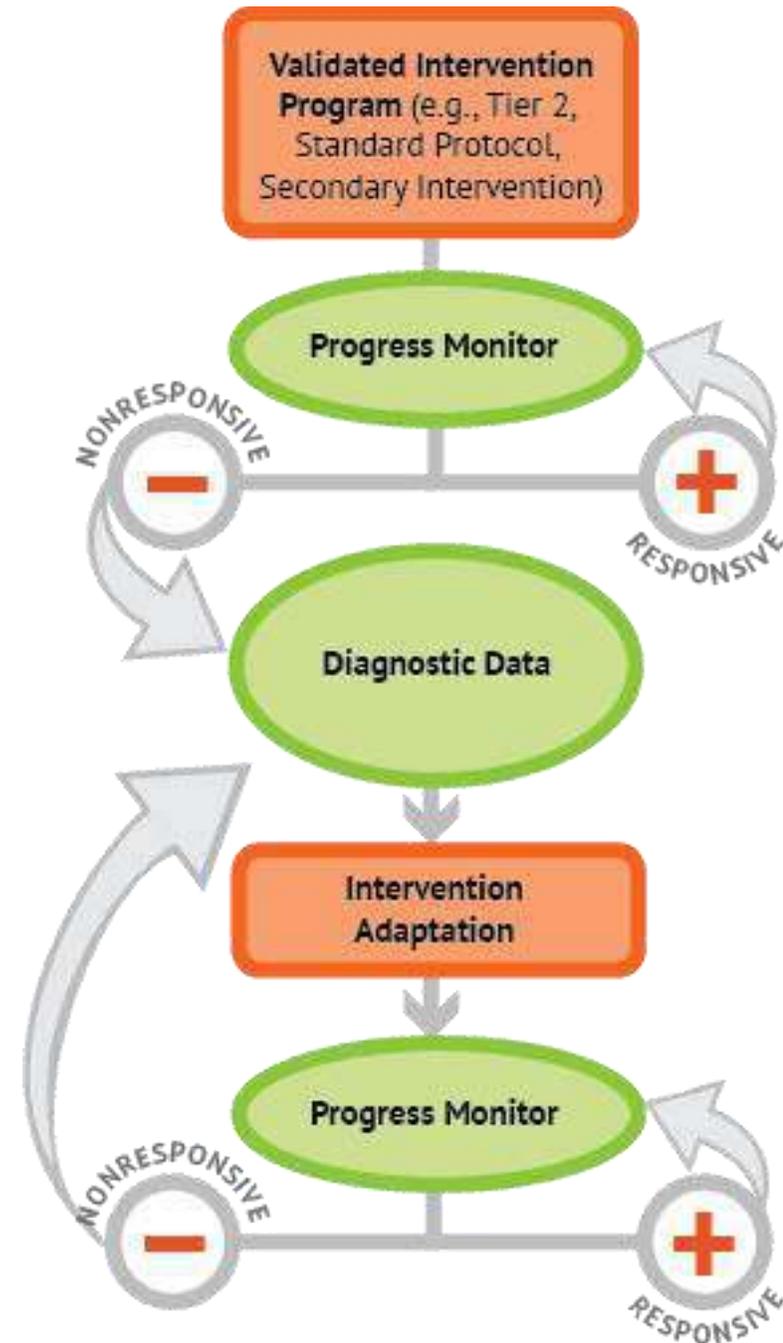


Many families feel overwhelmed and anxious at meetings; they do not feel like they are part of the decision-making process. Especially true for families from CLD backgrounds.



## HLP 6

Use Student Assessment Data,  
Analyze Instructional Practices,  
and Make Necessary Adjustments  
that Improve Student Outcomes



Use assessment data to understand the impact of various instructional approaches and make needed changes



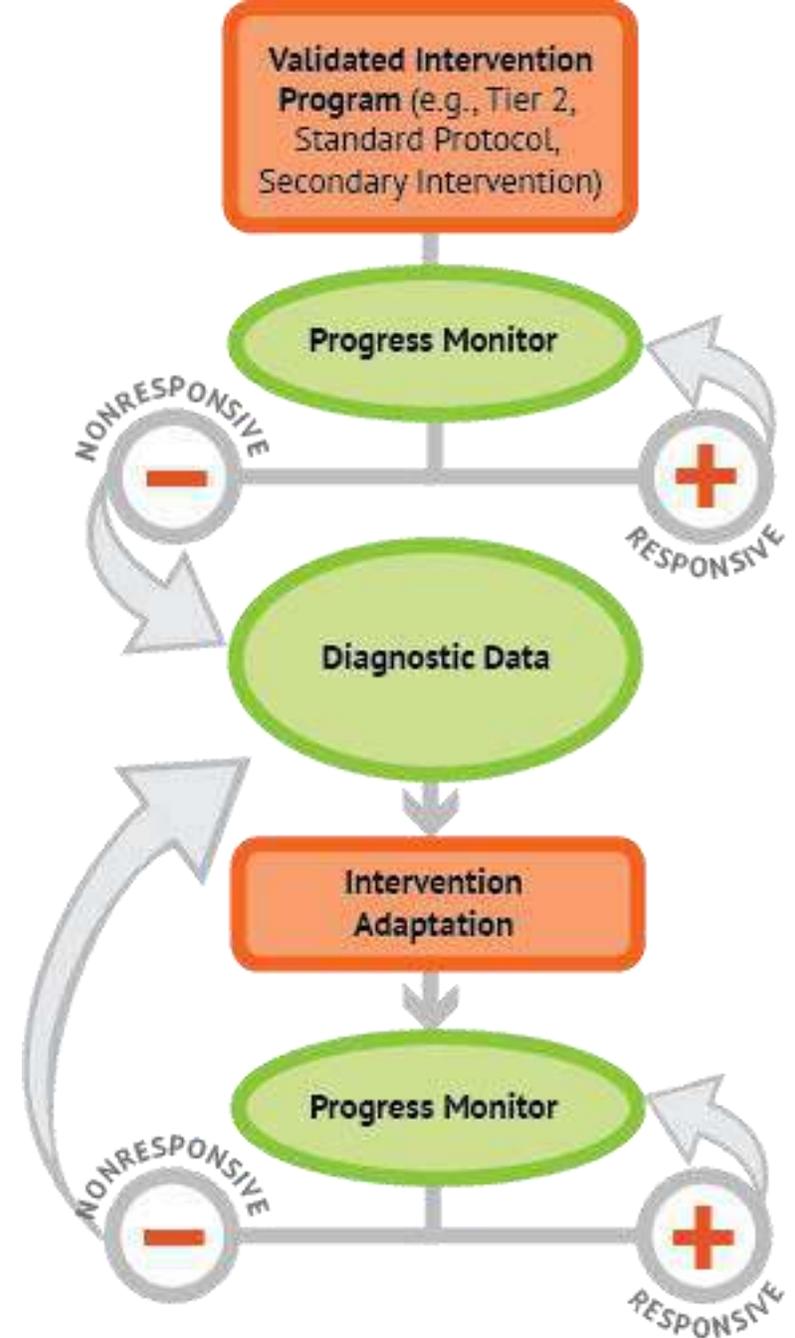
**To do this, professionals need to collaborate!!!**



# Data-Based Individualization (DBI)

[www.intensiveintervention.org](http://www.intensiveintervention.org)

<https://highleveragepractices.org/701-2-4-3-2/>



When teachers use data to make decisions, student achievement improves





Have the right information available, and analyze!



Remember your audience



Gather all the data, work in teams to analyze and make decisions



<https://vimeo.com/672487700>

The screenshot shows a Vimeo video player interface. At the top, the video title is "TTAC HLP Series Vignette #4: The IEP is only the beginning of planning" by Michael Kennedy. The main title of the video is "High Leverage Practices for the Post-COVID Classroom: Preparing Teachers, Staff, and Other Stakeholders for Instructional and Behavioral Challenges". The video content features a teacher smiling and interacting with three young students at a table. There are several logos and icons: a "High-Leverage Practices for Students with Disabilities" logo, a "VDOE" logo, and a "vimeo" logo. The video player includes standard controls like a play button, a progress bar showing 38:13, and social media sharing options.

**TTAC HLP Series Vignette #4: The IEP is only the beginning of planning**

Ideas, Practices, Strategies, Tools

Collaboration

Assessment

**Social**

Instruction



High-Leverage Practices in Special Education

[www.vimeo.com/mjk](http://www.vimeo.com/mjk)

### Project FRaME Video #5: Providing Behavior-Specific Redirections



Project FRaME Video 5: Providing Behavior-Specific Redirections

### Project FRaME Video #4: Providing Multiple and Varied Opportunities to Respond



Project FRaME Video 4: Providing Multiple and Varied Opportunities to Respond

### Project FRaME Video #3: Providing Behavior-Specific Praise or Feedback



Project FRaME Video 3: Providing Behavior-Specific Praise

### Project FRaME Video #2: Providing Prompts and Precorrections



Project FRaME Video 2: Providing Prompts and Precorrections

### Project FRaME (Using Feedback, Reflection, and Multimedia to Teach Evidence-Based Practices in Classroom Management)



### High-Leverage Practices for the Post-COVID Classroom: Preparing Teachers, Staff, and Other Stakeholders for Instructional and Behavioral Challenges



## HLP 7

Create an organized,  
respectful learning  
environment





1. Explicitly teach/re-teach routines and expectations
2. Provide prompts and precorrections
3. Provide behavior-specific praise/feedback
4. Provide multiple and varied opportunities to respond
5. Provide behavior-specific redirections

Behavior is communication  
Function = Purpose

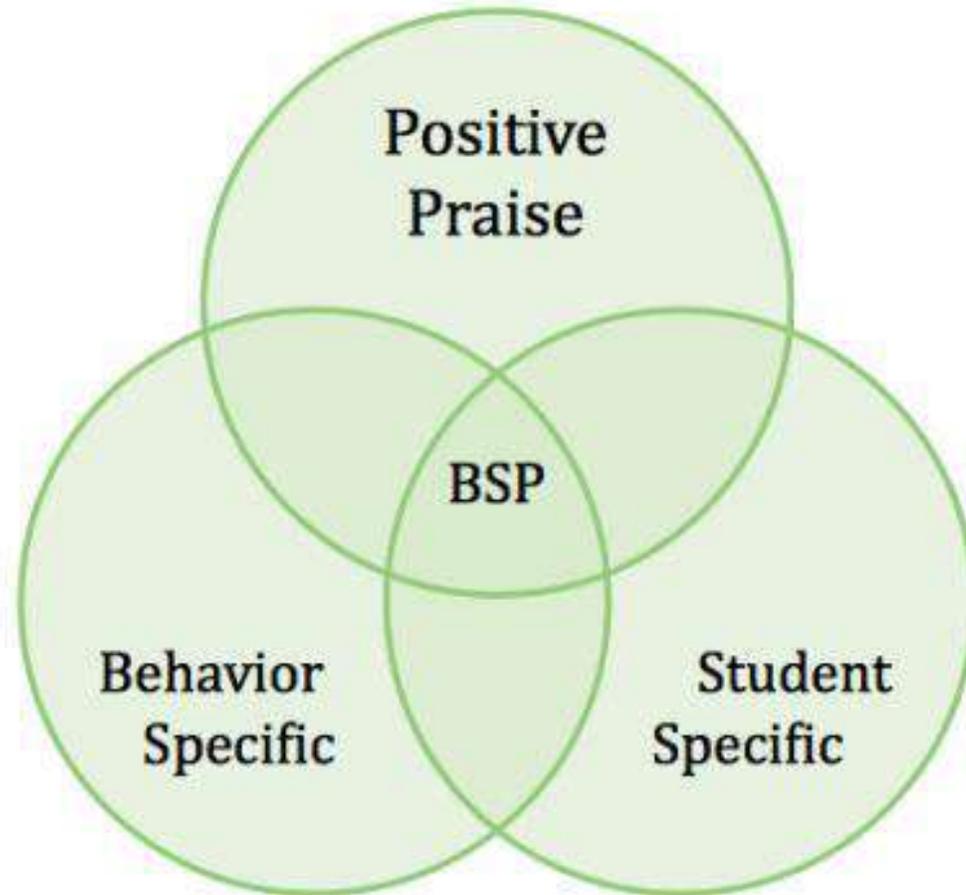


# Relationships are key



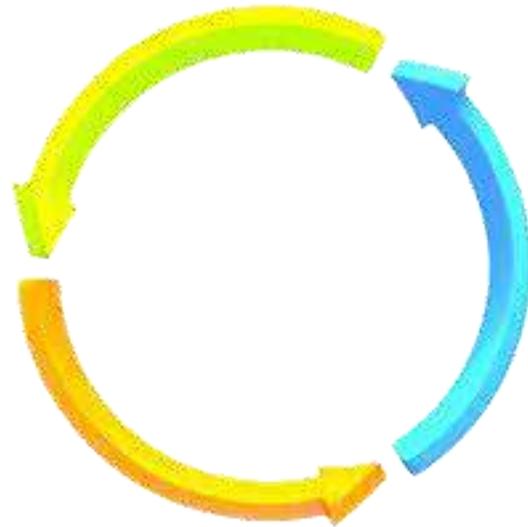
## HLP #8

Key practice: Use behavior-specific feedback and praise



“ The goal of feedback ... is to close the gap between the student’s current response and the desired response. ”

Archer & Hughes, 2011, p. 175



A lit matchstick is shown on the left, with a bright yellow and orange flame. It is positioned to light a row of ten unlit matchsticks that are lined up horizontally. The background is a dark blue gradient.

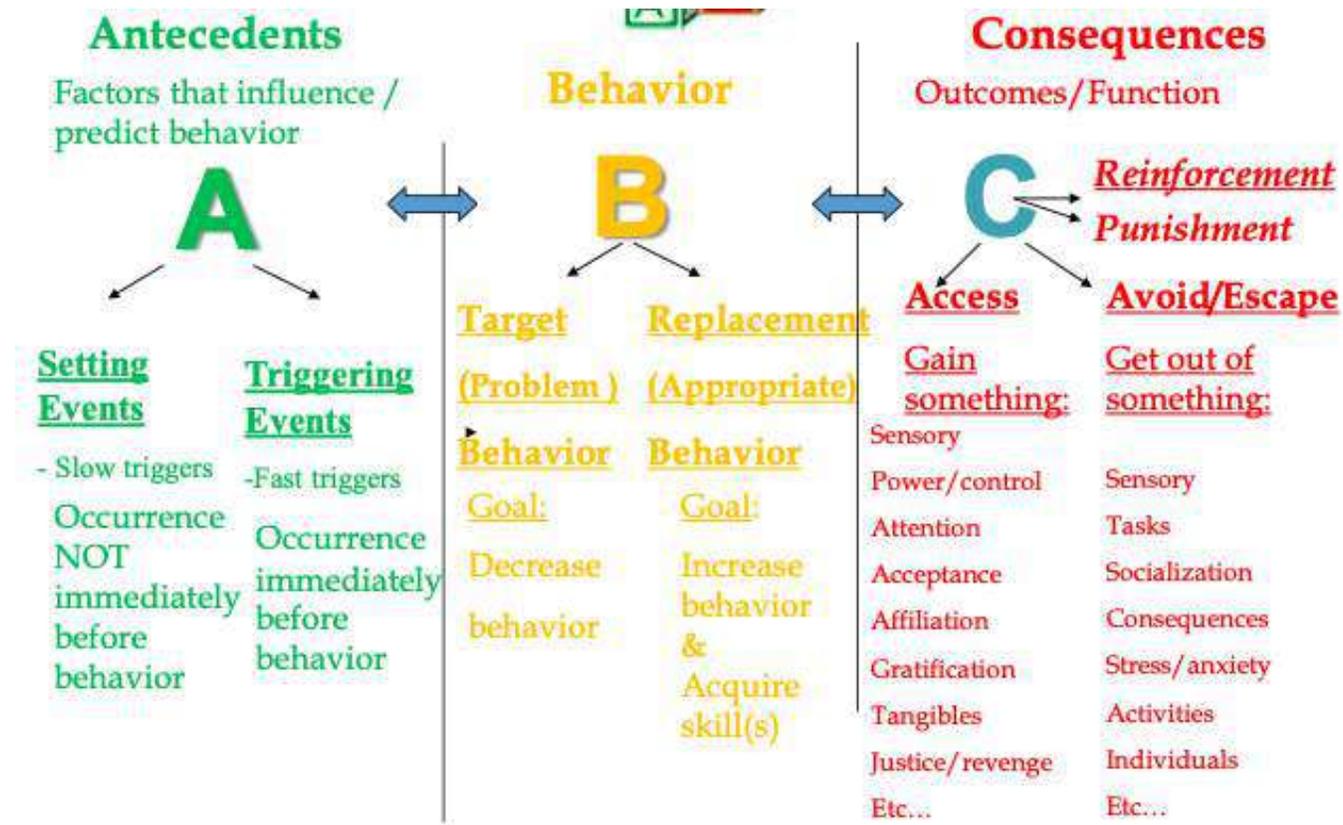
"TRANSFORMATION IS A PROCESS.  
NOT AN EVENT."

~ JOHN P. KOTTER

# HLP #9: Teach Social Behaviors



# HLP #10: Conduct FBAs to Develop Individual BIPs



EVERYONE

ESCAPE

ATTENTION

FEELING

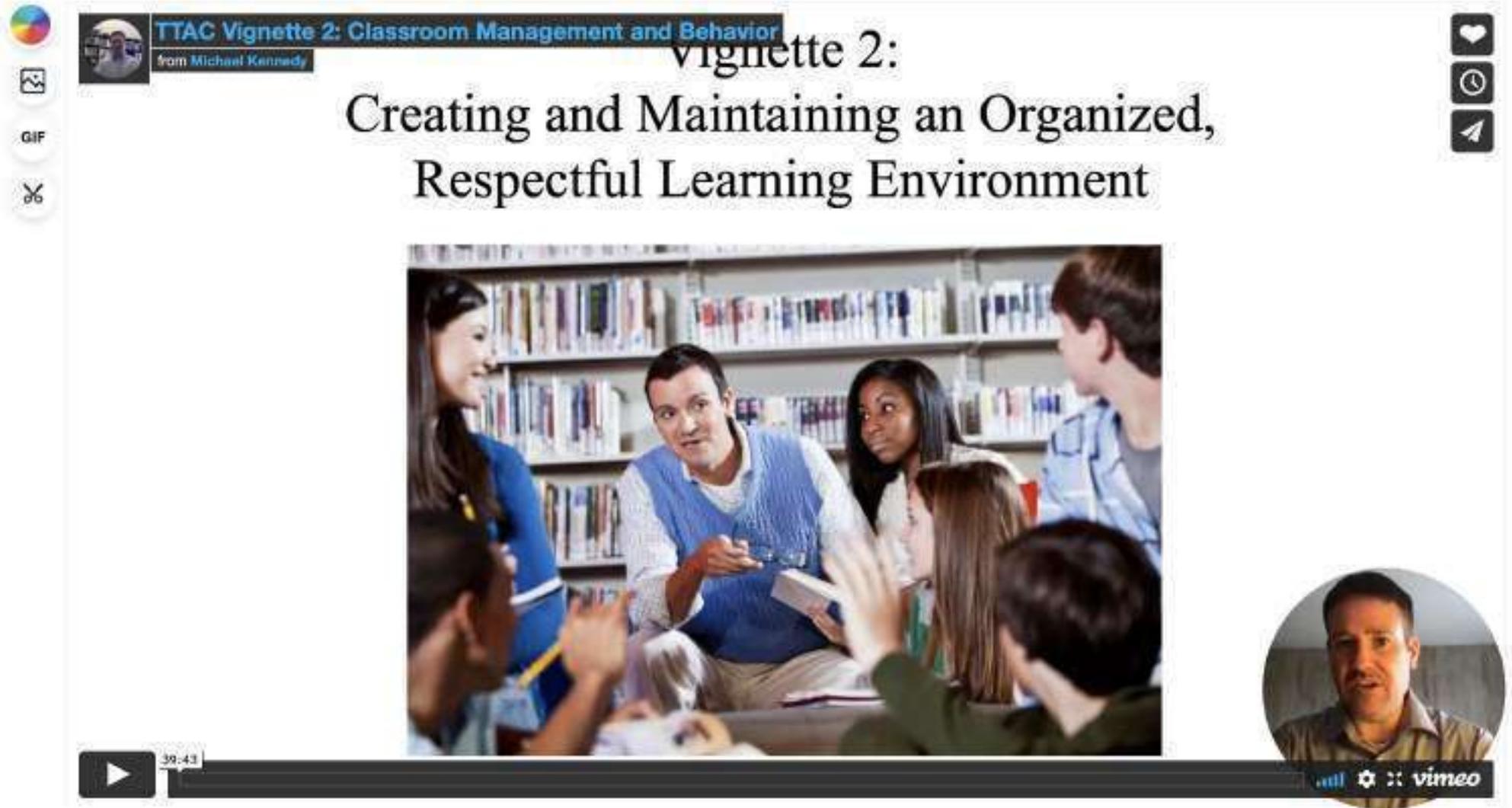
STIMULUS



EVERY BEHAVIOR SERVES ONE OR MORE OF THESE FOUR FUNCTIONS



<https://vimeo.com/672487700>



The image is a screenshot of a Vimeo video player. At the top left, there is a profile picture of Michael Kennedy and the video title "TTAC Vignette 2: Classroom Management and Behavior" with a subtitle "from Michael Kennedy". The main title of the video is "vignette 2: Creating and Maintaining an Organized, Respectful Learning Environment". The video content shows a male teacher in a blue vest sitting at a table with several diverse students in a library setting, engaged in a discussion. On the right side of the player, there are icons for heart, clock, and share. At the bottom left, there is a play button and a progress bar showing 39:43. At the bottom right, there is a circular inset of the teacher speaking and the Vimeo logo.

**TTAC Vignette 2: Classroom Management and Behavior**

Ideas, Practices, Strategies, Tools

Collaboration

Assessment

Social

**Instruction**



High-Leverage Practices in Special Education

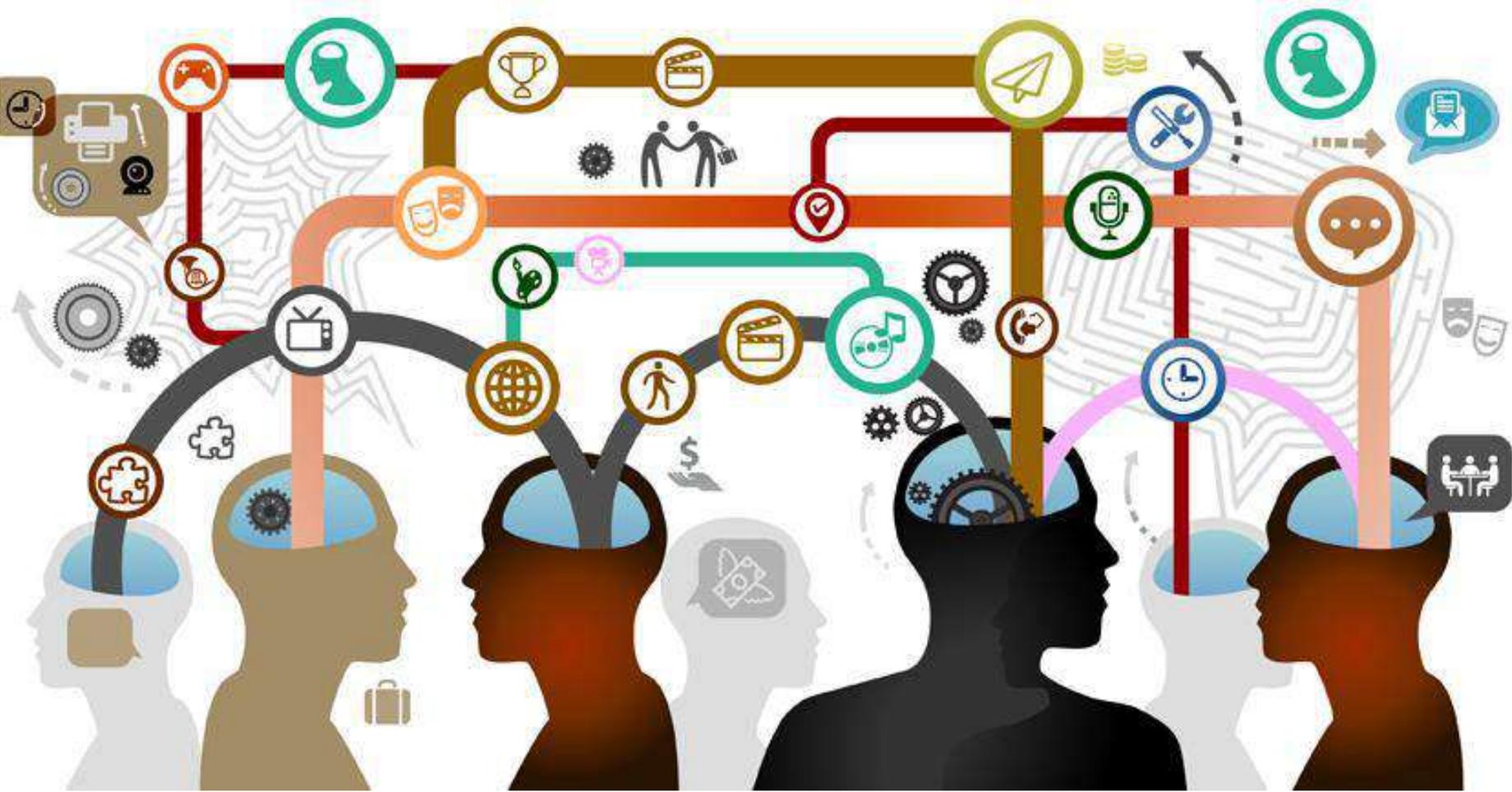
# HLP 11: Create Long- and Short-Term Learning Goals

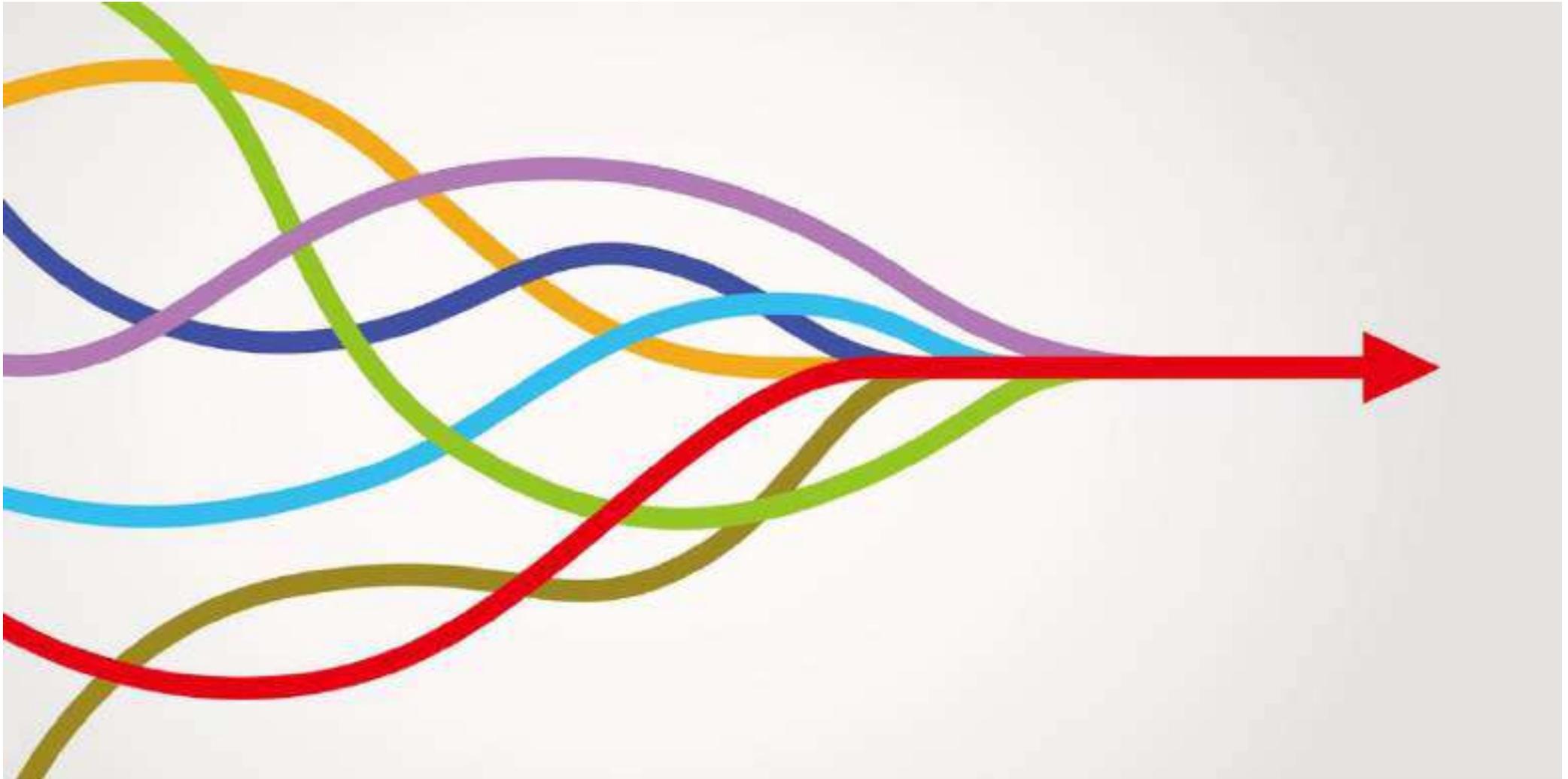


When HLP 11 is implemented, teachers **prioritize** what is most important for students to learn and access to benefit from general education and other contextually relevant curricula



Can't do HLP 11 without HLPs 1-3, and 4-6

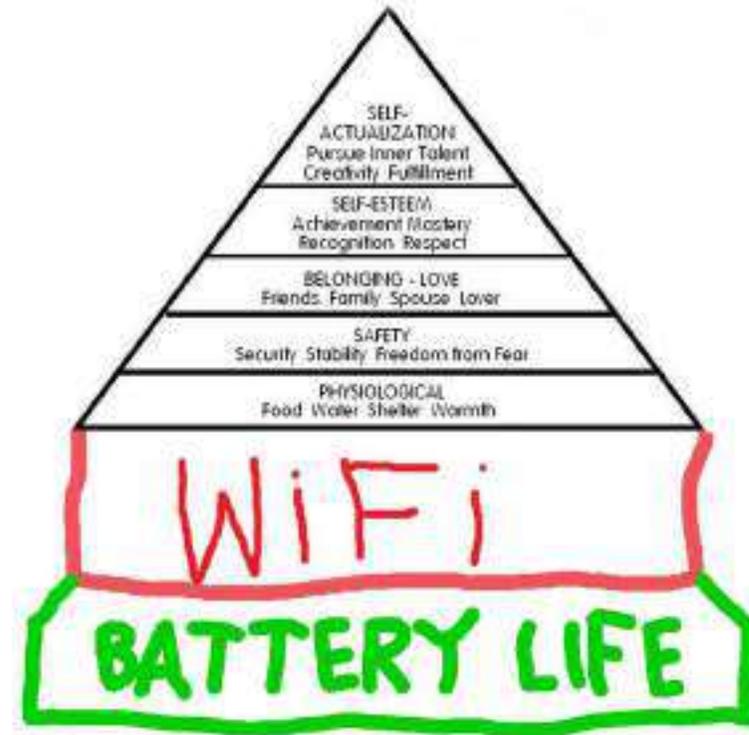




HLP 12: Systematically Design Instruction

Teach according to a logical hierarchy: Less complex skills before more complex ones. Prerequisites before requisites, and concrete information before abstract info

Teach 13-8 before 24-5



# As Close To Magic As We've Got: The Implementation of Explicit Instruction

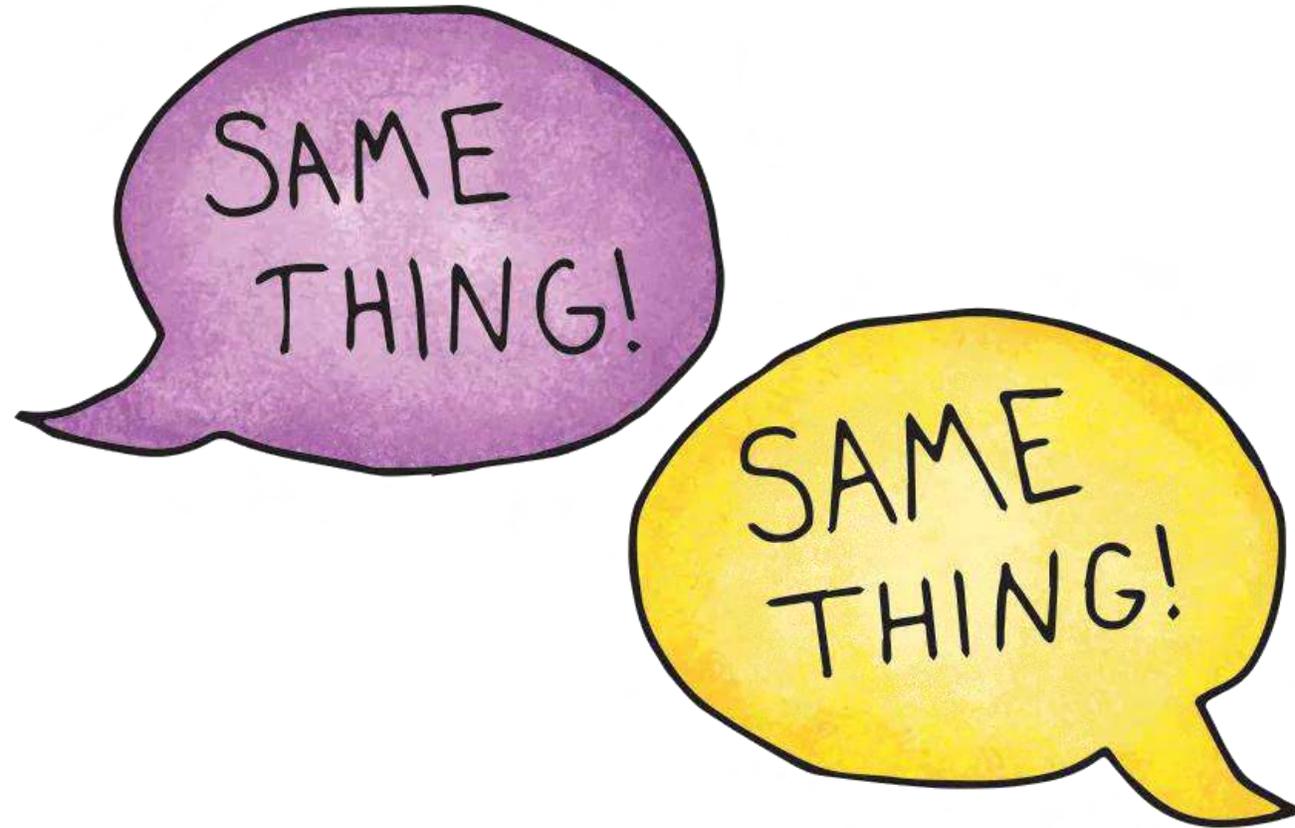


# HLP # 13: Adapt Curriculum Materials and Tasks to Address Student Goals



Adaptation is a change





With a change to work around a  
specific challenge or barrier due to disability

**Changing WHAT**

**they are learning**

*= modification*



**Changing HOW**

**they are learning**

*= accommodation*



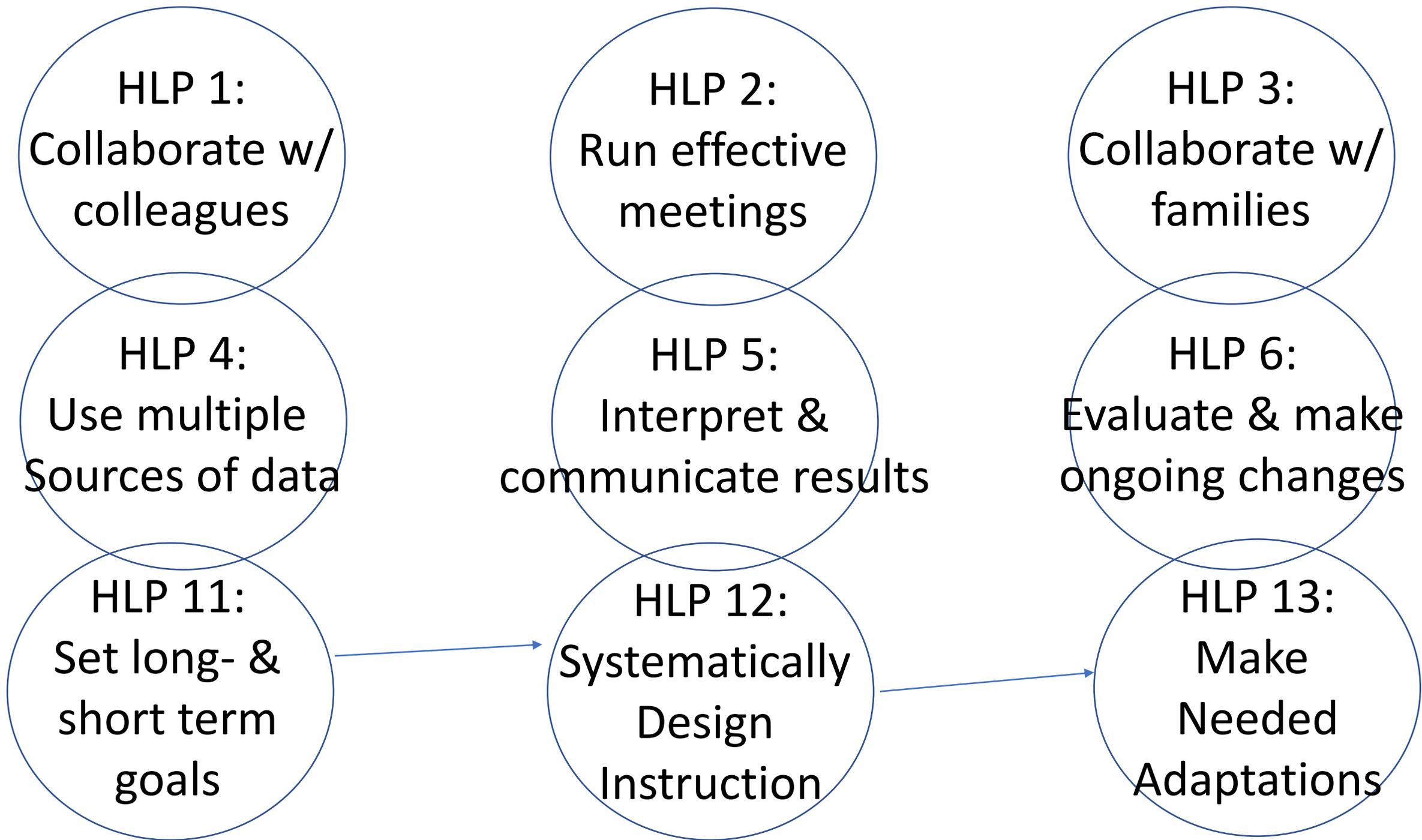
## **Three key and interrelated HLPs:**

**HLP 11:** Identify and prioritize long- and short-term learning goals

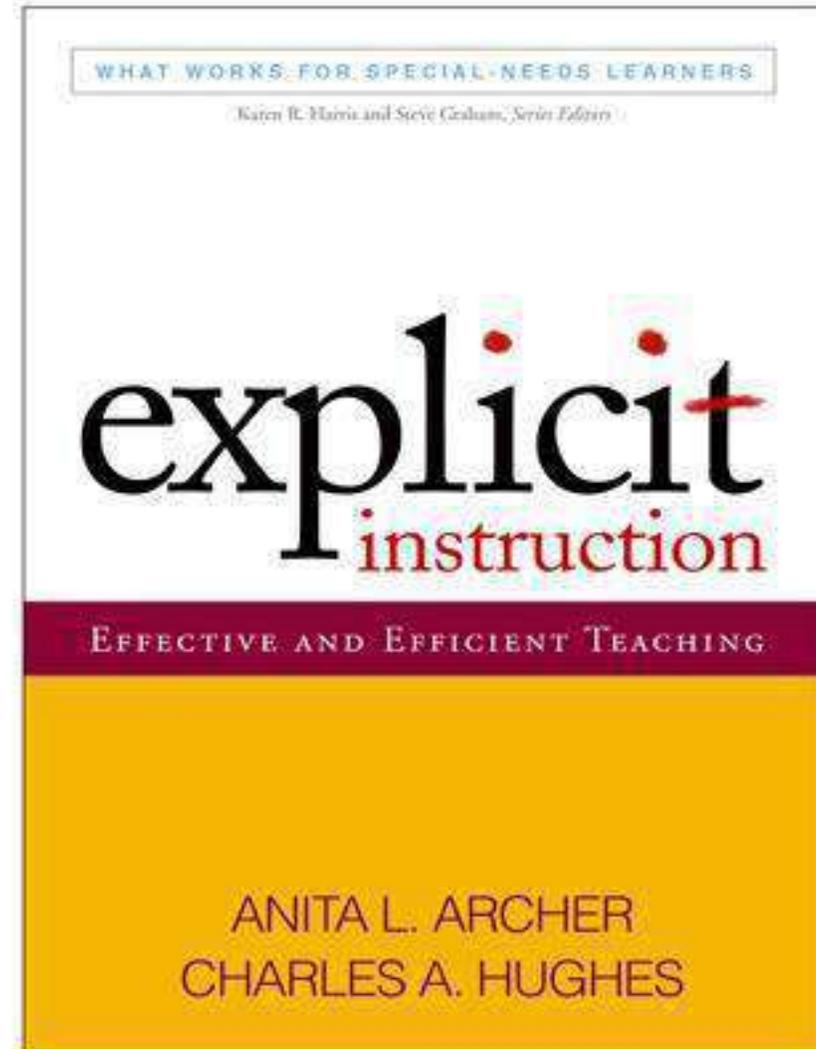
**HLP 12:** Systematically design instruction towards learning goals

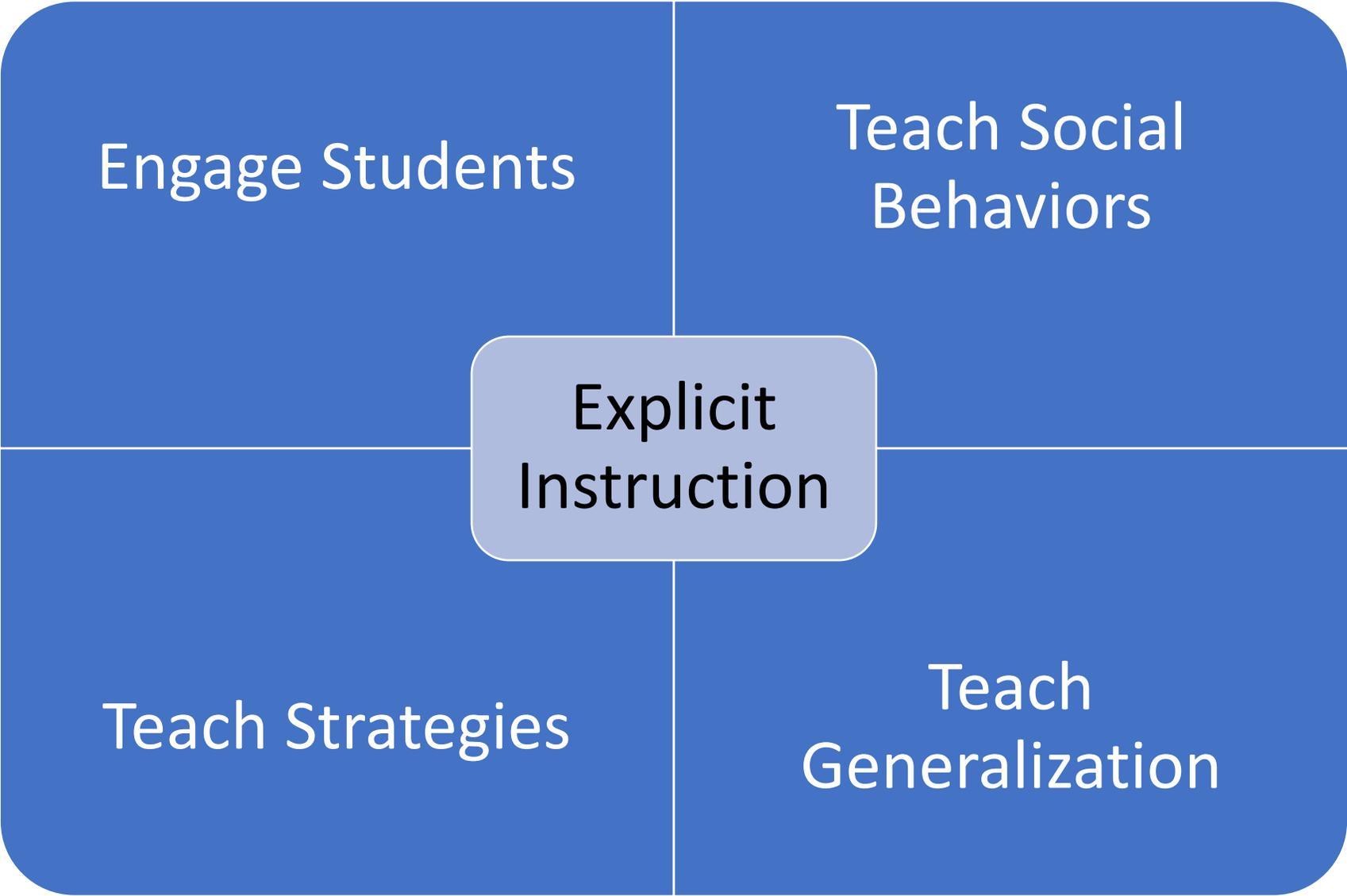
**HLP 13:** Adapt Curriculum Materials and tasks towards goals





All the rest...





Engage Students

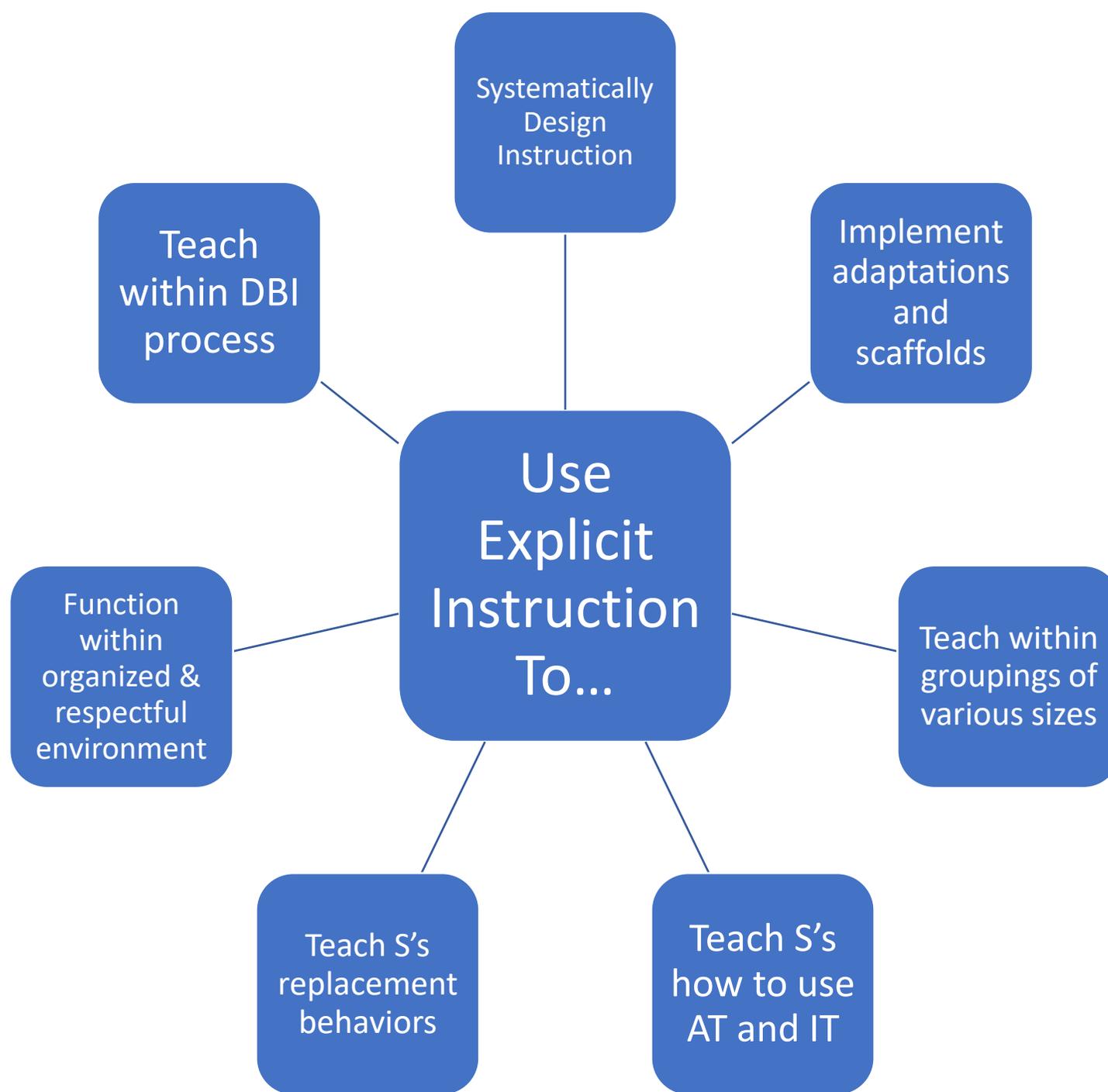
Teach Social Behaviors

Explicit Instruction

Teach Strategies

Teach Generalization





# HLP 14: Teach Strategies



There's loads of strategies... Find them and use them!

## **R.A.P ACRONYM!**

✓ **R**ead a paragraph.

✓ **A**sk yourself,  
"What was the main idea and two details?"

✓ **P**ut information into your own words.

Match the colors and object - I

Match the colors with similar colored pictures and draw the line.

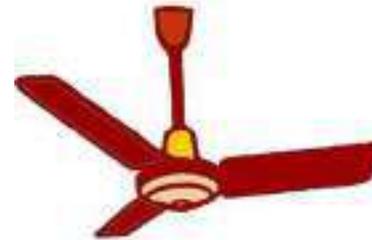
Ensure a match between student needs, skills, and demands of task



Red



Green



Yellow



Brown



Orange

# Gradual Release of Responsibility

## I do

teacher explicitly models and teaches  
informing - explaining - modeling - direct teaching

## we do

guided practice with students  
provide immediate and corrective feedback

## you do

independent application and practice  
monitor - clarify - reteach

# HLP 15

## Use Scaffolded Supports



# HLP # 13: Adapt Curriculum Materials and Tasks to Address Student Goals

*Remember?*





Our Journey Westward

# TOP 10

## Must-Have Math Manipulatives



# Clouds

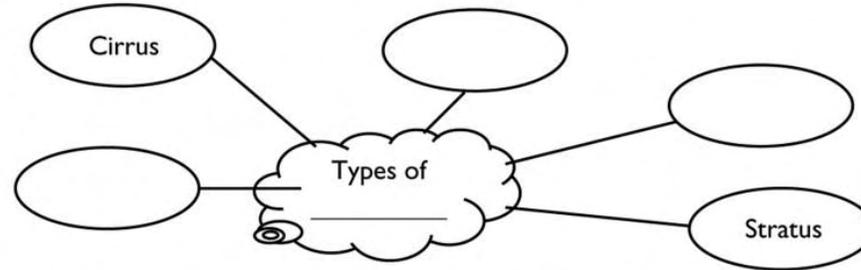
**Directions:** Follow along with your teacher and fill in your guided notes.

## What Are Clouds?

★ A cloud is a collection of \_\_\_\_\_ of \_\_\_\_\_.

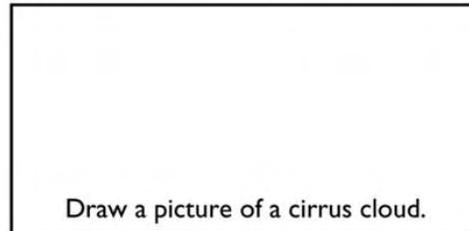
## What Are the Different Kinds of Clouds?

★ There are many different types of \_\_\_\_\_:

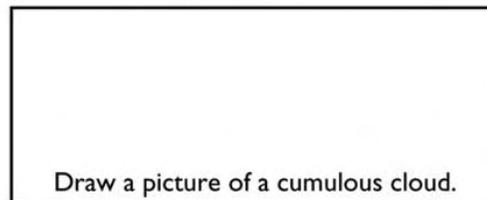


## How Do I Know What Type of Clouds Are in the Sky?

- Cirrus clouds
  - Most common
  - Made of \_\_\_\_\_
  - Thin and \_\_\_\_\_
  - Predict \_\_\_\_\_ weather



- Cumulous clouds
  - Often called "\_\_\_\_\_ " clouds
  - \_\_\_\_\_ and \_\_\_\_\_
  - Can develop into large \_\_\_\_\_ or \_\_\_\_\_ clouds





## HLP 16: Use Explicit Instruction

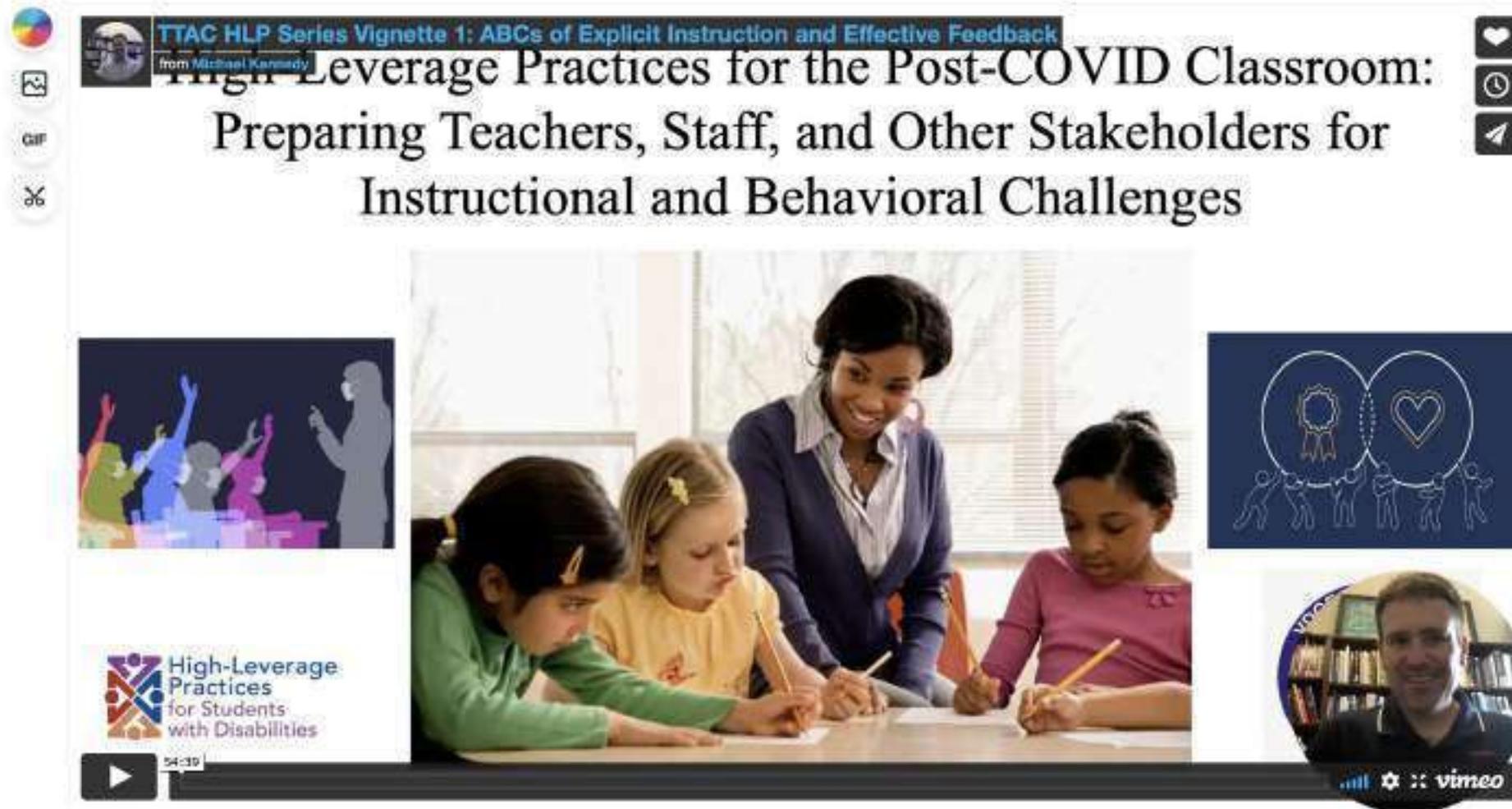
Say what you mean  
Mean what you say  
But don't say it mean

# Key Elements of Explicit Instruction

- Use clear language
- Use cues
- Break complicated content into chunks
- Make connections to prior learning
- Highlight relevant and varied examples (and non-examples)
- Use an engaging, deliberate, and predictable pace
- Provide lots of (varied) opportunities to respond (OTRs)
- Deliver high-quality feedback
- Model (I do) regularly
- Provide guided practice (we do) regularly
- Utilize independent practice (you do) when students are ready



<https://vimeo.com/623713073>



The screenshot shows a Vimeo video player interface. At the top, the video title is "TTAC HLP Series Vignette 1: ABCs of Explicit Instruction and Effective Feedback" with a subtitle "from Michael Kennedy". Below the title is the main text: "High-Leverage Practices for the Post-COVID Classroom: Preparing Teachers, Staff, and Other Stakeholders for Instructional and Behavioral Challenges". The central video frame shows a teacher leaning over a desk, smiling and interacting with three young students who are focused on their work. To the left of the video frame is a small thumbnail image of a person speaking to a group. To the right is a blue graphic with white outlines of a heart and a ribbon. Below the video frame is a play button icon and a progress bar showing 54:30. In the bottom right corner of the video frame, there is a circular profile picture of a man and the Vimeo logo. On the far left, there are social media sharing icons for a rainbow circle, a photo icon, a GIF icon, and a scissors icon. On the far right, there are icons for a heart, a clock, and a share arrow.

**TTAC HLP Series Vignette 1: ABCs of Explicit Instruction and Effective Feedback**



The Importance of Clear Language  
& Being Deliberate



## The Importance of OTRs



## The Importance of Feedback



## The Importance of Modeling



## The Importance of Guided Practice



The importance of providing demonstrations and getting students to dig their hands in and do some deep thinking



# HLP 17

## Use Flexible Groupings



Having small groups is great, but the instruction still makes the biggest difference



In other words: Small group sizes won't cover for ineffective instruction



That being said, a small group + HQ instruction is a great recipe for success!



# HLP 18

## Focus on Student Engagement



Callback

# Key Elements of Explicit Instruction

- Use clear language
- Use cues
- Break complicated content into chunks
- Make connections to prior learning
- Highlight relevant and varied examples (and non-examples)
- Use an engaging, deliberate, and predictable pace
- Provide lots of (varied) opportunities to respond (OTRs)
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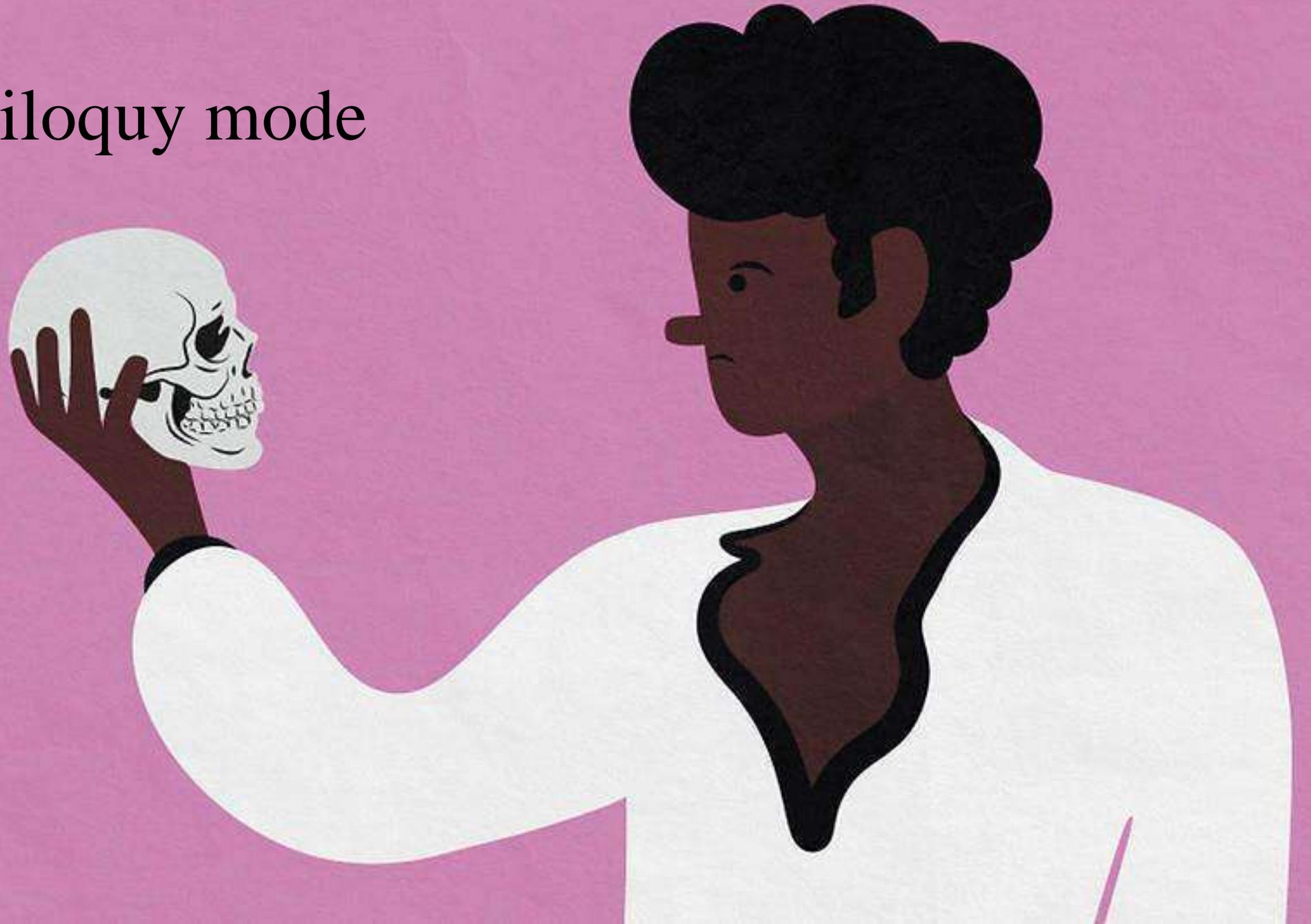




Bring the energy: If you're bored, they're bored

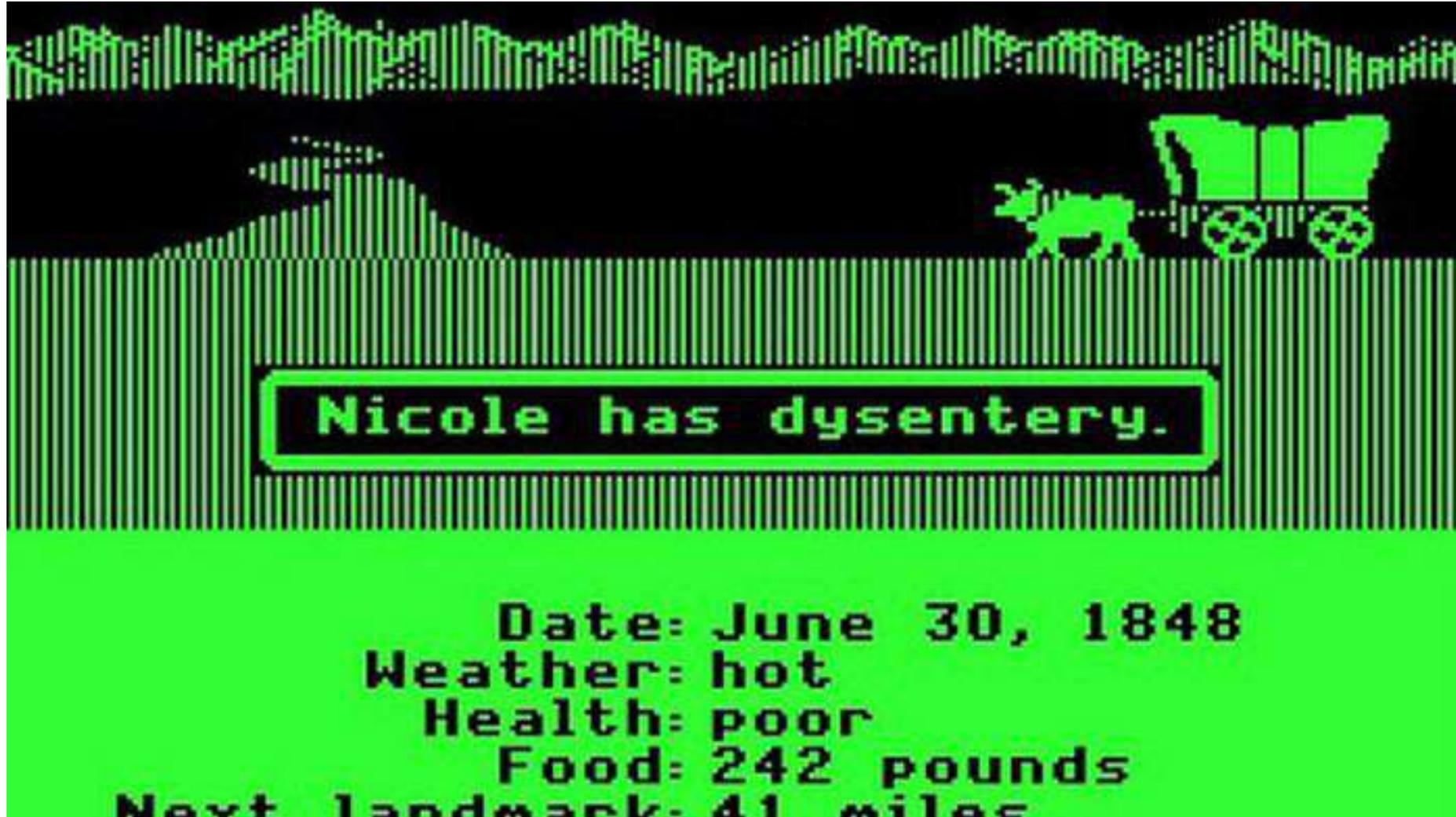


Avoid soliloquy mode



# HLP 19

## Use Assistive and Instructional Technology



# Tech is everywhere in our lives – Be strategic

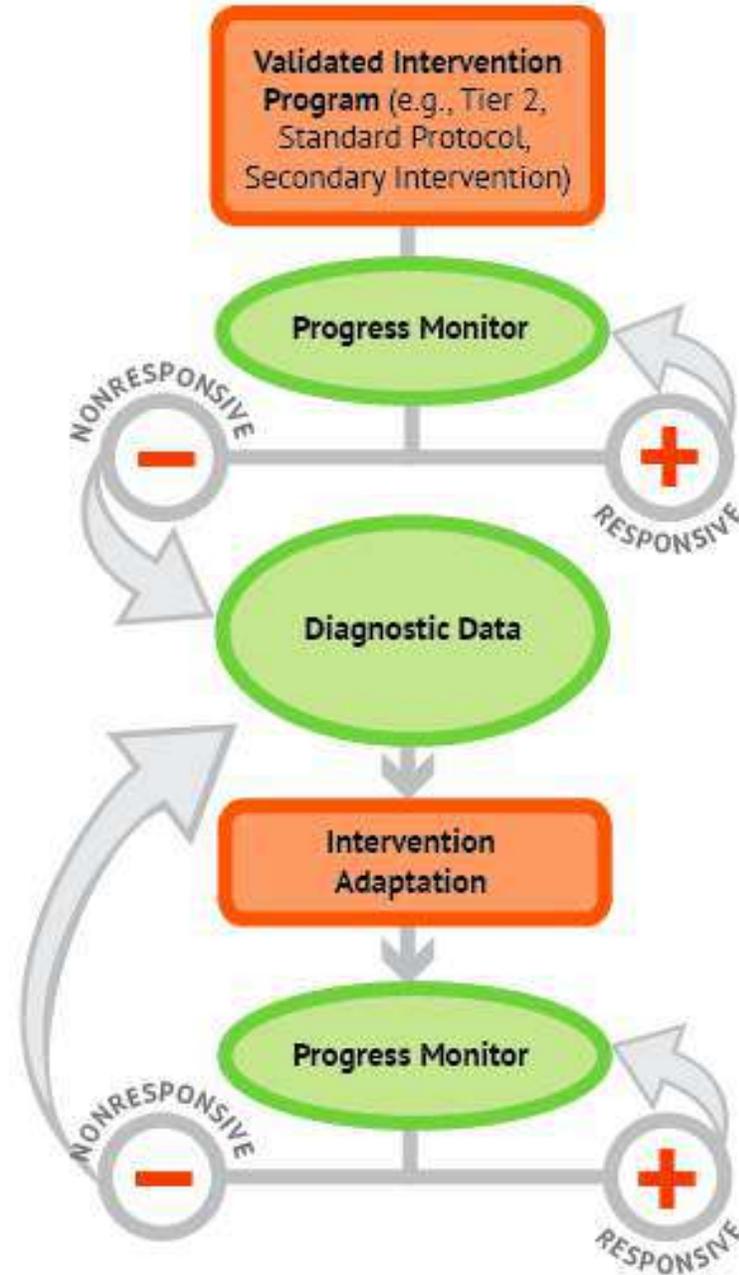


Off the rack videos/tech can be OK,  
but preview and make sure they meet your goals



# HLP 20

## Use Intensive Instruction

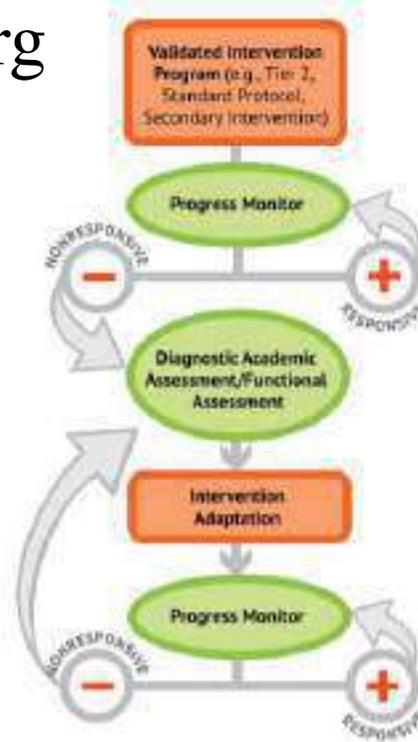


# HLP 6: Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments that Improve Student Outcomes



## Introduction to Data-Based Individualization

[www.intensiveintervention.org](http://www.intensiveintervention.org)



### Data-Based Individualization

Data-based individualization (DBI) is a systematic method for using data to determine *what and how* to provide more intensive intervention. Throughout the DBI process, we use progress-monitoring data to evaluate a student's response to intervention, moving to the next component as needed.

### Five Steps to DBI

1. Validated intervention program, delivered with greater intensity
2. Progress monitoring
3. Individual diagnostic/functional assessment
4. Adaptation
5. Continued progress monitoring

### Key Points to Remember

- DBI is a validated process and not a single intervention program or strategy.
- DBI is not a one-time fix. It is not a single static intervention program.

How well is the intervention working? Is the student making progress towards goals? How do you know, and what is your process for decision-making?



 power thesaurus

# Synonyms for Intensify

increase

strengthen

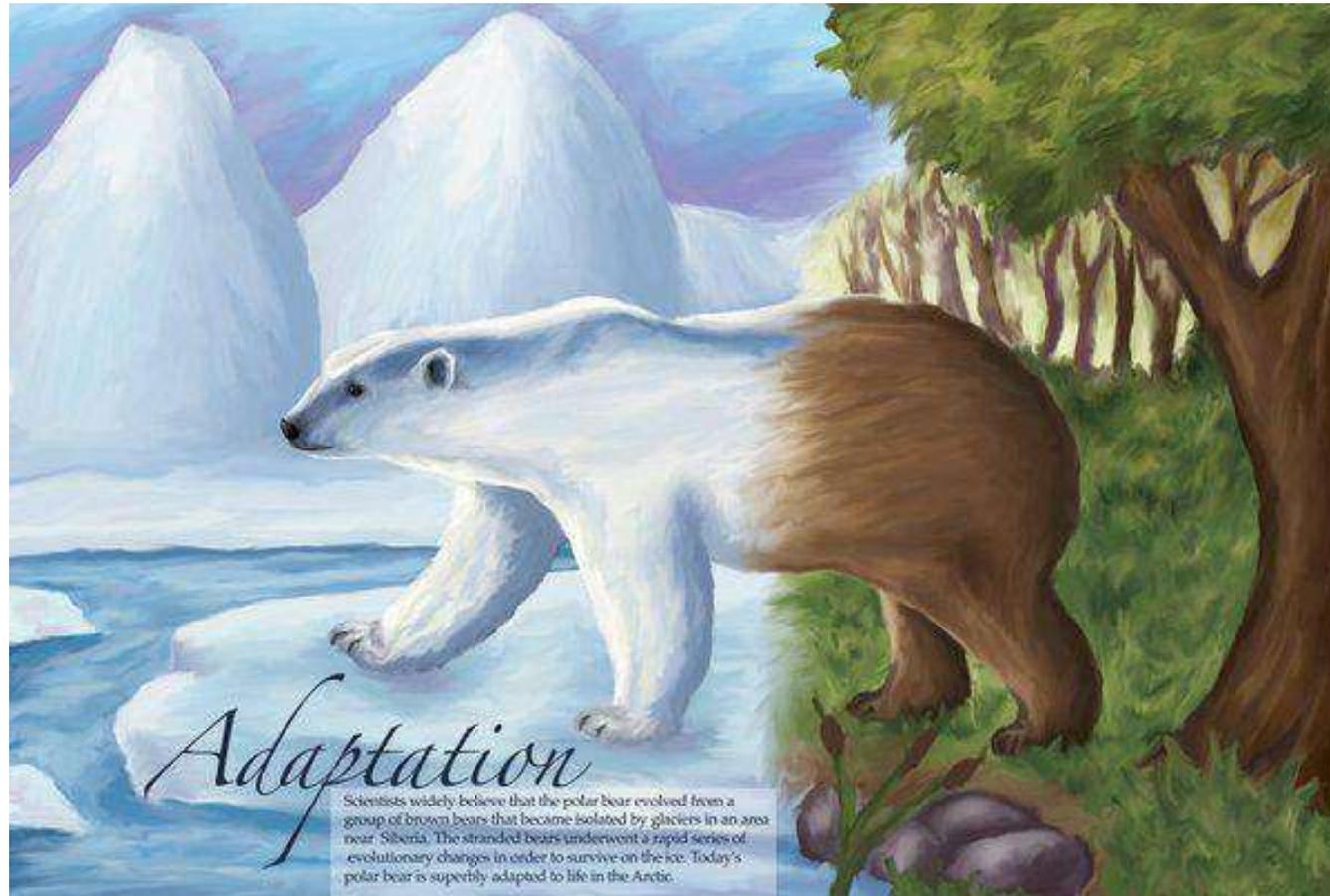
heighten

augment

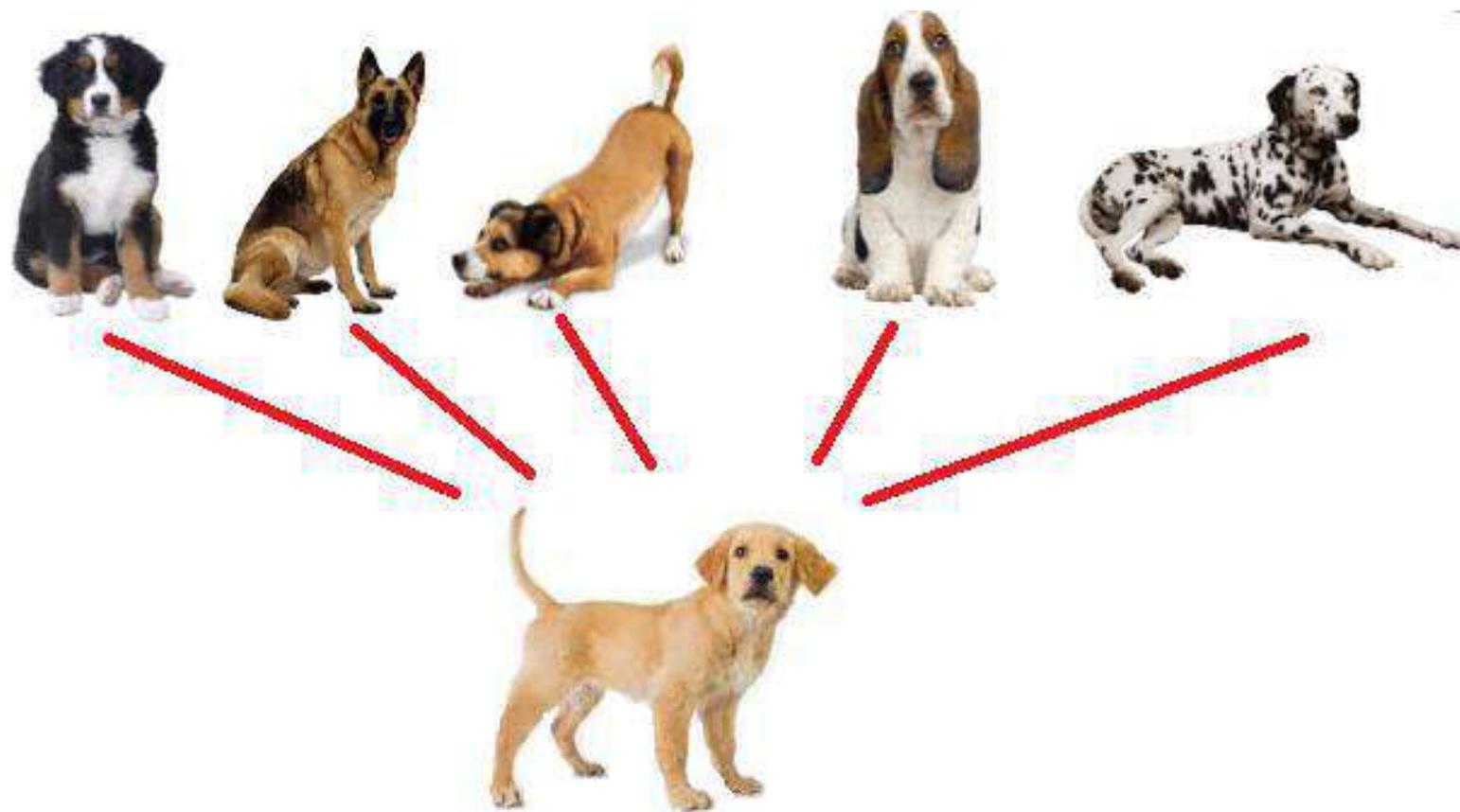
deepen

# HLP 21

## Teach for Generalization



# Maintenance & Generalization are critical



We want students who learn a skill or strategy in setting A



To successfully apply that skill/strategy in setting B  
*(as independently as they can)*



Select which skills or strategies are most critical, and focus on those...  
*(for starters, anyway)*



Let your guide for  
the selection process  
be skills/strategies  
that are common  
across the student's  
key courses/settings



# HLP 22: Provide High-Quality Feedback



A serene sunset over a body of water. The sky is a mix of purple, pink, and blue, with scattered clouds. The water is calm, reflecting the colors of the sky. In the foreground, a small wooden boat with a blue cover is visible, with its reflection on the water. In the background, there are some structures and a few more boats on the horizon.

Change is a process  
not an event.

Barbara Johnson

# Summary

①

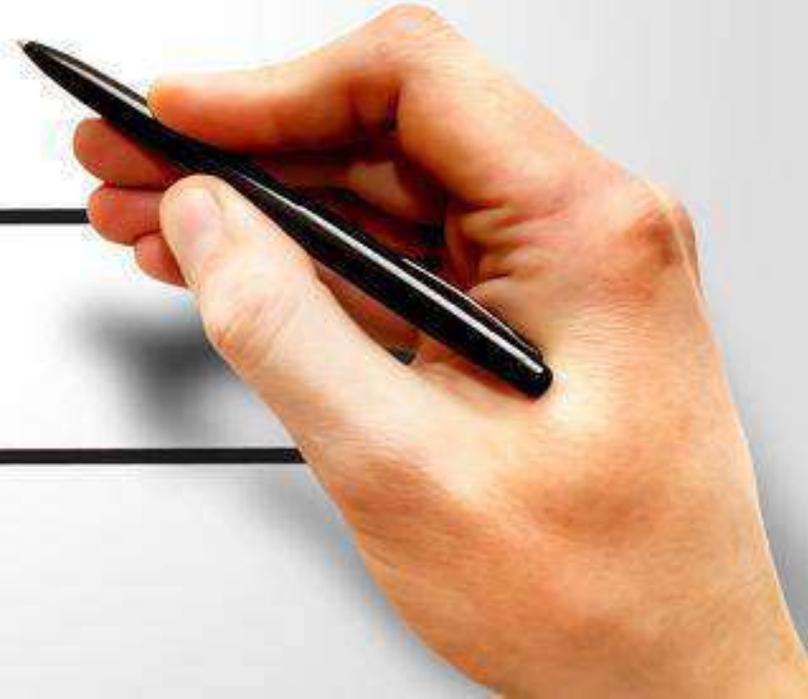
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②

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③

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“Explicit Instruction is Life!!!”  
- Danny Rojas (probably)



<https://vimeo.com/684294119>

Mississippi CEC Keynote 3/22: HLPs as Catalyst  
from Michael Kennedy

HLPs as Catalyst:  
We Can Do Better Than Remediation

High-Leverage Practices for Students with Disabilities

Anyone on the internet  
<https://vimeo.com/684294119>  
[Privacy settings](#)

11:18:50

vimeo

The image shows a video player interface. At the top left, there are icons for a color wheel, a photo, a GIF, and a crop tool. The video content is a slide with the title 'HLPs as Catalyst: We Can Do Better Than Remediation'. Below the title is a row of 12 matches. The 11th match from the left is lit, with a large flame. To the right of the matches is the logo for 'High-Leverage Practices for Students with Disabilities', which consists of a stylized human figure made of geometric shapes in purple, blue, and orange. In the bottom right corner of the video frame, there is a circular profile picture of a man. The video player controls at the bottom show a play button, a progress bar at 11:18:50, and the Vimeo logo.

**Mississippi CEC Keynote 3/22: HLPs as Catalyst**

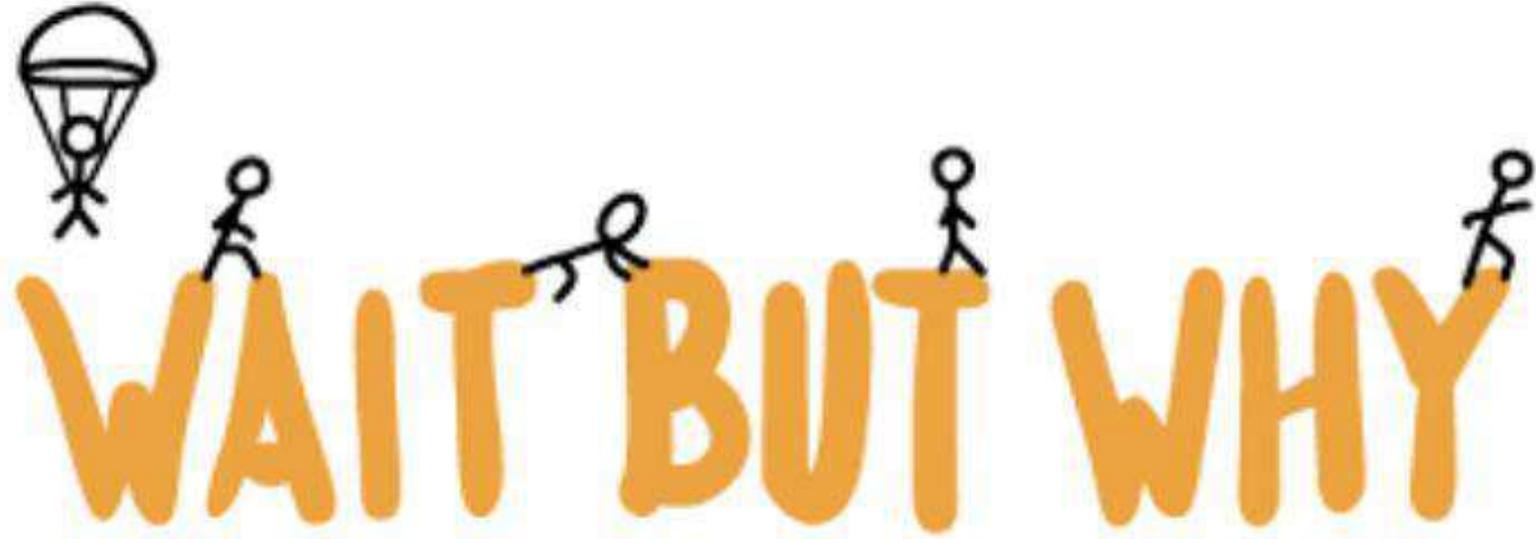
# Implementation of High-Leverage Practices: The Need for Nuance and Finesse



Before we can observe and provide coaching...



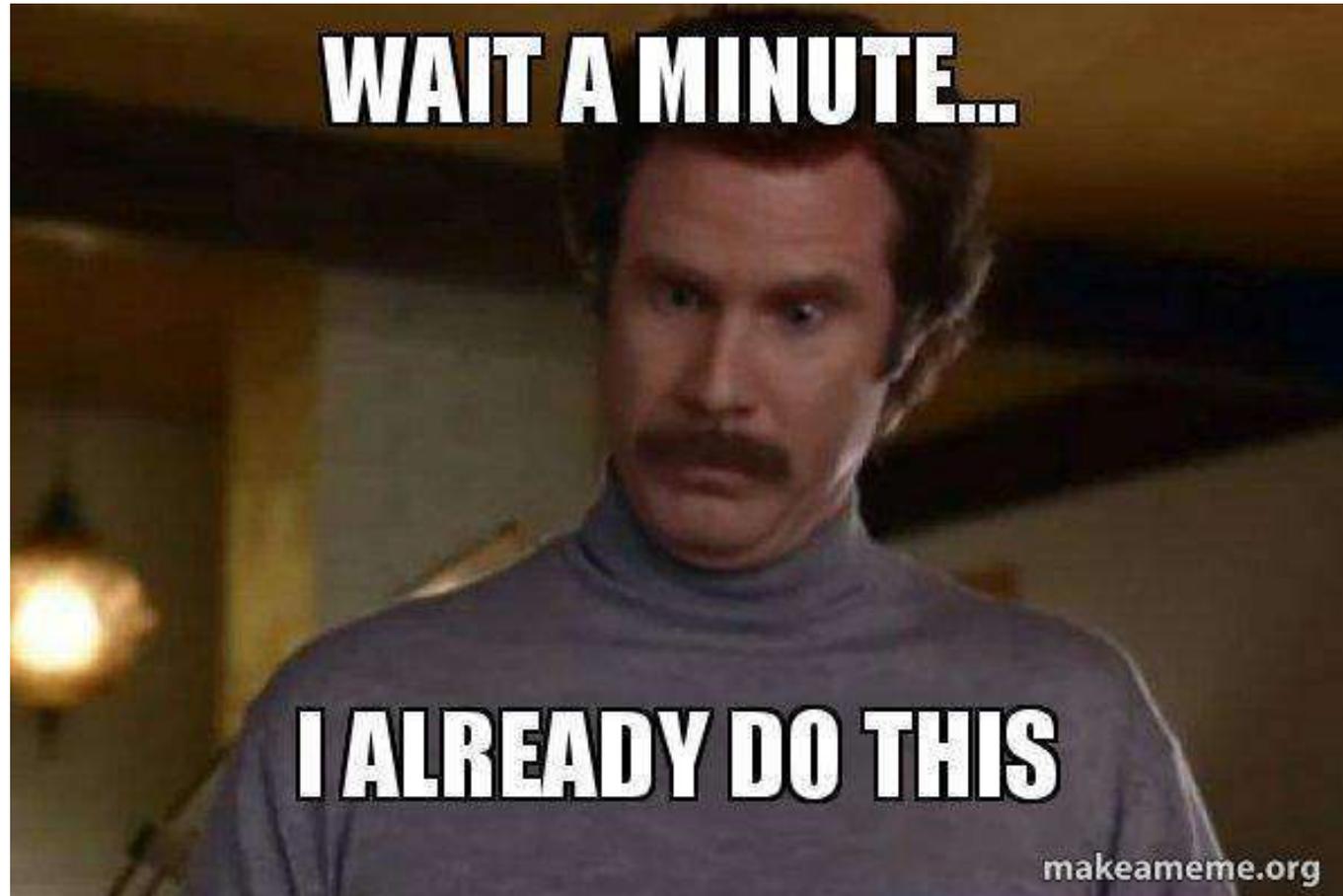
# Developing Implementation Knowledge for HLPs



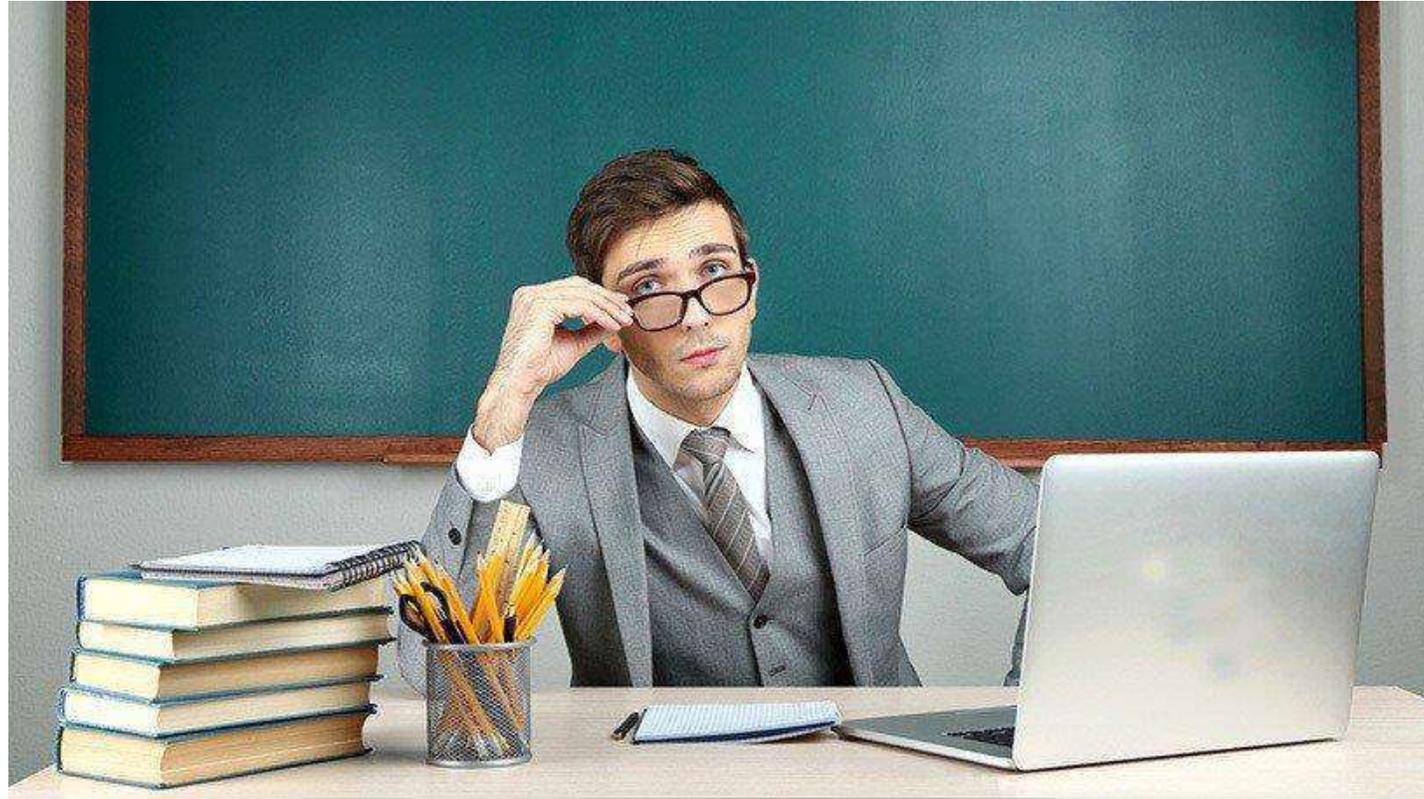
Simply learning about/understanding the HLPs is key,  
but not enough



# Common Reaction From Teachers...



“I use explicit instruction every day”



A speech bubble with a black outline and rounded corners. Inside the bubble, the text "Yes, BUT..." is written. "Yes," is in black, "BUT" is in red, and there are three black dots following "BUT".

**Yes, BUT...**

# (Some) Components of EI...

- Clear language
- Explicit cues
- Review of background info
- Deliberate pace
- Modeling
- Guided practice
- Independent practice
- Use of examples
- Repetition
- Use of feedback

# (Some) Components of EI...

- Clear language
- Explicit cues
- Review of background info
- Deliberate pace
- Modeling
- Guided practice
- Independent practice
- Use of examples
- Repetition
- Use of feedback

*And each of these components  
have nuance to them... They're  
not dichotomous*

Each practice has nuance for implementation with fidelity, but sometimes the nuance has nuance – Like in complex practices like EI...

## **Set** Explicit Instruction (Generic)



00:21

### **Modeling/I Do It**

- None
- **Demonstrates Skill**
- **Provides Several Models**

- **Clear Concise and Consistent Language**
- **Involves Students**
- **Think Aloud**

Set new practice

Add Vocab Term or Topic:

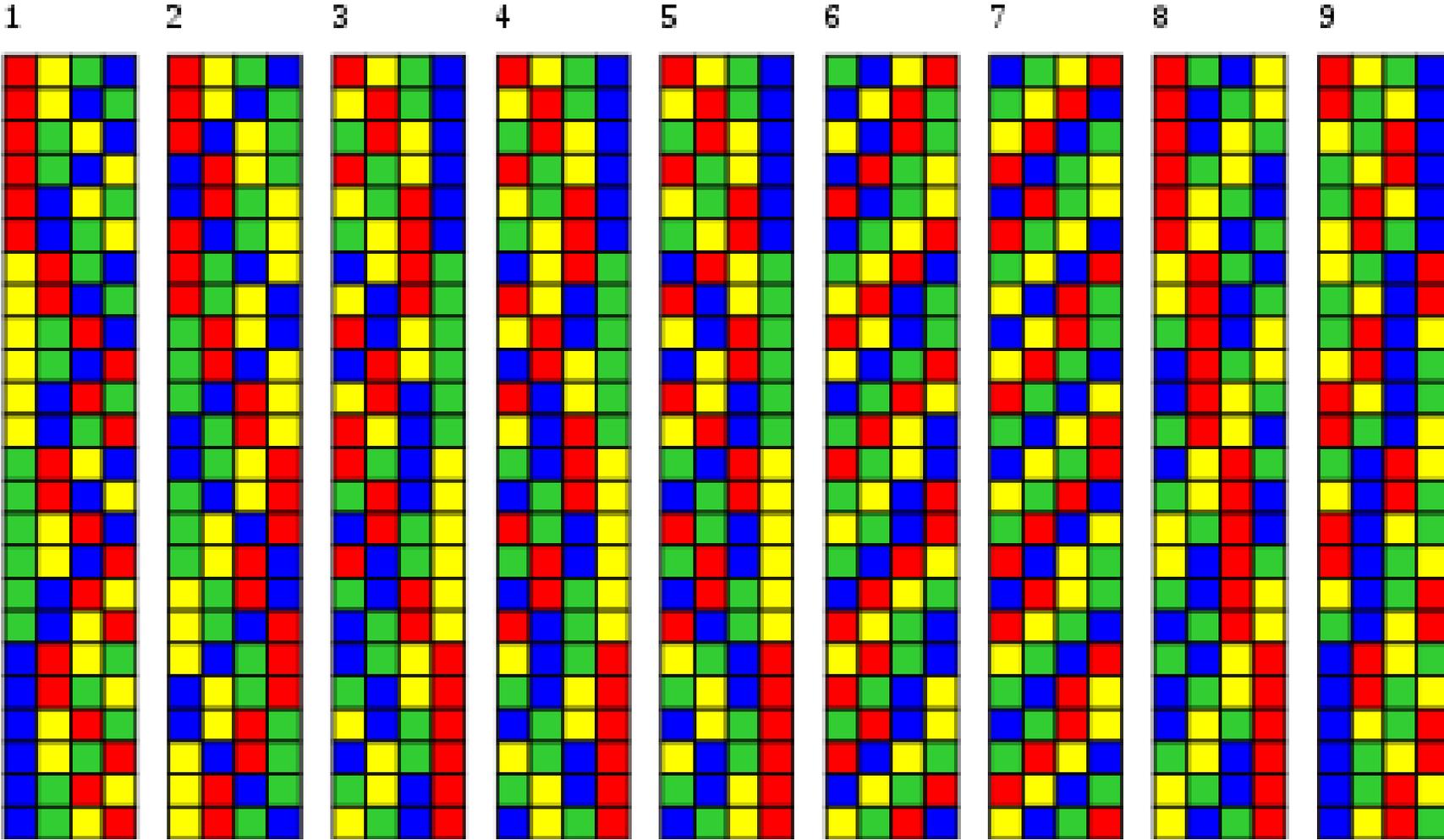
Add

Active term(s) or topic(s) (*click to remove*): **Modeling Regrouping**

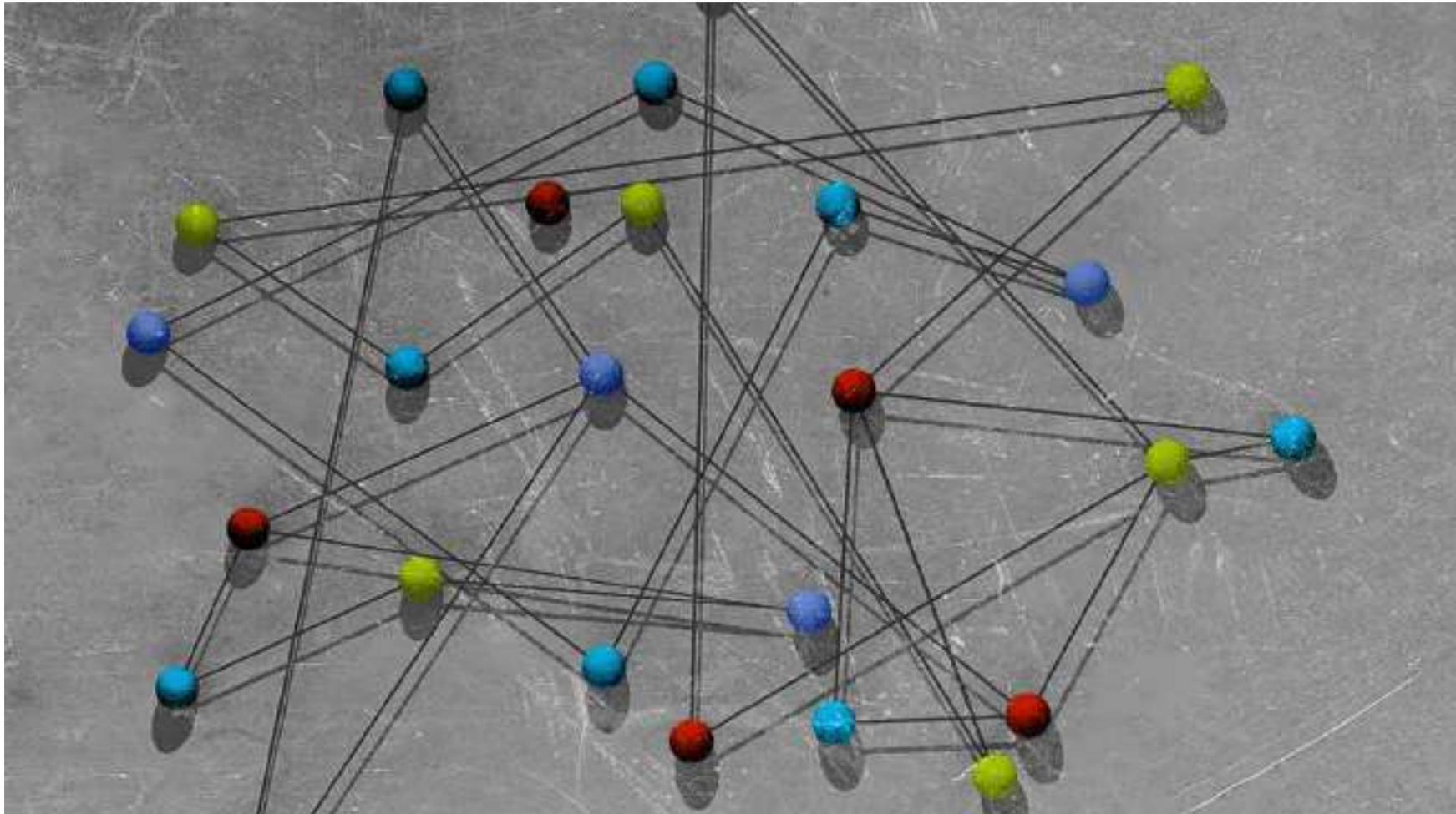
# Teaching and Re-Teaching Expectations

- Expectations are measurable
- Expectations are positively stated
- Expectations are understandable by all students
- Expectations are always applicable
- Expectations are observable
- Expectations are posted
- Teacher uses examples and non-examples
- Teacher confirms understanding
- Teacher provides feedback

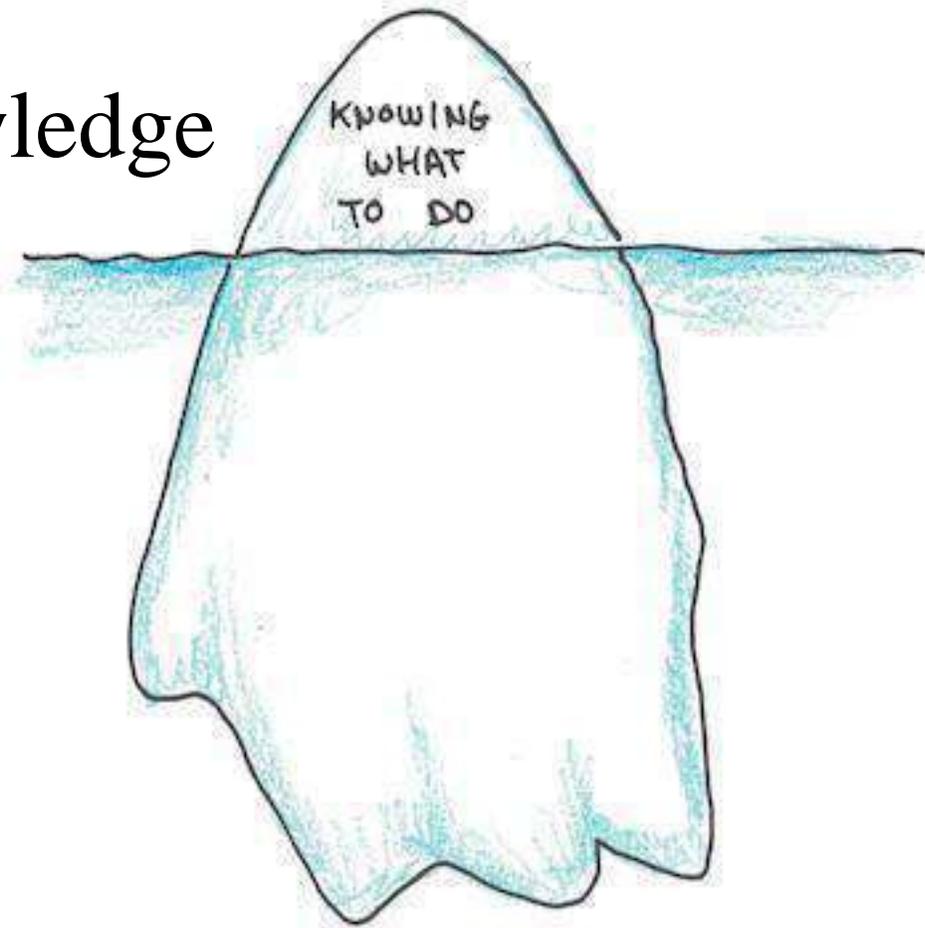
Think about all the possible permutations of HLP implementation  
in teachers' various settings/grade levels



Add to that the ways the HLPs interact with each other,  
and also across content/grade levels

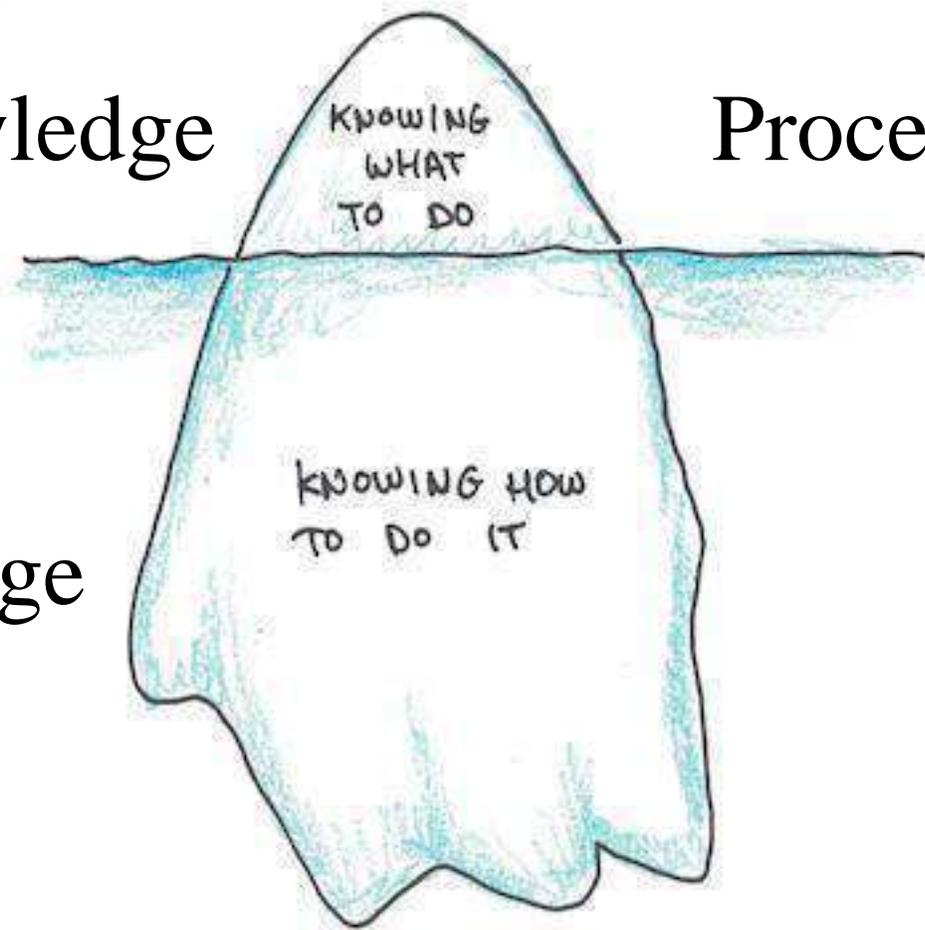


# Declarative knowledge



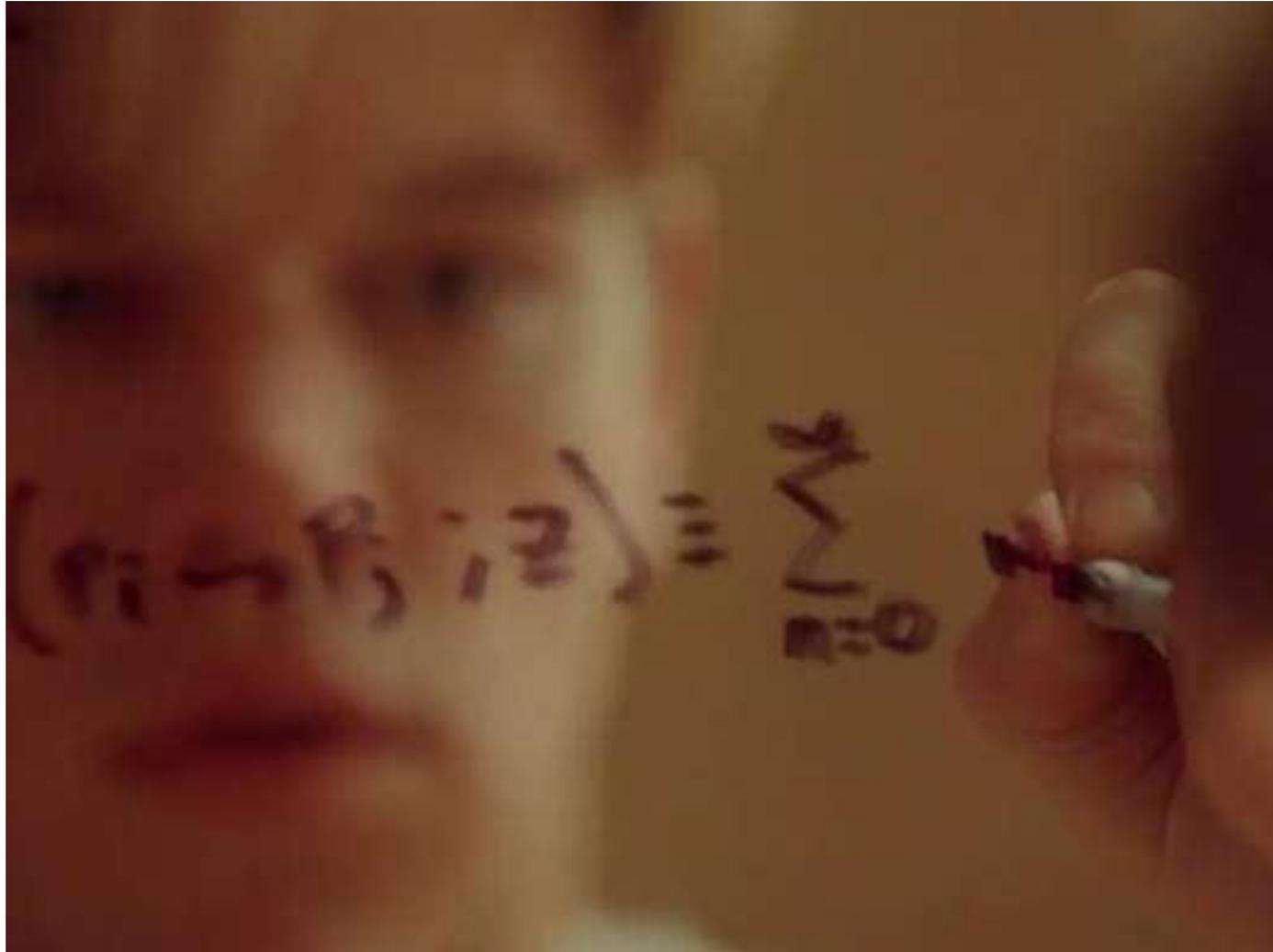
Declarative knowledge

Procedural knowledge



Conditional knowledge

The sum is we can't just have basic knowledge of the HLPs in isolation and expect to be successful with implementation



What does this mean?

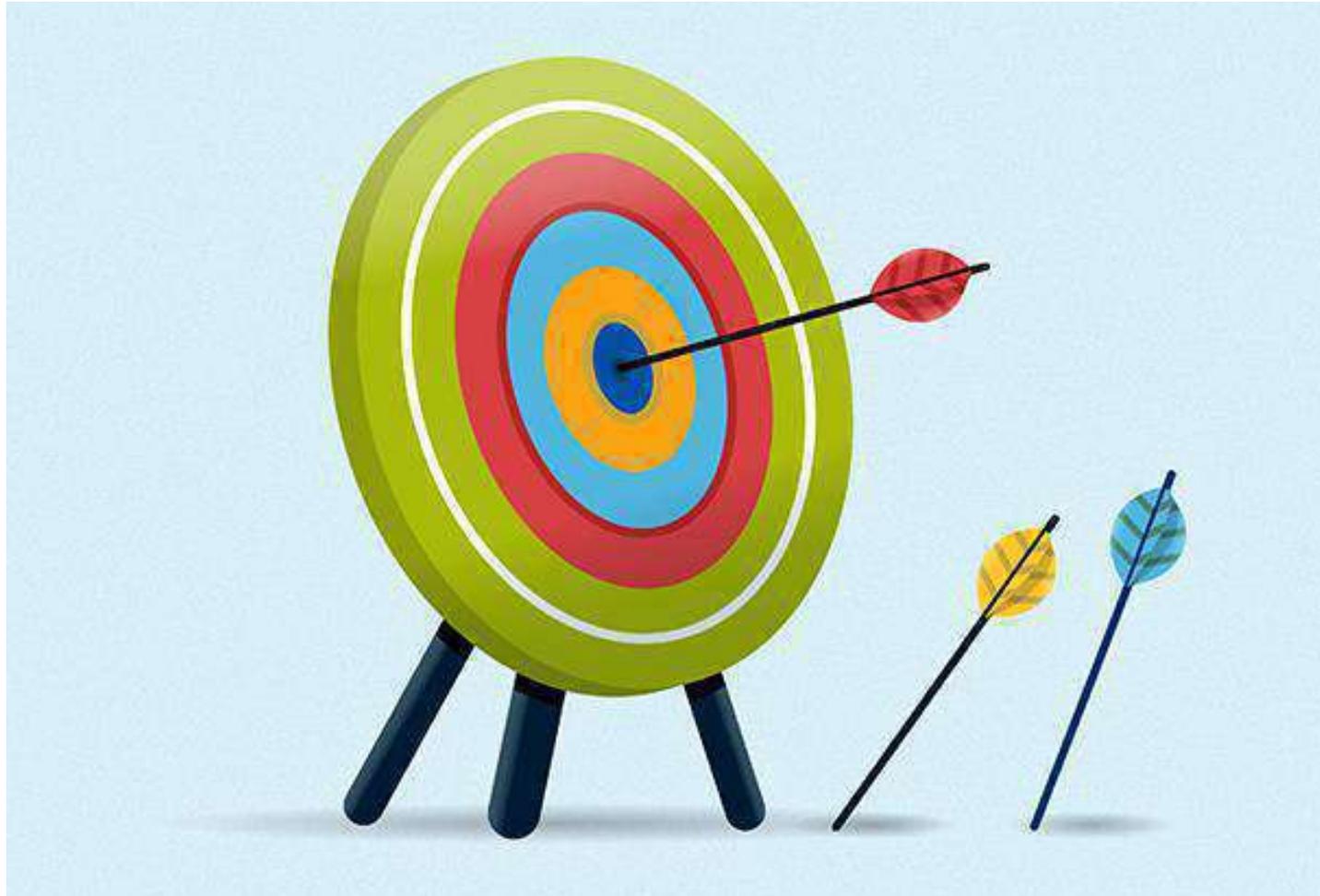
First, it does make sense for you to learn all you can about the individual HLPs, and consider how they may interact/intersect



This can begin as individual teachers/those in training, but also happen within PLCs or other learning groups



# Ways to Support Implementation



[EXPLORE HLPs](#)[FIND RESOURCES](#)[ACCESS VIDEOS](#)

## VIDEO LIST

[Introduction Video](#)

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

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

[HLPs #8 and #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior](#)

[HLP #11: Goal Setting](#)

[HLP #12: Systematically Design Instruction Toward a Specific Learning Goal](#)

[HLP #13: Make Adaptations](#)

## VIDEO LIST

[HLP #14: Use Cognitive and Metacognitive Strategies](#)

[HLP #16: Use Explicit Instruction](#)

[HLP #17: Use Flexible Grouping](#)

[HLP #18: Use Strategies to Promote Active Student Engagement](#)

[HLP #20: Provide Intensive Instruction](#)

[VIEW UNEDITED CLIPS](#)

## Latest Video



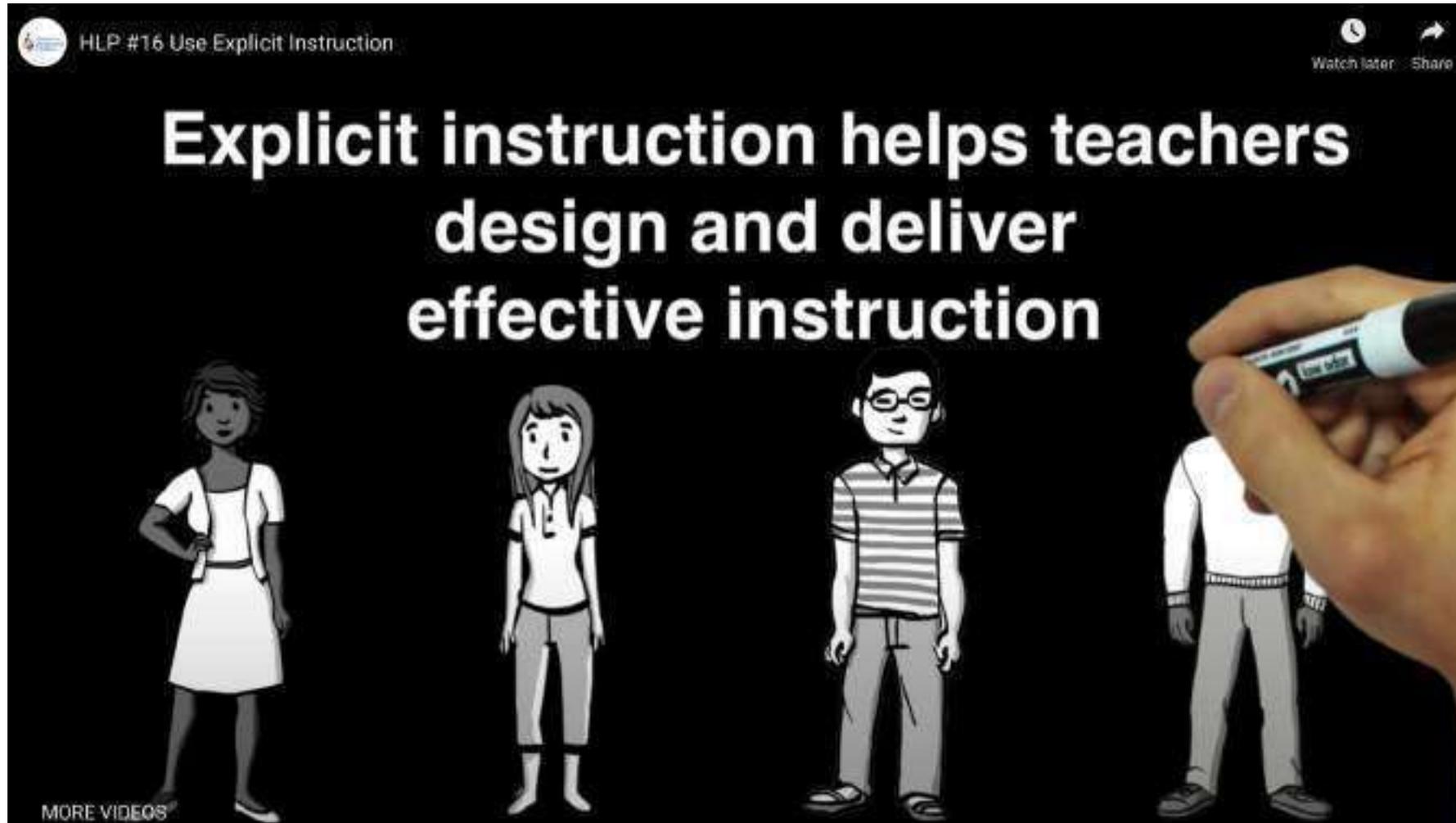
Check out the most recent HLP video released: HLP #14 Teach cognitive and metacognitive strategies to support learning and independence.

[ACCESS VIDEO](#)

RIEF

[ACCESS VIDEOS](#)

In each video we note key definitions/components of each HLP



# And model implementation across various settings



# Unedited Clips of Teachers Implementing HLPs

[Home](#) > [Unedited Clips of Teachers Implementing HLPs](#)

Looking for virtual content for your courses? These unedited clips feature video exemplars of teachers implementing high-leverage practices (HLPs) in a variety of instructional settings. The settings include elementary-level, secondary-level, one-on-one, small-group, whole-group, and virtual instruction.

The clips can be used in your educator preparation program courses as supplemental content to observe teacher practice and prompt discussion around the HLPs.

SHARE



## View the Clips

UNEDITED VIDEO CLIP #1: UPPER ELEMENTARY SMALL-GROUP MATH LESSON



UNEDITED VIDEO CLIP #2: EARLY ELEMENTARY FULL-GROUP READING LESSON



UNEDITED VIDEO CLIP #3: UPPER ELEMENTARY FULL-GROUP MATH LESSON



[EXPLORE HLPs](#)[FIND RESOURCES](#)[ACCESS VIDEOS](#)

## RESOURCE LIBRARY

[Access PD Materials](#)[Apply HLPs](#)[Explore HLP Foundations](#)[HLP Leadership Guides](#)[Interactive Alignment Tool](#)

## Georgia HLP Induction Professional Learning Series



Access a 7-part professional learning series that offers new teachers an opportunity to learn and practice strategies for implementing HLPs.

[ACCESS WEBINARS](#)[ACCESS VIDEOS](#)[VIEW BRIEF](#)

Removing  
Applying

# HLP 1: Collaborate with Professionals to Increase Student Success



# High-Leverage Practices for Students with Disabilities

It is very easy for professionals working in schools to take collaboration for granted. Obviously, teachers and other staff see and speak to one another on a regular basis, which can give the illusion that collaboration is happening. However, as noted by Friend and Barron (2019), interaction alone does not constitute collaboration. True collaboration requires intention, effort, and skill on the part of professionals, and results in positive outcomes for all parties – especially students with disabilities and others who struggle. HLP 1 is one of the most essential practices to master because it is one of the HLPs used every single day regardless of grade level, content area, or disability status of students. The effective special educator who collaborates well with their colleagues will then be in a strong position to also collaborate with families (HLP 3) and run effective meetings so quality programming can be decided upon and then implemented (HLP 2). In addition, collaboration is essential to implementing essentially all of the social/ behavioral and instruction HLPs as well. In sum, this is HLP 1 for a very good reason.

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site.

The major source for content within this resource is the chapter by Marilyn Friend and Tammy Barron in *High-Leverage Practices in the Inclusive Classroom*; the book *High-Leverage Practices in Special Education: The Final Report of the HLP Writing Team*, and content on [www.highleveragepractices.org](http://www.highleveragepractices.org).

## ● Teachers Who Effectively Collaborate with Other Professionals

### ***Demonstrate Communication Skills***

- Demonstrate verbal active listening skills (e.g., paraphrasing).
- Demonstrate nonverbal active listening skills (e.g., facial expressions).
- Use open-ended questioning to encourage active participation and sharing of information from other professionals.
- Use statements that are accurate and descriptive rather than vague and evaluative.
- Carefully blend the above communication skills to foster partnership among professionals.

### ***Co-Teaching & Working with Paraprofessionals***

- Co-teaching partners have a strong commitment to their shared work.
- Co-teaching partners communicate and plan with each other regularly.
- Co-teaching partners share resources, decision-making, and accountability.
- Co-teaching partners (and in some cases, paraprofessionals) plan for and use a variety of co-teaching approaches to meet students' needs.
- Clearly establish and agree upon roles and responsibilities between co-teaching partners and paraprofessionals.

### ***Follow Interaction Processes***

- Follow the steps to shared problem solving to manage conflicts or disagreements.

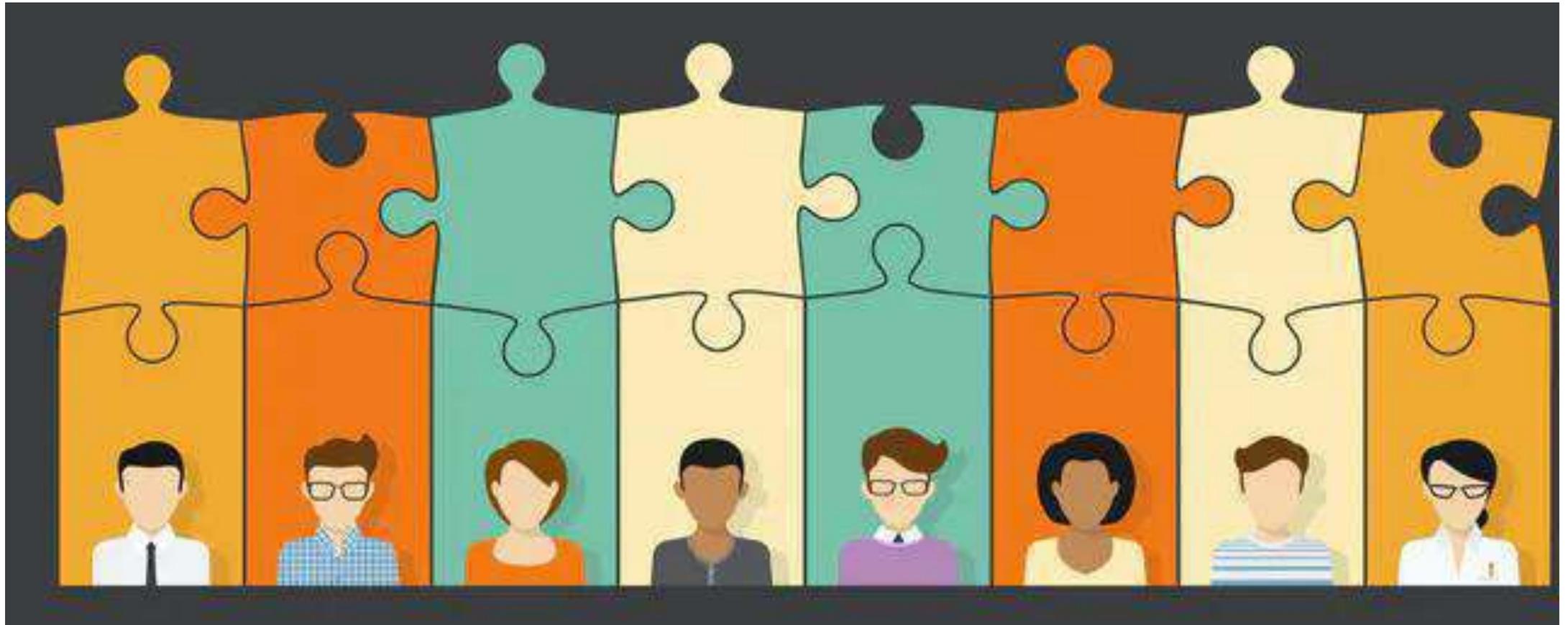
## Tips for School Leaders to Support Teachers ●

- Ensure sufficient, common time is provided for team planning and co-planning.
- Communicate that co-teachers (and other collaborators) are of equal value and are expected to make equal contributions to planning and instruction.
- Take co-teaching needs into account when creating the school master schedule.
- Support all professionals in implementation of specially designed instruction and supports noted in IEPs.
- Set up data systems to guide teachers' work and communicate shared accountability in using/maintaining these data systems.
- 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.

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

- How can you show individuals with whom you collaborate with that you are actively listening to them?
- What role does collaboration play in establishing a partnership and avoiding conflict when co-teaching?
- How can you rephrase questions to encourage thoughtful and informative responses from collaborators?
- In what ways can you try to ensure that your communicative messages are received as intended?
- If conflict/disagreement arises, what strategies can you use to mend the situation?
- How can you ensure that the interactions and goals are focused on

Study in PLCs, but also as individuals, discuss in class, etc.



Next, layer on top your understanding of local needs and unique situations likely to impact implementation.



Have teachers implement one or more practices, reflect, and receive feedback/coaching



Can be done in simulator, in microteaching situations with peers, or in real classrooms – Whatever makes sense and is available



What do you notice?

What feedback  
would you provide?

What would the  
feedback look like?



# The challenge of feedback to teachers



# Portrait of an outsider watching a colleague's lesson





Did the teacher use  
explicit instruction?

YES

NO

Did the teacher use  
explicit instruction?

YES

Provide feedback?

NO

Simply answering yes or no for any HLP the teacher attempted is an OK starting place, but is very limited in terms of determining if the practice was implemented with fidelity/quality needed to support student needs.

YES

NO

# The laser focused observer



When I observe teacher candidates or teachers in the field, there are certain, obvious elements of teaching that I always look for.



Some of the things I look for  
are:

*Enthusiasm/Smiling*

*Evidence of Preparation*

*Confidence*

*Eye Contact*

*Appropriate OTRs & Feedback*

*Limited Down/Wasted Time*



I don't see this as being necessarily "bad;" however, when I get into routines of looking for certain and specific elements, what am I missing or ignoring?



And, given my list:

*Enthusiasm/Smiling*

*Evidence of Preparation*

*Confidence*

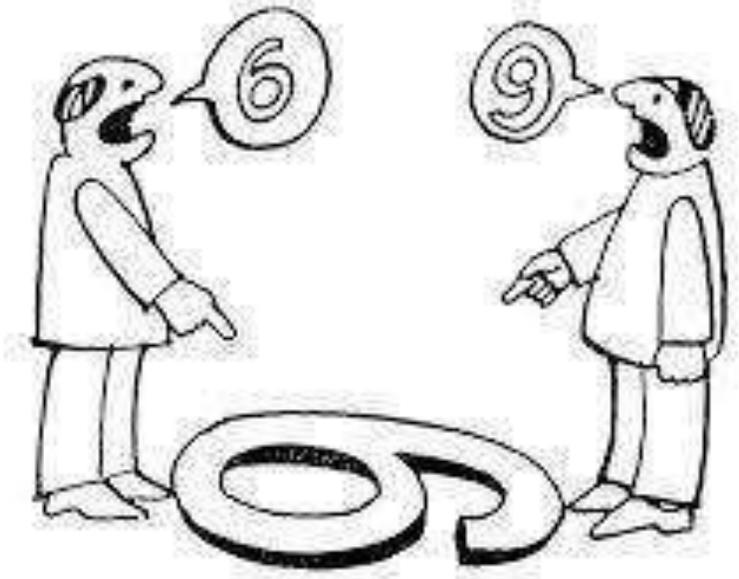
*Eye Contact*

*Lots of OTRs & Feedback*

*Limited Down/Wasted Time*

How do you measure these things beyond  
a checklist? – Especially during COVID

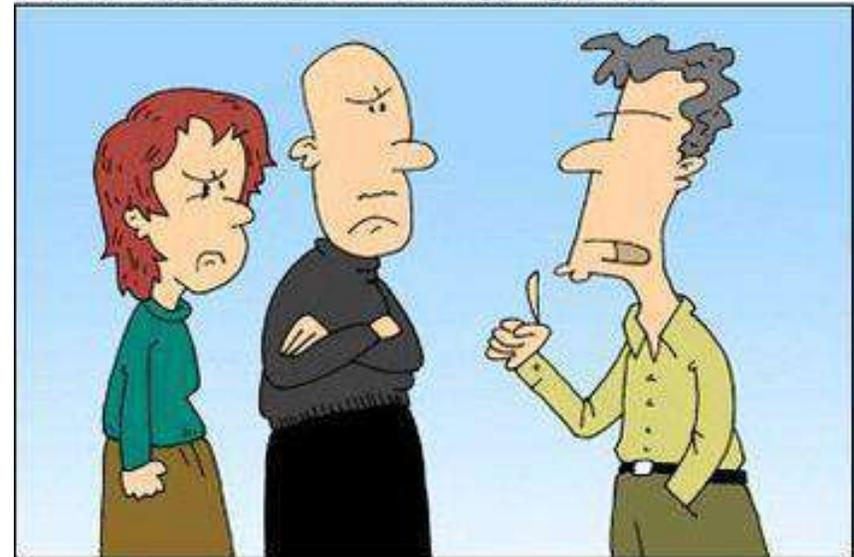




@bryanMachters



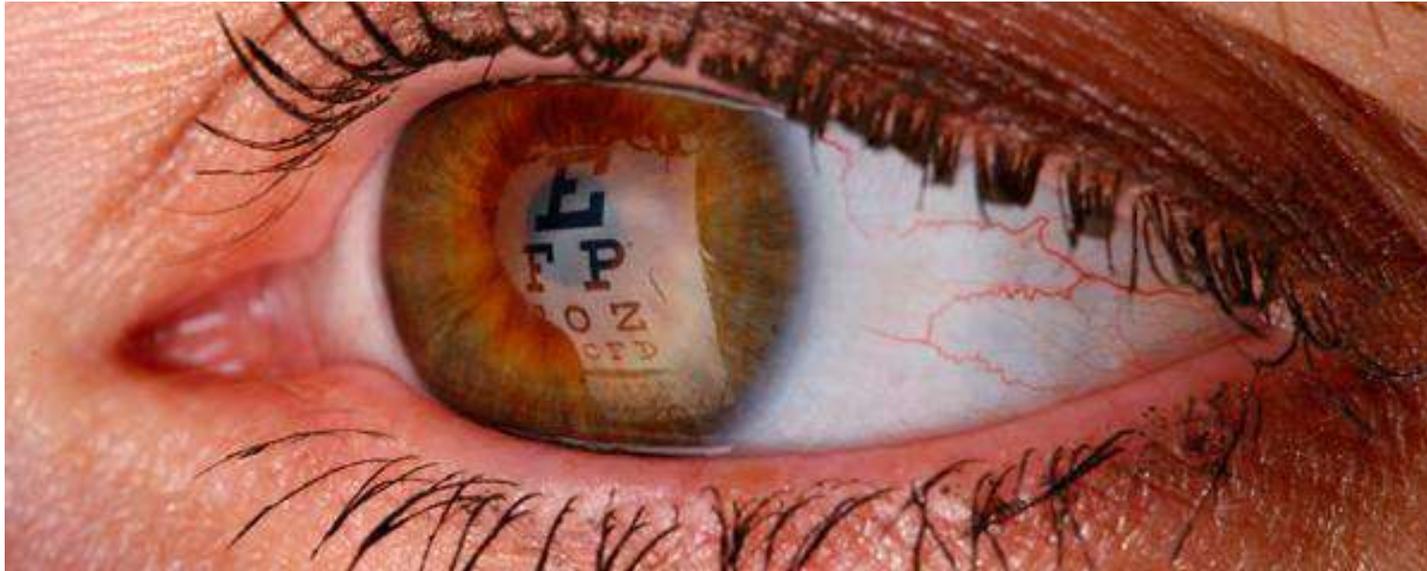
REVERENDFUN.COM COPYRIGHT GCI, INC.



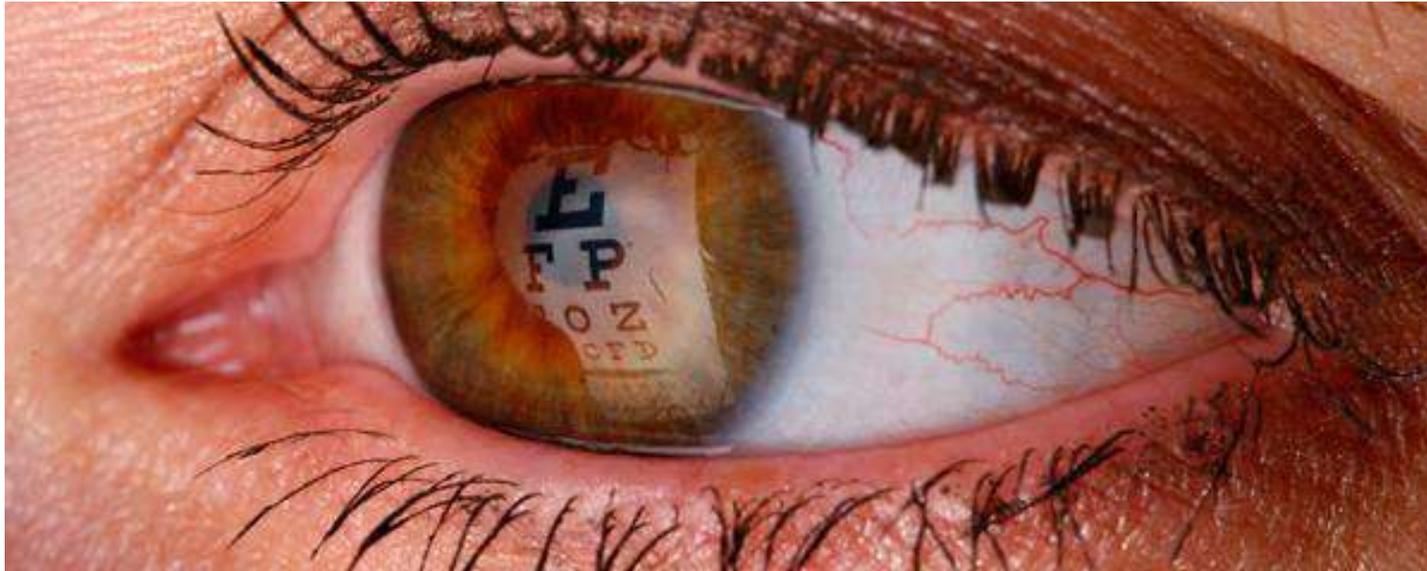
Thanks to Fredb-1 07-20-2007

OF COURSE I VALUE YOUR OPINION ... IT IS SO LUDICROUS THAT IT MAKES ME REALIZE JUST HOW AWESOME MY OPINION IS

To what extent do we rely on the  
“eye test” when watching and  
evaluating teachers?



I know good teaching when I see it...

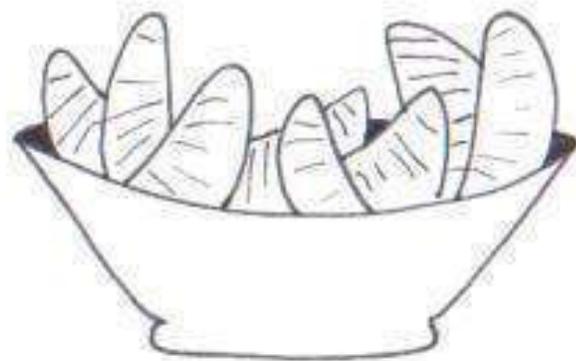
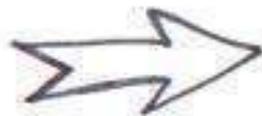
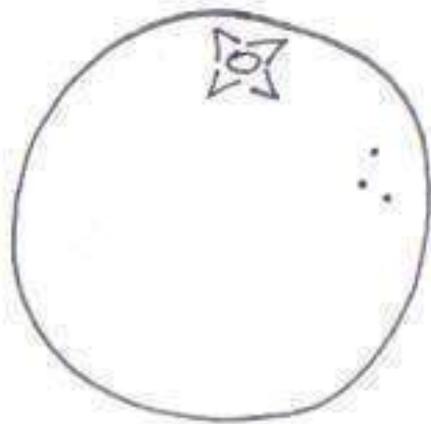


A photograph of a paved road with double yellow lines leading into a desert landscape. The road is flanked by sand dunes and sparse desert vegetation. The sky is a clear, bright blue. A large, semi-transparent red rectangular box is overlaid on the upper half of the image, containing the quote in white text.

There is a better way  
for everything. Find it.

Thomas A. Edison

 @dunkfancy



A COMPLEX TASK IS  
LIKE AN UNPEELED ORANGE...

... SO BREAK IT DOWN  
INTO SUBTASKS

[www.meadowscenter.org](http://www.meadowscenter.org)



## 10 Key Policies and Practices for Explicit Instruction

—with strong evidence of effectiveness from high-quality research—

There is no simple button in teaching



# COACHED

CAPTURING OBSERVATIONS AND COLLABORATIVELY SHARING EDUCATIONAL DATA



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# COACHED

- Online suite of professional development tools for teachers, administrators, coaches, teacher educators, and researchers



<https://www.coached.education.virginia.edu/>



# Implementation of High-Leverage Practices: The Need for Nuance and Finesse



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@mjk\_phd

*Thank  
you*

