

Roadmaps for Student Success

High Leverage Practices

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MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

MISSISSIPPI STATE BOARD OF EDUCATION
STRATEGIC PLAN GOALS

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated “C” or Higher



High Leverage Practices

Achievement Gaps

Inequitable access to excellent teachers and leaders is a fundamental root cause behind persistent achievement gaps for students from low-income families, students of color, students with special needs, and English language learners. Transforming these students' access to talented, diverse, and experienced educators is complex, but achievable.

Transforming Inclusive Education

SSHRC Story Tellers

<https://youtu.be/RYtUIU8MjIY>

Definition

- **Inclusive education** is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum (Bui, Quirk, Almazan, & Valenti, 2010; Alquraini & Gut, 2012).

Proficiency

- Simply put, both students with and without disabilities learn *more*. Many studies over the past three decades have found that students with disabilities have higher achievement and improved skills through inclusive education, and their peers without challenges benefit, too (Bui, et al., 2010; Dupuis, Barclay, Holms, Platt, Shaha, & Lewis, 2006; Newman, 2006; Alquraini & Gut, 2012).

Achievement

- For students with disabilities (SWD), this includes academic gains in literacy (reading and writing), math, and social studies — both in grades and on standardized tests — better communication skills, and improved social skills and more friendships..

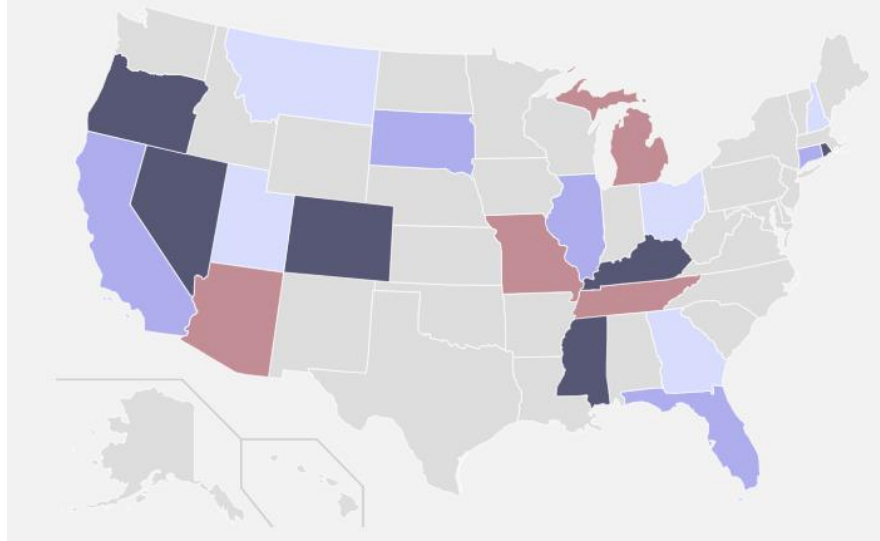
Behavior

- More time in the general classroom for SWD is also associated with fewer absences and referrals for disruptive behavior. This could be related to findings about attitude — they have a higher self-concept, they like school and their teachers more, and are more motivated around working and learning

What Are High Leverage Practices?

“High Leverage Practices (HLPs) are a set of practices that are fundamental to support student learning, and that can be taught, learned, and implemented by those entering the profession” (Windschitl, Thompson, Braaten & Stroupe, 2012, p. 880).

Introduction to HLPs



<https://www.youtube.com/watch?v=y0iGKOq8UXk&list=PLXWN04wGwf3fpobmqwewk3zxTifUsY3NX>

Criteria for HLPs

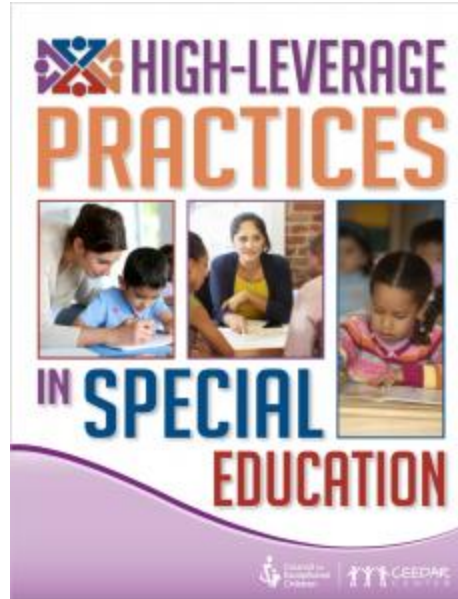
HLPs were developed using these criteria:

- Focus directly on instructional practice.
- Occur with high frequency in teaching.
- Research based and known to foster student engagement and learning.
- Broadly applicable and usable in any content area or approach to teaching.
- Skillful execution is fundamental to effective teaching.

- High leverage practices are the foundation



HLPs in Special Education



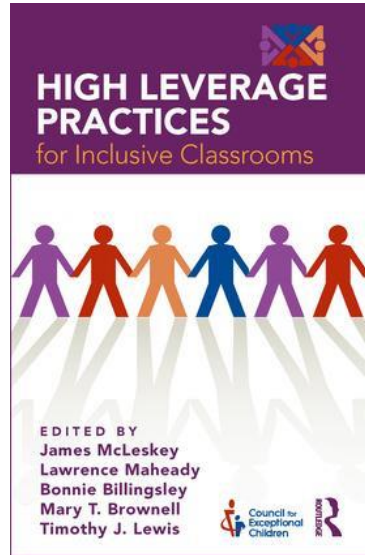
<http://cedar.education.ufl.edu/high-leverage-practices/>

HLPs for K-12 Special Education Teachers

HLPs in special education are provided across the following intertwined components:

- Collaboration
- Assessment
- Social/emotional/behavioral practices, and
- Instruction

HLPs for Inclusive Classrooms

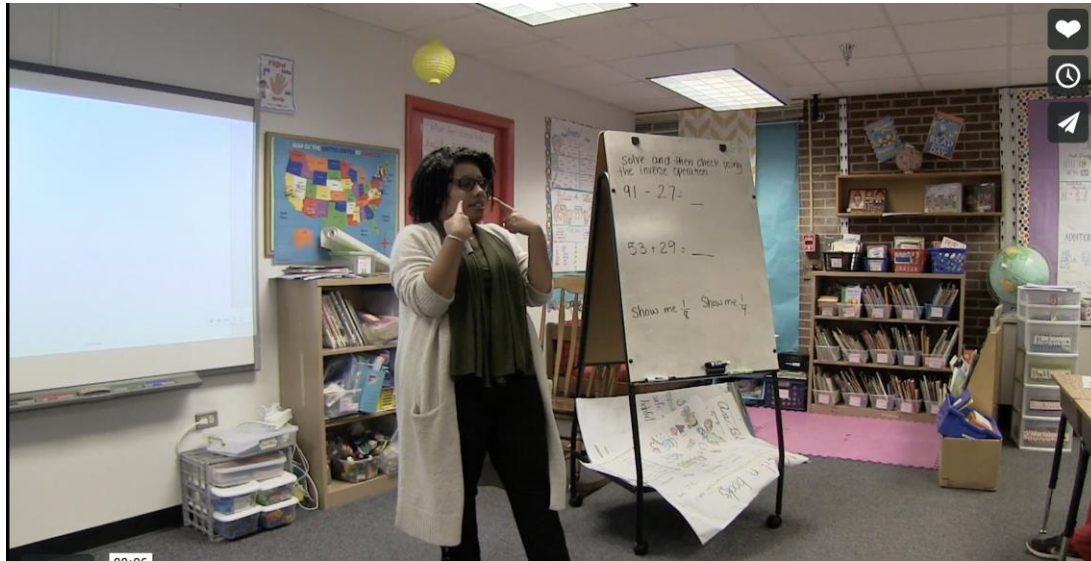


HLPs for Inclusive Classrooms

Focuses primarily on Tiers 1 and 2, work that that mostly occurs with students with mild disabilities in general education classrooms; and provides rich, practical information highly suitable for teachers.

HLPs in Action

- As you watch this video, jot down the Behaviors that describe explicit instruction



WHAT DID YOU SEE?

- Turn to your partner and take 2-3 minutes to discuss what you saw.

What We Saw

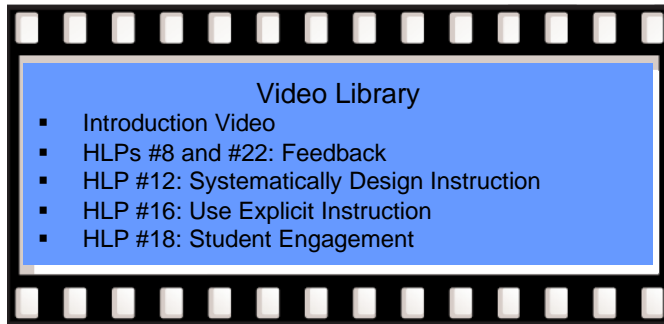
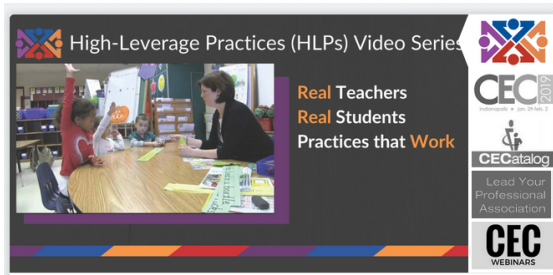
- Gives clear mnemonic to help students solve the problem
- Models how to solve the problem
- Engages students in the model frequently
- Uses clear and accurate language to describe routine and content, except for one instance
- Provides affirmative feedback

Table Talk

Turn to your neighbor, discuss, and respond

- What questions would help teachers reflect on the key features of explicit instruction in this video?
- What other questions might you want teachers to consider as a result of observing this video? Why would you include these questions?

High-Leverage Practices Videos



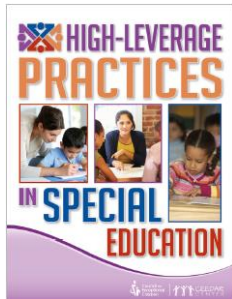
How the videos are designed:

- Introduction and definition of each HLP
- Brief review of the research
- Several brief videos of general education and special education teachers implementing the practice

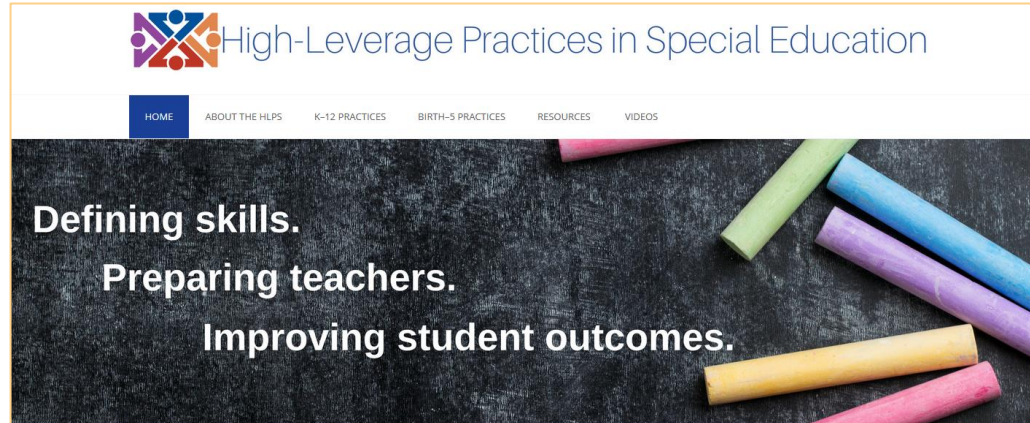
<https://highleveragepractices.org/701-2-2/>

Where to Find HLP Resources

Book

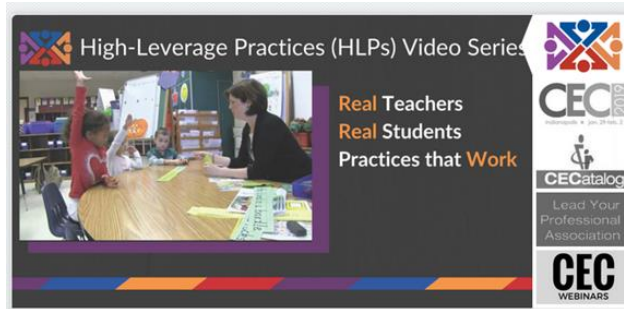


Website: HighLeveragePractices.org



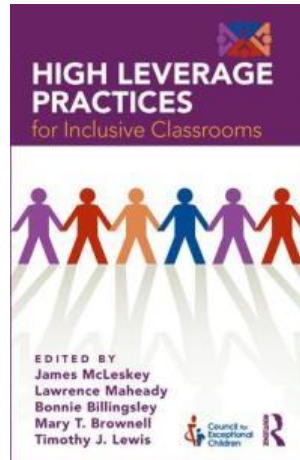
What's Next?

- Additional High-Leverage Practices videos
- High-Leverage Practices in Special Education: A Professional Development Guide for School Leaders (In development)



Initiatives to Date

- High-Leverage Practices for Inclusive Classrooms - Co-published, CEC & Routledge





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