

# Be Like Ted: Coaching Special Educators

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# IESE Network Objectives

To enhance the effectiveness of staff who support students with disabilities through **research-based professional development**.

To deliver mentoring to increase the **retention of early career special education teachers** to address the Illinois special education teacher shortage.

To increase the **engagement of families** as partners in the educational process and decision making.

To deliver professional learning and technical assistance to build **seamless and sustainable delivery systems**



Office of Special Education Programs  
U.S. Department of Education

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# Agenda

- Introductions
- Uniqueness of Special Education
- Coaching Practices
- Lasso Lessons
- Actionable Steps for Supporting High-Leverage Practice Use





# Who is Ted Lasso?

# Coaching Special Educators Kudos & Questions



# Uniqueness of Special Education

- Programmatic Compliance
- IEP Implementation
- Accommodation Diversity
- Collaboration
  - General Education
  - Paraprofessionals
  - Families
- Varying Teacher Roles

(Duffy & Forgan, 2005)



# Consider Coaching Goals

- Teachers
  - Improved teacher practices
  - Increased student outcomes
- Team (Systems)
  - Improved team practice
  - Improved systems
  - Improved student outcomes
- Hybrid

(Pierce & St. Martin, 2023)



# Practices Most Closely Linked to Improved Outcomes

- Planning and conducting professional learning on content the coach has observed as a need and is directly related to areas of student need
- Conducting coaching sessions for teachers that consist of ongoing cycles of observing, modeling, performance feedback, and using alliance strategies

(Pierce & St. Martin, 2023)





Administrator Meeting



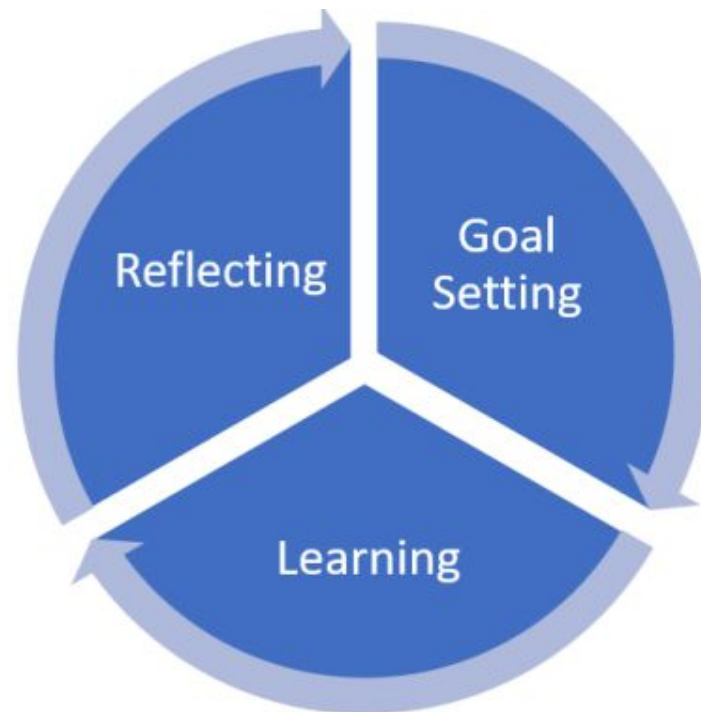
Teacher Meeting  
\*Goal Setting/  
Next Steps



Observation &  
Feedback

Coaching  
\*HLP Model,  
Practice, Feedback

Observation &  
Feedback



# Lesson 1: Stay Curious; Don't Be Afraid to Ask Questions



# Lesson 2: Be Prepared to Try Something New



Conditioning - Versatility - Awareness - Believe



Takin' on a challenge is a lot like  
ridin' a horse. If you're comfortable  
while you're doin' it, you're probably  
doin' it wrong. - Ted Lasso

# Lesson 3:

## Remember the Goal

(HINT: It's Not All About Winning)

# Lesson 4: Check on Your Team



You know what the happiest animal on Earth is? It's a goldfish. You know why? Got a ten-second memory. - Ted Lasso



# Actionable Steps to Support High Leverage Practices

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**Collaboration**

**Data-Driven  
Planning**

**Instruction in  
Behavior and  
Academics**

**Intensify and  
Intervene as Needed**

## HLP Pillars

**HLP 1**

Collaborate with professionals to increase student success.

**HLP 3**

Collaborate with families to support student learning and secure needed services.

**HLP 6**

Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

**HLP 7**

Establish consistent, organized and responsive learning environments.

**HLP 16**

Use explicit instruction.

**HLP 20**

Provide intensive intervention for academics and behavior.

**Embedded HLPs**

**HLP 2:** Organize and facilitate effective meetings with professionals and families.

**HLP 4:** Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.

**HLP 5:** Interpret and communicate assessment information to collaboratively design and implement educational programs.

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

**HLP 12:** Systematically design instruction toward a specific learning goal.

### What to teach

**HLP 9:** Teach social behaviors.

**HLP 14:** Teach cognitive and metacognitive strategies to support learning and independence.

**HLP 21:** Teach students to maintain and generalize new learning across time and settings.

### How to teach

**HLP 13:** Adapt curriculum tasks and materials for specific learning goals.

**HLP 15:** Provide scaffolded supports.

**HLP 17:** Use flexible grouping.

**HLP 18:** Use strategies to promote active student engagement.

**HLP 19:** Use assistive and instructional technologies.

**HLP 8/22:** Provide positive and constructive feedback to guide students' learning (HLP 22) and behavior (HLP 8).

**HLP 10:** Conduct functional behavioral assessments to develop individual student behavior support plans.

**Embedded HLPs**





# Domain 1: Collaboration

Pillar HLP 1: Collaborate with professionals to increase student success

Embedded HLP 2: Organize and facilitate effective meetings with professionals and families

Pillar HLP 3: Collaborate with families to support student learning and secure needed services

Embedded HLP 2: Organize and facilitate effective meetings with professionals and families



## Domain 2: Data-Driven Planning

Pillar HLP 6: Use student assessment data, analyze instructional practices and make necessary adjustments that improve student outcomes.

Embedded HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.

Embedded HLP 5: Interpret and communicative assessment information to collaboratively design and implement educational programs

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

Embedded HLP 12: Systematically design instruction toward a specific learning goal



# Domain 3: Instruction in Behavior and Academics

Pillar HLP 7: Establish a consistent, organized, and responsive learning environment.

Pillar HLP 16: Use explicit instruction.

## **What to Teach**

Embedded HLP 9: Teach social behaviors.

Embedded HLP 14: Teach cognitive and metacognitive strategies to support learning and independence

Embedded HLP 21: Teach students to maintain and generalize new learning across time and settings.



# Domain 3: Instruction in Behavior and Academics

Pillar HLP 7: Establish a consistent, organized, and responsive learning environment.

Pillar HLP 16: Use explicit instruction.

## How to Teach

Embedded HLP 13: Adapt curriculum tasks and materials for specific learning goals.

Embedded HLP 15: Provide scaffolded supports.

Embedded HLP 17: Use Flexible Grouping.

Embedded HLP 18: Use strategies to promote active student engagement.

Embedded HLP 19: Use assistive and instructional technologies.

Embedded HLP 8/22: Provide positive and constructive feedback to guide students' learning (22) and behavior (8).



# Domain 4: Intensify and Intervene as Needed

Pillar HLP 20: Provide intensive instruction for academics and behavior.

Embedded HLP 10: Conduct functional behavioral assessments to develop individual student behavior plans.



# HLP Resources

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# Self-Assessment Tool

- Full screener on pages 3-18
- Short Screener on pages 19-21

\*Click on image for a virtual PDF tool

Name: _____		Date: _____					
<p><b>Instructions:</b> Rate the extent to which you feel successful in understanding and using the key skills from the HLPs in each domain.</p> <p>5 = Mastered. I already apply this skill to my work and have noted improvements in student learning.</p> <p>4 = I can apply this skill to my work with some confidence.</p> <p>3 = Making progress. I am just beginning to understand how to apply this skill to my work.</p> <p>2 = I believe this concept and/or skill is important but do not yet understand how to apply it in my classroom.</p> <p>1 = I am unfamiliar with this principle or element.</p> <p>N/A = Not applicable.</p>							
<b>Collaboration Domain</b>							
<b>HLP 1: Collaborate With Professionals to Increase Student Success</b>							
Rate the extent to which you incorporate this HLP.		N/A	1	2	3	4	5
1	I use verbal active listening skills, such as paraphrasing and asking clarification questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I use nonverbal active listening skills, such as smiling and making eye contact, when I am talking with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I ask open-ended questions to encourage active participation and sharing of information from others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I make statements that are accurate and descriptive rather than vague and evaluative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I share resources with colleagues that provide guidance on strategies to support students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I problem-solve with colleagues using data to make decisions about services and instructional approaches designed to meet the individual needs of students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	My colleagues and I have shared responsibility and accountability for the success of students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:							
<b>HLP 2: Lead Effective Meetings With Professionals and Families</b>							
Rate the extent to which you incorporate this HLP.		N/A	1	2	3	4	5
1	I set and articulate clear goals and expectations to ensure that meetings are informative and productive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I schedule meeting times to ensure members' participation and share the date, time, location, projected length, and agenda for the meeting ahead of time, including any preparation expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Using HLPs within Your Coaching System





HLP 7: Establish a  
consistent, organized,  
and responsive  
learning environment.

# HLP 7: Establish a

Consistent

Organized

Respectful

learning environment.

# Pillar HLP 7 Rubric

Rating	Expectations	Organization	Teacher Tone	Structure	Student Characteristics	Teacher Feedback
<b>Highly Effective</b>	Class norms, expectations and rules are always positively stated, reflecting the cultures, values, and beliefs of students and families from various ethnic, cultural, and linguistic backgrounds represented in the school. Students consistently collaborate to develop classroom norms, expectations, and rules. Class norms, expectations and rules are visibly posted, and always explicitly taught and reviewed.	Classroom layout, Organization systems always have structure. Daily agendas are always posted and discussed. Class procedures and routines are always explicitly taught and positively reinforced.	The teacher's tone and language are always consistently encouraging, patient, positive, and respectful.	Instruction always includes structured student down time.	Teachers always demonstrates an understanding that behavior is a form of communication, and uses this knowledge to interpret and respond to a student's behavior in the classroom.	Feedback is always timely, constructive, specific, and consistently positive.

(TTAC Online, 2025)



# Organization

From the rubric: “Classroom layout, Organization systems always have structure. Daily agendas are always posted and discussed. Class procedures and routines are always explicitly taught and positively reinforced.”

- Classroom Layout
  - Think about walkways, desk organization, center areas, small group instruction areas, alternate work spaces, etc.
- Organization Systems
  - Think about materials, online systems, student data systems, etc.
- Agendas
  - Is it posted?
  - Are changes within the weekdays reflected?
  - How are we adding more major changes?
- Routines & Procedures

# Things That May Need a Procedure

## Primary

Lining up

Class bathroom breaks

Art supplies

Transitioning from carpet to desk/table

## Secondary

Locker use

Monitoring school email

Office hours

## Both

Leaving to use restroom / water

Unpacking / packing up

Getting materials

Handing out materials

Getting a tissue

Walking in the Hall

Collecting phones

Getting out technology

Logging in to class systems

Class discussions

Turning in materials

Early Finishers

# Teacher Tone

From the rubric : “The teacher's tone and language are always consistently encouraging, patient, positive, and respectful.”

- Is this challenging? If so, when is this challenging?
- What gets in the way of a positive tone? How do we navigate these challenges?
- What tools can we use to self-regulate our tone?

# Teacher Feedback

From the rubric: “Feedback is always timely, constructive, specific, and consistently positive.”

- Timely
  - We want to minimize instances in which students are practicing doing something wrong.
  - We want to allow for an immediate opportunity to correct and practice correctly when something is wrong.
- Constructive & Specific
  - These two go hand in hand. What do they mean to you?
- Positive
  - Think back to tone.

# HLP 16:

# Explicit Instruction



# Sixteen Elements of Explicit Instruction

1. Focus instruction on critical content
2. Sequence skills logically
3. Break down complex skills & strategies into smaller instructional units
4. Design organized & focused lessons
5. Begin lessons with a clear statement of the lesson goals AND your expectations
6. Review prior skills & knowledge BEFORE beginning instruction
7. Provide step-by-step demonstrations
8. Use clear, concise language
9. Provide an adequate range of examples & non-examples
10. Provide guided and supported practice
11. Require frequent responses
12. Monitor student performance closely
13. Provide immediate affirmative & corrective feedback
14. Deliver the lesson at a brisk pace
15. Help students organize knowledge
16. Provide distributed & cumulative practice

(Archer & Hughes, 2011)



# Key Components

- Segment Complex Skills
- Draw Attention to Important Content Features
- Engage Students & Fade Prompts
- Provide Response Opportunities with Feedback
- Create Purposeful Practice Opportunities

(Hughes et al., 2017)



# RESET RUBRIC

(Moylan et al., 2017)

Teaching Procedures	7	The teacher <b>effectively</b> reviews prior skills and/or engages background knowledge <b>before beginning</b> instruction.	The teacher reviews prior skills and/or engages background knowledge <b>before beginning</b> instruction, <b>but not effectively</b> .	The teacher <b>does not</b> review prior skills and/or engage background knowledge <b>before beginning</b> instruction.
	8	The teacher <b>provides clear</b> demonstrations of proficient performance.	The teacher <b>does not provide clear</b> demonstrations of proficient performance.	The teacher <b>does not provide any</b> demonstrations of proficient performance.
	9	The teacher <b>provides an adequate number</b> of demonstrations given the nature and complexity of the skill or task.	The teacher <b>does not provide an adequate number</b> of demonstrations given the nature and complexity of the skill or task.	The teacher <b>does not provide</b> demonstrations.
	10	The teacher uses language that is <b>clear, precise, and accurate</b> throughout the lesson.	The teacher uses language that is <b>not always clear, precise, and accurate</b> .	The teacher uses language that is <b>confusing, unclear, imprecise, or inaccurate</b> throughout the lesson.
	11	Scaffolding is provided <b>when it is needed</b> to facilitate learning.	<b>Some</b> scaffolding is provided, but <b>more is needed</b> to facilitate learning.	Scaffolding <b>is needed, but minimal or no</b> scaffolding is provided to facilitate learning.
	12	Complex skills or strategies <b>are broken down</b> into logical instructional units to address cognitive overload, processing demands, or working memory.	Complex skills or strategies <b>are not effectively broken down</b> to address cognitive overload, processing demands, or working memory.	Complex skills and strategies <b>are not broken down as needed</b> into logical instructional units to address cognitive overload, processing demands, or working memory.
	13	The teacher <b>systematically withdraws</b> support as the students move toward independent use of the skills.	The teacher withdraws support, but <b>it is not withdrawn systematically</b> .	The teacher <b>does not withdraw</b> support; <b>OR</b> the teacher provides very limited support and then <b>abruptly withdraws</b> it.

# Scaffolding

(Moylan et al., 2017)

Implemented-3	Partially Implemented-2	Not Implemented-1
Scaffolding is provided <b>when it is needed</b> to facilitate learning.	<b>Some</b> scaffolding is provided, but <b>more is needed</b> to facilitate learning.	Scaffolding is <b>needed</b> , but <b>no</b> scaffolding is provided <b>to facilitate learning</b> .
<p>Examples:</p> <ul style="list-style-type: none"> <li>• The teacher transitions from decoding work to reading connected text by having students highlight the target words in the text prior to reading them in context.</li> <li>• In a vocabulary lesson the teacher provides a student-friendly explanation and illustrates meaning with examples and non-examples.</li> <li>• Students are provided with an acronym to support application of steps for solving word problems.</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• The teacher effectively provides scaffolding for students by reading with students to support fluency. However, scaffolding is needed for finding the main idea, and it is not provided.</li> <li>• Cues are present, but they are not applied consistently.</li> <li>• A visual model is placed on the board to support students' ability to decompose fractions. However, the features of the model are not explicitly explained to students.</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Scaffolding is needed to support finding main idea and details. The teacher has students number paragraphs, but then it is not used to facilitate finding main idea.</li> <li>• The teacher pauses occasionally to ask students to put their finger on the next sentence. Students are unable to locate their place.</li> <li>• The teacher repeatedly reminds students, "Don't forget your equation," but does not provide a checklist or any supports for students to remember the requirements.</li> </ul>



# Breaking Down Complex Skills

Implemented-3	Partially Implemented-2	Not Implemented-1
Complex skills or strategies <b>are broken down</b> into logical instructional units to address cognitive overload, processing demands, or working memory.	Complex skills or strategies <b>are not effectively broken down</b> to address cognitive overload, processing demands, or working memory.	Complex skills and strategies <b>are not broken down as needed</b> into logical instructional units to address cognitive overload, processing demands, or working memory.
<p>Examples:</p> <ul style="list-style-type: none"> <li>• The teacher systematically stops at the end of each paragraph in the passage and prompts students to summarize, providing support as needed.</li> <li>• The teacher guides students to use a graphic organizer to connect concepts and ideas about the topic.</li> <li>• Students apply a step by step strategy to write a well constructed paragraph.</li> <li>• The teacher consistently and systematically guides students through a multi-step procedure for solving word problems.</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• The teacher attempts to break the concept into manageable chunks but the progression is confusing and steps are inconsistent.</li> <li>• The teacher stops occasionally to ask questions while reading, but not often enough to allow for students to develop full understanding of the text.</li> <li>• Instruction progresses from cubes to bar model and then bar model to number line, but the progression lacks some steps that would provide a more cohesive connection.</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• The teacher has the students read the passage all the way through without monitoring comprehension.</li> <li>• Students are asked to compare fractions, but they are not provided with logical steps to consider as they look at fractions.</li> <li>• Students are given multiple step instructions that are too complex and detailed for them to follow.</li> </ul>

(Moylan et al., 2017)

# Embedded HLPs

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# Embedded HLPs


## What to Teach


- Embedded HLP 9: Teach social behaviors.
- Embedded HLP 14: Teach cognitive and metacognitive strategies to support learning and independence
- Embedded HLP 21: Teach students to maintain and generalize new learning across time and settings.


## How to Teach

- Embedded HLP 13: Adapt curriculum tasks and materials for specific learning goals.
- Embedded HLP 15: Provide scaffolded supports.
- Embedded HLP 17: Use Flexible Grouping.
- Embedded HLP 18: Use strategies to promote active student engagement.
- Embedded HLP 19: Use assistive and instructional technologies.
- Embedded HLP 8/22: Provide positive and constructive feedback to guide students' learning (22) and behavior (8).



# CEEDAR's HLP Content

 UNIVERSITY of FLORIDA

 CEEDAR  
CENTER

About   Technical Assistance   Resources & Tools   NIC   

High-Leverage Practices Resources



The High-Leverage Practice guidance document was collaboratively developed by the CEEDAR Center and the Council for Exceptional Children. Along with the document itself, these supplemental resources have been created to help assist the spread and implementation of the HLPs.

As the HLPs are refreshed to reflect emerging research, evolving cultures and context, and student diversity, we have reorganized the structure to focus on HLPs that are foundational to designing and implementing high-quality instruction, while still recognizing the need for and importance of all 22 HLPs. The HLPs are now organized under the following four domains: Collaboration, Data-driven Planning, Instruction in Behavior & Academics, and Intensify & Intervene as Needed. Six HLPs have been designated as pillar practices needed to produce strong outcomes for the broadest range of students. To reflect how HLPs work together and are used concurrently, the remaining HLPs are embedded in these pillars. The HLP refresh also includes the following: emphasis that HLPs are for all students, alignment with multiple systems of support (MSS), clear and specific goals, and ongoing professional learning.





# HLP Website

[Back to CEC Home](#) [CEEDAR Website](#) [Contact Us](#) [Partner Solutions Directory](#) 



[HOME](#)

[THE STRUCTURE \(4 DOMAINS/22 HLPs\)](#)

[IMPLEMENTATION RESOURCES](#)



## High-Leverage Practices for Students with Disabilities

The term “high-leverage practice” and its corresponding definition emerged in general education more than ten years ago (Ball & Forzani, 2011; Grossman et al., 2009; McDonald et al., 2013). In partnership with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR), the Council for Exceptional Children (CEC) developed and published a set of high-leverage practices (HLPs) for special educators and teacher candidates.

The HLPs are organized into four domains: Collaboration, Data-Driven Planning, Instruction in Behavior and Academics, and Intensify and Intervene as Needed. Each domain has pillars and embedded practices infused with culturally inclusive pedagogies.

This site will provide the initial grounding and thinking for how professionals can think about HLPs, reorient toward the most essential (pillar) practices, and demonstrate how the remaining HLPs (embedded) practices function to support implementation. HLPs are meant for ALL educators to support all students hence resources are provided for a variety of roles of those implementing practices.

**This site is currently under construction, so check back regularly for updates.**



OVERVIEW OF HLPs



# HLP Texts



# HLP Highlight Tools - TTAC Online

Highlight tools include video examples, rubrics for most HLPs, and additional tools and resources.

[Home](#) [My TTAC Online](#) [VA Projects](#) [VA Assessments](#) [Disability Info](#) [Resources](#) [Events](#) [Online Trainings](#)

## HLP Highlight Tools: 1 - 22 (VDOE TTAC at GMU)

Description:

### Collaboration

HLP Pillars:

- HLP Highlight Tool - HLP 1: Collaborate with Professionals to Increase Student Success,
- HLP Highlight Tool - HLP 3: Collaborate with Families to Support Student Learning and Secure Needed Services
- Embedded HLPs
  - HLP Highlight Tool - HLP 2: Organize and Facilitate Effective Meetings with Professionals and Families

### Data-Driven Planning

HLP Pillar:

- HLP Highlight Tool - HLP 6: Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments that Improve Student Outcomes
- Embedded HLPs:
  - HLP Highlight Tool - HLP 4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs,
  - HLP Highlight Tool - HLP 5: Interpret and Communicate Assessment Information to Collaboratively Design and Implement Educational Programs,
  - HLP Highlight Tool - HLP 11: Identify and Prioritize Long- and Short-Term Goals.
  - HLP Highlight Tool - HLP 12: Systematically Designed Instruction Toward a Specific Learning Goal

### Instruction in Behavior and Academics

HLP Pillars:

- HLP Highlight Tool - HLP 7: Establish a Consistent, Organized, and Respectful Learning Environment,
- HLP Highlight Tool - HLP 16: Use Explicit Instruction
- Embedded HLPs:
  - What to Teach
    - HLP Highlight Tool - HLP 9: Teach Social Behaviors,
    - HLP Highlight Tool - HLP 14: Teach Cognitive and Metacognitive Strategies to Support Learning and Independence,
    - HLP Highlight Tool - HLP 21: Teach Students to Maintain and Generalize New Learning Across Time and Settings
  - How to Teach:
    - HLP Highlight Tool - HLP 8: Provide Positive and Constructive Feedback to Guide Students' Behavior,
    - HLP Highlight Tool - HLP 22: Provide Positive and Constructive Feedback to Guide Students' Learning
    - HLP Highlight Tool - HLP 13: Adapt Curriculum Tasks and Materials for Specific Learning Goals,
    - HLP Highlight Tool - HLP 15: Provide Scaffolded Supports,
    - HLP Highlight Tool - HLP 17: Use Flexible Grouping,
    - HLP Highlight Tool - HLP 18: Use Strategies to Promote Active Student Engagement,
    - HLP Highlight Tool - HLP 19: Use Assistive and Instructional Technologies

### Intensify and Intervene as Needed

HLP Pillar:

- HLP Highlight Tool - HLP 20: Provide Intensive Instruction for Academics and Behavior



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# TTAC Online HLP Resources

Search Entire Website for...

Search

 **TTAConline**  
A community sharing resources to educate students with disabilities

Help | Register | Log In

Text Size: A  A

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Resources » High-Leverage Practices (HLPs)

While every attempt is made to keep this site up to date, we realize the changing nature of external sites we link to. We appreciate your help in updating our resources by notifying us if you discover a broken link through the [Contact Us](#).

High-Leverage Practices (HLPs)

▼

Search within results:

Results Sort:

Relevance ▼

Search

Age Level:

☐ Elementary

☐ High School

☐ Middle School

3

5

4

Showing Results 1 - 50 of 136

**Title:** Professional Learning Series on High Leverage Practices (HLPs), Virtual Virginia & VDOE TTAC at GMU ↗

**Description:** Each self-paced professional learning session is offered at no cost to Virginia public school educators and provides 3-5 hours of professional learning. These sessions guide educators in learning about specific HLPs through videos that model exemplar teacher behaviors. Educators may enroll in any of the following professional learning sessions described below: Enroll in School Leaders, Administrators, and Instructional Coaches' Strategies for Teacher Retention & Support...

**Title:** High Leverage Practice Pillars Crosswalks for Literacy, Math and Transition (VDOE TTAC at GMU) ↗

**Description:** Based on the work of the CEDAR Center and Council for Exceptional Children, the GMU TTAC Team has created High Leverage Practice Crosswalks in the areas of Math, Literacy and Transition to support stakeholders in developing personalized professional learning and targeted support, with the goal of bridging research into "practical" classroom practice to improve performance outcomes. The HLP Crosswalks are dynamic documents that will be periodically updated with the most current...

**Title:** HLP Rubrics: 1-9, 11-18, 20 & 22 (VDOE TTAC at GMU) ↗

**Description:** Collaboration HLP Pillars: Rubric - HLP 1 Collaborate with Professionals to Increase Student Success, Rubric - HLP



# HLP-Danielson Crosswalk

(IESE Network is in the process of updating)


Danielson's Framework for Teaching (2011) Correlation to Special Education High Leverage Practices


Danielson Framework	High Leverage Practices for SPED	Comments
<b>DOMAIN 1: Planning and Preparation</b>		
<b>1a Demonstrating Knowledge of Content and Pedagogy</b> <ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Prerequisite relationships</li> <li>• Content pedagogy</li> </ul>	<b>HLP 4</b> Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.	Indicators: <ul style="list-style-type: none"> <li>• Lesson and unit plans that reflect important concepts in the discipline</li> <li>• Lesson and unit plans that accommodate prerequisite relationships among concepts and skills</li> <li>• Clear and accurate classroom explanations</li> <li>• Accurate answers to student questions</li> <li>• Feedback to students that furthers learning</li> <li>• Interdisciplinary connections in plans and practice</li> </ul>
<b>1b Demonstrating Knowledge of Students</b> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Learning process</li> <li>• Special needs</li> <li>• Student skills, knowledge, and proficiency</li> <li>• Interests and cultural heritage</li> </ul>	<b>HLP 13</b> Adapt curriculum tasks and materials for specific learning goals. <b>HLP 4</b> Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. <b>HPL 10</b> Conduct functional behavioral assessments to develop individual student behavior plans.	Indicators: <ul style="list-style-type: none"> <li>• Formal and informal information about students gathered by teacher for use in planning instruction</li> <li>• Student interests and needs learned and used by teacher in planning</li> <li>• Teacher participation in community cultural events</li> <li>• Teacher-designed opportunities for families to share heritage</li> <li>• Teacher-created database of students with special needs available for teacher use</li> </ul>
<b>1c Setting Instructional Outcomes</b> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse learners</li> </ul>	<b>HLP 11</b> Identify and prioritize long and short-term learning goals. <b>HLP 6</b> Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.	Indicators: <ul style="list-style-type: none"> <li>• Outcomes of a challenging cognitive level</li> <li>• Statements of student learning, not student activity</li> <li>• Outcomes central to the discipline and related to those in other disciplines</li> <li>• Assessment of student attainment</li> <li>• Outcomes differentiated for students of varied ability</li> </ul>



# HLP-Iris Center Alignment Tool

**Collaboration**


 Pillar HLP 1: Collaborate with professionals to increase student success.

**Secondary Transition: Interagency Collaboration**

This module defines and discusses the purpose of interagency collaboration and addresses the importance of partnering with agencies to improve outcomes for students with disabilities who are transitioning from high school (est. completion time: 2 hours).

- **Resource Type:** Module
- **Alignment:** Strongly–A clear connection; the focus of the resource is on the HLP
- **Content:** Information–The content is informational in nature but does not include implementation steps


**Notes:** This module on secondary to post-secondary transition planning discusses the role of the transition coordinator, which is often the special education teacher. It provides great detail about interagency collaboration.

**Students with Significant Cognitive Disabilities: Supports in the General Education Classroom**

This module, developed in collaboration with the TIES Center, describes the benefits of including students with significant cognitive disabilities in general education classrooms. It also offers information on how teachers can plan for and teach these students in inclusive classrooms (est. completion time: 2 hours).

- **Resource Type:** Module
- **Alignment:** Moderately–A closer connection; the focus of the resource includes the HLP
- **Content:** Information–The content is informational in nature but does not include implementation steps

**Notes:** This module, which stresses the value of and highlights strategies for including students with significant cognitive disabilities in the general education classroom, includes content related to HLP 1. In addition to pointing out that collaboration is a core value of inclusion, it highlights the importance of collaboration among IEP team members and between educators and paraprofessionals to promote the successful inclusion of students. Tips for successful collaboration are provided.

**IEPs: Developing High-Quality Individualized Education Programs**

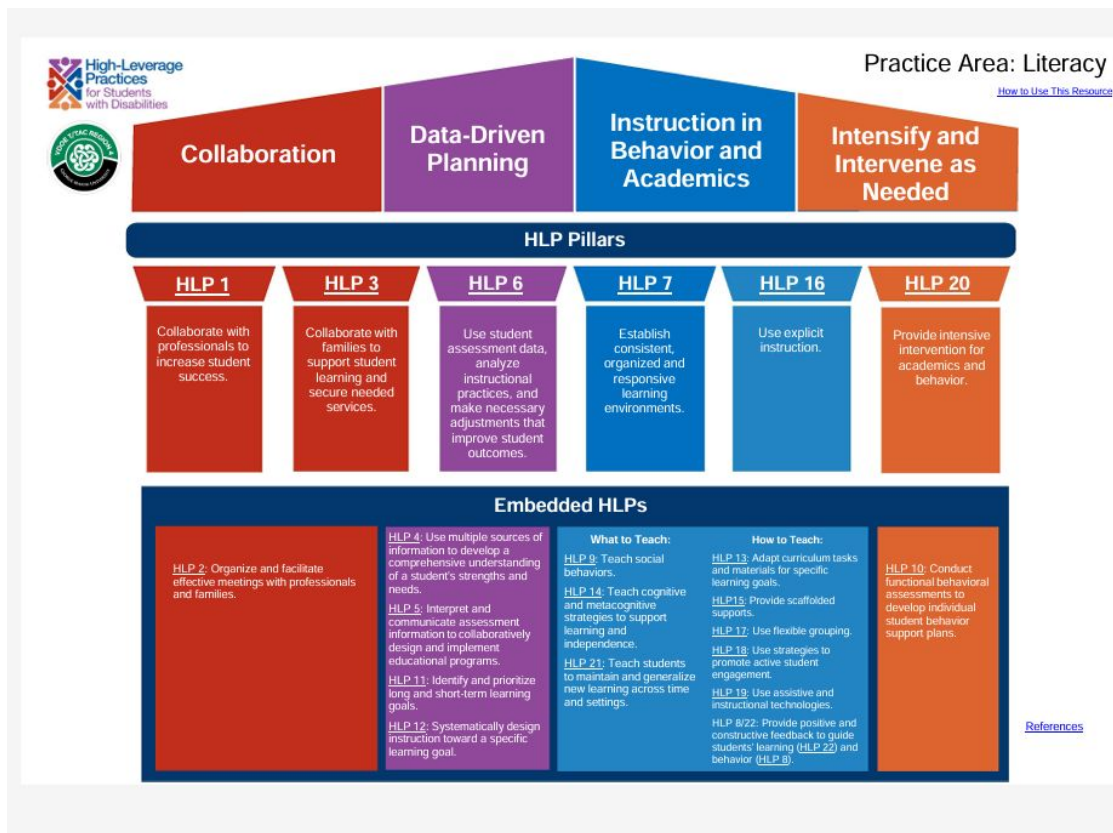
This module details the process of developing high-quality individualized education programs (IEPs) for students with disabilities. The module discusses the requirements for IEPs as outlined in the Individuals with Disabilities Education Act (IDEA) with implications of the Supreme Court's ruling in *Endrew F. v. Douglas County School District* (est. completion time: 3 hours).

- **Resource Type:** Module
- **Alignment:** I noselv–A minimal connection; the focus of the resource is not the HLP

# Content Crosswalks

Math

Literacy



# References

- Aceves, T. C., & Kennedy, M. J. (Eds.) (2024). *High-leverage practices for students with disabilities* (2nd Ed.). Council for Exceptional Children and CEEDAR Center.
- Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. The Guilford Press.
- Duffy, M. L., & Forgan, J. (2005). *Mentoring new special education teachers*. Corwin Press.
- Hughes, C. A., Morris, J. R., Therrien, W. J., & Benson, S. K. (2017). Explicit instruction: Historical and contemporary contexts. *Learning disabilities research and practice*, 32(4), 140-148. doi: 10.1111/ldrp.12142
- Moylan, L.A., Johnson, E.S., Crawford, & A.R., Zheng, Y. (2017). Explicit Instruction Rubric. Recognizing Effective Special Education Teacher (RESET), Boise State University.
- Pierce, J., & St. Martin, K. (2023). *Coaching for systems and teacher change*. Brookes.
- TTAC Online. (2025). *High-leverage practices*. <https://ttaonline.org/high-leverage-practices>

