Situating High-Leverage Practices and Evidence-Based Practices in Literacy

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Disclaimer

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Session Objectives

✧ High leverage practices (HLP) and evidence-based practices (EBP) defined
✧ HLPs that are particularly supportive of students with disabilities
✧ EBPs for literacy instruction – CEEDAR Course Enhancement Modules in K-5 Reading and Disciplinary Literacy
✧ Connecting HLPs and EBPs in personalizing instruction – think MTSS
✧ Other CEEDAR resources
High leverage practices

Definition – Practices that
- Focus 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

Why are they important to have in one’s “toolbox”? 
Discuss with 3 people around you
Evidence-based practices

Definition –
- In ESSA they are described as “an activity or intervention that demonstrates a statistically significant effect on improving student outcomes…”
- In SPED address quality of research design, but also attend to variability in participants and educational contexts
- They are
  - Content specific
  - Developmentally appropriate
  - Depend on learner need
  - Taught using HLPs

Why are they important to have…?
Discuss with 3 people around you
# High leverage practices common to general and special educators

<table>
<thead>
<tr>
<th>High Leverage practices (from Teaching Works)</th>
<th>High Leverage practices (from CEC/CEEDAR work group)</th>
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<tbody>
<tr>
<td>Explaining and modeling content, practices, and strategies</td>
<td>Use explicit instruction</td>
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<td>Use explicit instruction</td>
<td>Teach cognitive and metacognitive strategies to support learning and independence</td>
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<td>Diagnosing particular common patterns of student thinking and development in a subject-matter domain</td>
<td>Systematically design instruction toward a specific learning goal</td>
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<td>Adapt curriculum tasks and materials for specific learning goals</td>
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<td>Coordinating and adjusting instruction during a lesson</td>
<td>Scaffold instruction</td>
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<td>Scaffold instruction</td>
<td>Use flexible grouping</td>
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<td>Setting up and managing small group work</td>
<td>Use strategies to promote active student engagement</td>
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<td>Use strategies to promote active student engagement</td>
<td>Provide positive and constructive feedback to guide students’ learning and behavior</td>
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<td>Specifying and reinforcing productive student behavior</td>
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Explaining and modeling are practices for making a wide variety of content, academic practices, and strategies explicit to students. Depending on the topic and the instructional purpose, teachers might rely on simple verbal explanations, sometimes with accompanying examples or representations. In teaching more complex academic practices and strategies, such as an algorithm for carrying out a mathematical operation or the use of metacognition to improve reading comprehension, teachers might choose a more elaborate kind of explanation that we are calling “modeling.” Modeling includes verbal explanation, but also thinking aloud and demonstrating.
Specification of an HLP
(Special education example)

Teachers make content, skills and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and/or classifying concepts. Teachers use explicit instruction when students are learning new material and/or complex concepts and skills. They strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content and remove distracting information. They model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully and independently.
Activity comparing HLPs

✧ Maybe think about them along a continuum (general to special education contexts and across tiers)
Sources

✧ Teaching Works

✧ High Leverage Practices for Special Education Teachers
  – (draft document supported by CEC, Professional Standards and Practice Committee of CEC, Teacher Education Division of CEC, and CEEDAR)
Evidence based practices in literacy

http://ceedar.education.ufl.edu/cems/reading/

EVIDENCE-BASED READING INSTRUCTION K-5

http://ceedar.education.ufl.edu/cems/reading/
Strategies for developing core and disciplinary literacy skills

Core literacy
✦ Phonological and phonemic awareness
✦ Phonics
✦ Fluency
✦ Vocabulary development
✦ Comprehension

Advanced and discipline specific literacy
✦ Disciplinary literacy
Coordinating HLP and EBP
General and special educators working together
Use of HLPs and EBPs within an MTSS environment

**Multi-Level Prevention System**

- **Universal**
  - Focus: All students.
  - Instruction: District curriculum and instructional practices that are evidence based, align with state or district standards, and incorporate differentiated instruction.
  - Setting: General education classroom.
  - Assessments: Screening, continual progress monitoring, and outcome measures.

- **Supplementary**
  - Focus: Students identified (through screening) as at risk for poor learning outcome.
  - Instruction: Targeted, supplemental instruction delivered to small groups.
  - Setting: General education classroom or other general education location within the school.
  - Assessments: Progress monitoring, diagnostic.

- **Intensive**
  - Focus: Students who have not responded to universal or supplementary instruction.
  - Instruction: Intensive, supplemental instruction delivered to small groups or individually.
  - Setting: General education classroom or other general education location within the school.
  - Assessments: Progress monitoring, diagnostic.
Example of EPB coordination across tiers

- Decoding strategy, prefix families, decoding patterns
- Decoding strategy, prefix families
- Strategy for decoding and understanding words
- Modeling, practice structure, and feedback
Let’s look more closely at EBPs in literacy

EVIDENCE-BASED READING INSTRUCTION K-5

http://ceedar.education.ufl.edu/cems/reading/
EBP in literacy
Course Enhancement Module in K-5 Reading
CEEDAR Center

- Introduction
- Multi-tiered systems of support (MTSS)
- Essential Components of Reading Instruction
- Supplemental Reading Intervention
- Intensive Reading Intervention
EBP in literacy
CEM in K-5 Reading
CEEDAR Center

- Anchor Presentation
- 3.1 and 3.2 Handouts
- Phonological Awareness Video
- References and Resources

PARTS 3.3: PHONOLOGICAL AND PHONEMIC AWARENESS
- Anchor Presentation
- 3.3 Handouts
- Video Resources
- References and Resources

PART 3.4: FLUENCY
- Anchor Presentation
- 3.4 Handouts
- References

PART 3.5: VOCABULARY
- Anchor Presentation
- 3.5 Handouts
- References

PART 3.6: COMPREHENSION
- Anchor Presentation
- 3.6 Handouts
- Video Resources
- References and Resources

PART 3.7: CORE CASE STUDY
- Anchor Presentation
- 3.7 Handouts
HLP & EBP in comprehension
What might it look like across tiers?

Modeling, practice structure, and feedback
Activity

Thinking about HLPs and EBPs across tiers

How might coordinating use of HLPs and EBPs look different at each Tier?
EBPs in Disciplinary Literacy

http://ceedar.education.ufl.edu/cems/disciplinary-literacy/
How will you use this content?

✧ For yourself
✧ Working with your colleagues
✧ Professional development
Resources

✧ CEEDAR Center course enhancement modules (CEMs)
http://ceedar.education.ufl.edu/cems/

✧ CEEDAR Center innovation configurations
http://ceedar.education.ufl.edu/tools/innovation-configurations/

✧ CEEDAR Center reports
http://ceedar.education.ufl.edu/reports/
Questions?