High-leverage classroom practices and reflection on application

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Three instruction HLPs in special education

- Adapt curriculum tasks and materials for specific learning goals (HLP 13).
- Use explicit instruction (HLP 16).
- Provide scaffolded supports (HLP 15).
HLP 13: Adapt curriculum tasks and materials for specific learning goals

Teachers assess individual student needs and adapt curriculum materials and tasks so that students can meet instructional goals.
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Cue   Notes

Notes

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

Teachers select materials and tasks based on student needs; use relevant technology; and make modifications by highlighting relevant information, changing task directions, and decreasing amounts of material.
HLP 13: Adapt curriculum tasks and materials for specific learning goals

Teachers can use assistive technology to access content or display knowledge.
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Teachers make strategic decisions on content coverage (for instance, essential curriculum elements), meaningfulness of tasks to meet stated goals, and criteria for student success.
HLP 16: Use explicit instruction

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 classifying concepts.

Model of Explicit Instruction

- **Clear Objective**
  - Important focus
  - Specific learning outcome

- **I Do**
- **Modeling**
  - Clear Explanation
  - Planned Examples
- **Practice**
  - Guided Practice
  - Independent Practice
- **We Do**
- **You Do**

**Supporting Practices**
- Using effective methods to elicit frequent responses
- Providing immediate specific feedback
- Maintaining a brisk pace
HLP 16: Use explicit instruction

Teachers use explicit instruction when students are learning new material and complex concepts and skills.
HLP 16: Use explicit instruction

They strategically choose examples and nonexamples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information.
HLP 16: Use explicit instruction

They model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully and independently.
HLP 15: Provide scaffolded supports

Scaffolded supports provide temporary assistance to enable students to complete tasks that they cannot yet do independently; such supports result in a high rate of success.
HLP 15: Provide scaffolded supports

Teachers select powerful visual, verbal, and written supports; carefully calibrate them to students’ performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed.
HLP 15: Provide scaffolded supports

Some supports are planned prior to lessons and some are provided responsively during instruction.
Questions?