



OCTOBER | 2022

TTAC Monthly e-Newsletter



# Ready, Set, Go

Success for All

An e-Newsletter linking people and resources to support quality practices in the education of all students



## FOUNDATIONS OF TEACHING HIGH-LEVERAGE PRACTICES (HLPs)

High-leverage practices (HLPs) are foundational teaching practices that improve student engagement and learning. Experts from the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center and Council for Exceptional Children (CEC) identified 22 HLPs, and organized HLPs into four domains: collaboration, assessment, social/emotional/behavioral, and instruction (McLeskey et al., 2017). Most HLPs are appropriate for all teachers, however a few HLPs are specific for special education, and some differ only in intensity and focus (McLeskey & Brownell, 2015). Effective across grade levels, content areas, and learning environments, (McLeskey & Brownell, 2015; McCray et al., 2017), HLPs are fundamental for the implementation of evidence-based practices (EBPs).

Understanding HLPs and how to support teachers' implementation is paramount. Research shows that teacher effectiveness is the most impactful school-related variable affecting student achievement (Hattie, 2018), and HLPs are inclusive practices that support all students (Billingsley et al., 2017). To scale up the use and implementation of HLPs, experts from the CEEDAR Center and CEC recommend HLP professional learning throughout educators' careers, from pre-service preparation programs, induction

programs, to ongoing professional learning. School leaders, administrators, and instructional coaches support and build the capacity of novice and experienced teachers to deliver high quality instruction, including high leverage and evidence-based practices within schools (DeMatthews et al., 2020).

One way school leaders and administrators currently support teachers' instruction and development is through the Virginia Department of Education's (VDOE) teacher evaluation system, which has eight professional teaching standards that include: (a) professional knowledge, (b) instructional planning, (c) instructional delivery, (d) assessment of/for student learning, (e) learning environment, (f) culturally responsive teaching and equitable practices, (g) professionalism, and (h) student academic progress. According to the Virginia Department of Education (2021), "while teacher evaluation should provide a fair and accurate summative measure of teacher effectiveness, first and foremost, it should be a tool to improve teaching" (p. 3). To align the eight Virginia Professional Teaching Standards with specific HLPs, VDOE's Training and Technical Assistance Center (TTAC) at George Mason University (2021) created the Virginia Professional Teaching Standards and HLP Crosswalk. The crosswalk identifies specific teaching standards and related HLPs, which have links to resources that support HLP implementation. Resources include rubrics, checklists, and CEEDAR Center's teacher self-assessment tool. HLP Rubrics identify tenets of HLP implementation and teacher skill levels from ineffective to highly effective.

The Virginia Professional Teaching Standards and HLP Crosswalk can be used as a tool to improve instruction. Rubrics identify teacher strengths and areas of growth related to an HLP's tenets of implementation, providing opportunities for school leaders, administrators and coaches to give specific feedback to engage teachers in focused and meaningful conversations about HLPs. In turn, teachers use feedback to develop goals to improve their practice.

**Get Ready** to examine the Virginia Professional Learning Standards HLP Crosswalk to see how HLPs align with the Virginia Professional Teaching Standards. Explore TTAC's School Leaders HLP Implementation Checklist, which guides school leaders through developing a system to support teachers' application of HLPs into sustainable practices. The checklist can be integrated with the Virginia Professional Teaching Standards- HLP crosswalk to scale up HLPs with resources such as rubrics, checklists, and CEEDAR Center's self-reflection tool.

- [Virginia Professional Teaching Standards & HLP Crosswalk](#)
- [TTAC HLP Implementation Science Checklist](#)

**Get Set** to use rubrics, checklists, and CEEDAR Center's teacher self-assessment tool to identify teachers' areas of strength and growth. Explore Hanover Research's Coaching Conversations Workbook.

- [HLP Rubrics](#)
- [HLP Self-Reflection Tool](#)

**Go** Learn about HLPs. Enroll in VDOE's Virtual Virginia and GMU TTAC's free self-paced asynchronous professional learning sessions that go in depth about HLP #7, HLP #1, HLP #16, HLP #17, and HLP #18. Check out GMU TTAC's HLP Highlight Tools that give teachers an overview of the HLP and associated resources.

- [VDOE Virtual Virginia HLP Professional Learning Program and TTAC Opportunities](#)

- [GMU TTAC HLP Highlight Tools](#)

## References

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This e-Newsletter is a collaborative effort of the Virginia Department of Education Training and Technical Assistance Centers at George Mason University and James Madison University. This issue was prepared by the staff at the VDOE TTAC at George Mason University. For questions about content, please contact Dr. Catherine Creighton Martin at [cmarti82@gmu.edu](mailto:cmarti82@gmu.edu).

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