The High-Leverage Practices Continuum for North Carolina

North Carolina CEEDAR State Leadership Team

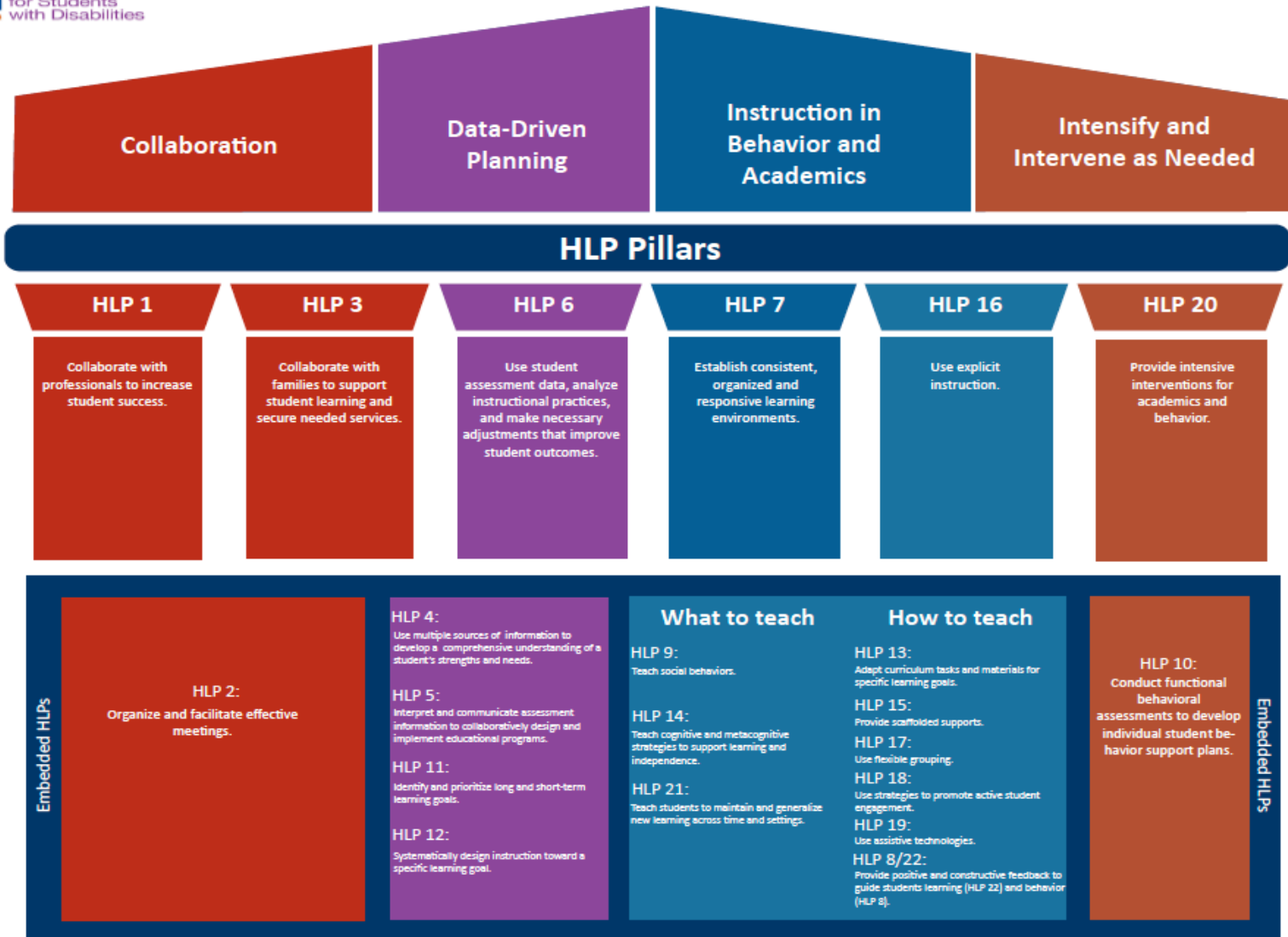JANUARY 2025

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Contents

Introduction and Guidance for Using the High-Leverage Practices Continuum

This resource guides users through each of the high-leverage practices (HLPs) for inclusive classrooms and identifies specific areas to focus on at each stage of teacher development, ranging from teacher candidate to teacher leader. We recommend utilizing the continuum in conjunction with a comprehensive HLP resource. We used the book *High-Leverage Practices for Inclusive Classrooms*, edited by James McLeskey, Lawrence Maheady, Bonnie Billingsley, Mary Brownell, and Timothy Lewis, and the freely available book *High-Leverage Practices for Students With Disabilities: Revised and Updated*, edited by Terese Aceves and Michael Kennedy, when creating this continuum. You can also find an older version of the latter book from 2017 at the same link provided, which highlights examples of each HLP at elementary and secondary levels. This continuum builds on other HLP resources by offering guidance for how to target teacher preparation, coaching/mentoring, and professional development programs to incorporate HLPs. In creating this continuum, we relied heavily on the text, figures, and resources shared in *High-Leverage Practices for Inclusive Classrooms*. We also utilized the revised HLP book to structure the continuum to fit within the pillar model. This pillar model emphasizes six "HLP pillars" as core practices, with the remaining HLPs described as "embedded" or supporting practices. We followed this structure in our continuum, which is why some of the HLPs are not in numerical order. The following visual depicts the organization of the High-Leverage Practices for Students with Disabilities into four domains: 1) Collaboration, 2) Data-Driven Planning, 3) Instruction in Behavior and Academics, and 4) Intensify and Intervene as Needed. The visual further separates the High-Leverage Practices into the Pillar HLPs and Embedded HLPs. A fully accessible version of the pillar visual can be accessed by visiting the HLP Accessible Pillars resource.

High-Leverage
Practices
for Students
with Disabilities

Collaboration

Data-Driven Planning

Instruction in Behavior and Academics

Intensify and Intervene as Needed

HLP Pillars

HLP 1	HLP 3	HLP 6	HLP 7	HLP 16	HLP 20
Collaborate with professionals to increase student success.	Collaborate with families to support student learning and secure needed services.	Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.	Establish consistent, organized and responsive learning environments.	Use explicit instruction.	Provide intensive interventions for academics and behavior.

Embedded HLPs

HLP 2:
Organize and facilitate effective meetings.

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 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

This graphic has been updated for accessibility purposes for the NCDPI OEC.

The HLPs should be explicitly introduced and practiced across the continuum, with educator preparation programs, public school units, and the North Carolina Department of Public Instruction (NC DPI) sharing responsibilities to support teacher development of the practices. The stages of development include the following:

Teacher Candidate. The teacher candidate column represents the initial stages of learning about an HLP through coursework. At this stage, most of the candidate's coursework will focus on learning about teaching methods. This column is also targeted toward education preparation programs to help identify ways to introduce the HLPs to teacher candidates.

Student Teacher. The student teacher column represents someone who is gaining experience on that HLP through practice and support from a lead teacher, as well as from faculty from an education preparation program. This stage is the first real implementation opportunity and chance for feedback for a candidate.

Practicing Teacher 1. Practicing Teacher 1 represents a licensed teacher who is starting to implement the HLPs. In the first few years, practicing teachers may require more induction and mentoring support as they translate what they have learned into practice and adjust to a new school and work environment. Knowing that the attrition rate for beginning teachers is higher than for more experienced teachers (NC DPI, 2024), the practices in this column highlight the most foundational components of each HLP to promote successful practices and avoid overwhelming new teachers.[1] If a practicing teacher has mastered what is in this column for a particular HLP, they should review the Practicing Teacher 2 column for further areas of growth.

Practicing Teacher 2. Practicing Teacher 2 represents a licensed teacher who has demonstrated knowledge of increasingly complex aspects of the HLPs. If a practicing teacher has mastered what is in this column, they should review the Teacher Leader column for further areas of growth.

Teacher Leader. A teacher leader is an expert in the field. They are someone who regularly implements the HLPs in their classroom and is able to provide guidance/mentorship to more novice teachers. You will see that some of the actions in this column focus on the teacher leader's development of skills, whereas others are more focused on supporting other teachers. Teacher leaders may also develop coaching plans for teachers and related service providers on targeted HLPs.

Although each stage of teacher development—Teacher Candidate, Student Teacher, Practicing Teacher 1, Practicing Teacher 2, and Teacher Leader—is labeled, we want to recognize that depending on an individual's pathway to licensure, their experience and understanding of each HLP may fall across different stages of development. The labels primarily show that there is a continuum for learning and implementing the HLPs, and these labels are not meant to describe someone's position. In North Carolina, there are numerous pathways to licensure, and individuals may need differing levels of support

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[1] In the 2022–23 school year, the attrition rate for beginning teachers (less than 3 years of teaching experience) in North Carolina was about 41.3% higher than for more experienced teachers in the state (a 15.1% beginning teacher attrition rate compared to 10.69% for non-beginning teachers).

across the continuum based on their pathway. For that reason, we recommend that individuals complete the HLPs for Students With Disabilities Self-Assessment Tools, created by Victoria VanUitert and Lynn Holdheide, to identify areas of strength and growth before targeting professional learning. Throughout the continuum, you will see that some text is in boldface. This bolded text correlates to items in the self-assessment for ease of identification.

We also want to emphasize that the HLPs are important teaching practices to consider in all teaching settings, including general education, special education, inclusive classrooms, and schools that use a multi-tiered system of supports (MTSS). However, there are a few practices that you will notice are essential to educators working with students with disabilities (SWD) or exceptional children (EC), such as HLP 2, which highlights individualized education program (IEP) meetings in addition to more general meetings with families. We hope this resource can be used to help bridge divisions or silos that may exist in meeting the needs of all learners, including SWD.

Collaboration

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

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Through mock situations, describe and practice elements of effective communication with colleagues, related service providers, and parents. Define co-teaching and the different models used to co-teach, as well as when each is most appropriately utilized during instruction. Describe the special education teacher's role and responsibilities in working with general education teachers, administrators, paraprofessionals, and other support personnel. Interview related service providers to identify how each role can be connected to student needs. Explore student goals for participation and functional skills in collaboration with students, parents, and related service partners.	Observe co-teaching instruction, identify the different models as well as the responsibilities of the special educator and general educator throughout each approach. Practice the different co-teaching models. Participate in meetings with paraprofessionals and other support personnel and explain how their role impacts student success. Identify and practice communication styles (e.g., directive, collaborative) between teachers and support personnel.	Implement different co-teaching models effectively and flexibly given student needs and instructional context. Partner with paraprofessionals and support personnel to cultivate a communicative relationship and clarify roles, responsibilities, and expectations of all partners. Reflect on collaborative relationships with students, colleagues, and families to identify areas for improvement. Engage in consistent collaboration with related service providers, specialists, the student, and families to increase student success. Problem-solve with a mentor using data to make decisions about the services and approaches supporting students.	Explore how related services can be better integrated into school routines. Integrate evidence-based practices into grade- or school-level expectations or procedures to help facilitate co-planning and co-teaching with colleagues. Facilitate effective communication with students, colleagues, and families to increase their engagement in the educational process. **Lead problem-solving meetings with colleagues, using data to make decisions about the services and approaches used to support students.**	Provide professional learning for new and experienced teachers on strategies to collaborate with colleagues effectively and efficiently. Model the integration of evidence-based programs and/or practices into grade-level and/or school-level expectations. Model effective communication with colleagues to facilitate co-planning and co-teaching Provide guidance and planning structures to enable effective communication with students, colleagues, and families.

Resources for Pillar HLP 1

[IRIS Center Module: Inclusion of Students With Significant Cognitive Disabilities](#)

[IRIS Center Module: Serving Students With Visual Impairments](#)

[Texas Region 13 Education Service Center Video on Facilitated IEP Meetings](#)

[Joint AOTA, APTA, and ASHA Statement on Collaborative Goals in Schools](#)

[Leadership Guide for HLP 1](#)

[Video: Collaborate With Colleagues to Improve Student Success](#)

[Video Example: Co-teaching](#)

[Video: Co-teaching Planning Meeting](#)

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

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Articulate IDEA requirements for strong family-educator collaboration.	Observe the cooperating teacher's interactions with families and note effective strategies for engagement and relationship building.	Implement strategies of effective two-way communication and relationship building to continuously improve and reflect on family engagement and relationships.	Advocate for increased family engagement in the learning process.	Model effective strategies for empowering and supporting families as they seek needed resources and services.
Locate state and local resources for families that ensure procedural safeguards and rights.	Practice strategies for effective two-way communication and relationship building.	Identify and understand sociocultural factors in the local community and adjust instruction to be culturally and linguistically relevant.	Develop effective strategies for empowering and supporting families as they seek needed resources and services.	Mentor other teachers in effective collaboration strategies.
Learn strategies to identify and address biases (implicit and explicit) as well as ways to implement culturally and linguistically relevant practices to enhance	Collaborate with the cooperating teacher, school supervisor, and	Create and practice strategies to help families prepare for	Seek professional and personal opportunities to develop culturally and linguistically relevant practices and build relationships in the community.	Support colleagues in establishing effective and culturally responsive two-way communication among families across all stages of problem-solving processes (e.g., IEP, MTSS).
			Inform school/district efforts to improve family collaboration.	

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
family–educator collaboration. Identify and rehearse effective *two-way* communication and relationship-building strategies with families.	families throughout the IEP process.	meetings and feel informed throughout the IEP process. Consider methods of accessibility (e.g., language) for families so that they can effectively participate in their child's learning.	**Communicate with parents using a language and method that would make the information most accessible.** Intentionally learn about and honor each student's cultural background and use that knowledge to design instruction.	Consistently seek to understand the perspectives and cultural differences of families to support student learning.

Resources for Pillar HLP 3

NC DPI Parents Rights and Responsibilities in Special Education (Spanish Version)

IRIS Center Module: Cultural and Linguistic Differences

IRIS Center Module: Family Engagement

CEEDAR Practice-Based Learning Opportunity: Using Simulation Environments for HLP 3

Leadership Guide for HLP 3

Video Example: Parent–Teacher Contact

NC DPI Parent Counseling and Training Resource

ECAC Parent Center

Embedded HLP 2: Lead effective meetings with professionals and families.

Note: The focus for a special education teacher here may be to prepare for IEP meetings, and the focus for general education teachers may be more focused on preparing for MTSS meetings, parent conferences, etc.

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Identify the purpose of different instructional decision-making meetings (e.g., school improvement, MTSS/PBIS, grade level) and strategies for preparing and actively engaging in the meeting process. Observe and reflect on best practices to prepare, lead, and facilitate effective meetings. Describe the purpose of each type of IEP meeting (e.g., referral, eligibility, annual review). Describe the role of each team member in an IEP meeting. Develop an agenda for an IEP meeting specific to its purpose.	Lead and reflect on a simulated meeting with peers using effective strategies. Participate in a parent conference and reflect on the meeting outcomes and information shared with families. Attend both an MTSS and an IEP meeting. Reflect on the meeting outcomes and participant engagement. Collaborate with the cooperating teacher to plan a meeting specific to your licensure area (including student data, preparation of meeting documents, and timelines).	Access resources, coaching, and professional development as needed to lead and facilitate effective instructional decision-making meetings for a variety of purposes. Collaborate with colleagues to effectively prepare, colead, and/or cofacilitate IEP meetings for a variety of purposes. Engage students and families to be active participants in the IEP process by asking them questions to get their input. Implement student-led IEPs and individualized transition plans.	Collaborate with schoolwide instructional support personnel to contribute to decision-making meetings. Encourage parent feedback and input by sharing materials in advance of meetings. **Provide an explanation of student data, including progress monitoring data, so that all team members can use the data to make informed decisions.**	Mentor novice special educators around the IEP process and coach them as they facilitate meetings with different purposes. Share resources to help lead effective meetings. Conduct observations of junior colleagues leading meetings and provide direct feedback to them.

Resources for Embedded HLP 2

Leadership Guide for HLP 2

Data-Driven Planning

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

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Understand different types of assessments and how to apply the data to make decisions. Explain the steps in the data-based individualization (DBI) process. Practice the DBI process with student testing data from case examples. Identify and review different data collection tools.	Work with individual students to utilize the DBI process to make instructional and/or behavior adjustments. Practice making adjustments based on decision rules. Practice using district-specific data collection tools.	Collaborate with special education and general education teachers and support staff (e.g., counselors, specialists) for successful implementation of small-group and individualized instruction. Establish consistent routines for embedding progress monitoring into instructional practice and adjusting to improve student outcomes. **Incorporate progress monitoring data to determine whether changes in instructional practices, interventions, and/or services are needed.**	Implement the DBI process to reflect on current progress monitoring practices and areas for growth. Collaborate with school teams to use data to inform instruction and improve student outcomes. **Consistently review progress monitoring data to adjust instructional practice to improve student outcomes.**	Model the DBI process using student progress monitoring data to adjust instructional practices. Develop resources that align with district data collection tools to support colleagues in enhancing their DBI implementation. Use the DBI framework to facilitate data conversations with colleagues.

Resources for Pillar HLP 6

"Steps of the DBI Cycle" figure on page 88 of the *High-Leverage Practices for Inclusive Classrooms* book

NCII: What Is Data-Based Individualization?

IRIS Center Module: Instructional and Testing Supports for Students With Disabilities

MTSS Center: Essential Components of MTSS

IRIS Center Module: Evaluating Learner Outcomes and Fidelity

Leadership Guide for HLP 6

CEEDAR Practice-Based Learning Opportunity: Simulation for HLP 6

Video: RMTC-DHH: Make Adjustments to Improve Student Outcomes

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

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Explain what is meant by the "whole child." Identify necessary components of a comprehensive learner profile (e.g., psychological evaluation, student voice, parent voice). Describe assessment types (formal/ informal) and when to use them and how to use progress monitoring to understand student impact. Practice using What Works Clearinghouse to identify validated assessments for target students. Analyze common assessments that exist in North Carolina and identify gaps for developing a comprehensive learner profile. Review assessments for cultural relevance. Learn about the role of the MTSS Early Warning System.	Identify assessments used in your district. Develop a single, comprehensive student learner profile. Collaborate with the CT to observe and practice assessment administration and progress monitoring. Review student assessment reports (e.g., psychological assessments), and collaborate with support personnel to identify student strengths and needs across settings and different times of day.	Identify assessments used in the district and select assessments that are appropriate to meet the different needs of your students. Use the available assessments to identify what data to gather to increase student outcomes. Use multiple sources of information (e.g., assessments, parent input, student input) to generate a comprehensive learner profile for each student.	Continuously review multiple sources of information (e.g., assessments, parent input, student input) to inform student learning. **Identify and summarize key findings from multiple data sources as they relate to student strengths and needs.**	Review and provide feedback regarding the cultural relevance of district assessments. Mentor colleagues in using multiple sources of data to identify student needs. Identify additional evidence-based assessments to support student strengths and needs.

Resources for Embedded HLP 4

NC DPI MTSS Assessment Guidelines

"Comprehensive Student Learning Profile Checklist" and "Example of a Comprehensive Student Profile" figures on pages 65 and 67 of the *High-Leverage Practices for Inclusive Classrooms* book

Leadership Guide for HLP 4

Video: RMTC-DHH: Learner Profiles and Data Collection

Embedded HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Practice reviewing relevant student data (e.g., PLAAFP) and using the data to modify instruction. Practice collaboration with relevant IEP team members (Note: EPPs could invite a licensed EC teacher to model this). Identify how MTSS is used to respond to student needs. Learn the purpose of and requirements for developing transition plans for SWD.	Create and implement a plan for IEPs. Identify examples of assessments and how they are used to make instructional decisions. Practice interpreting assessment information, pulling out key data to assist with development of PLAAFP and measurable annual goals. Gain familiarity with the *Testing Students With Disabilities Handbook* and describe standard accommodations. If applicable, review transition assessments and student transition plans, and collaborate with the cooperating teacher to refine as needed.	Identify assessments, and use them to make instructional decisions, accommodations, and modifications. Use the *Testing Students With Disabilities Handbook* to facilitate conversations with the IEP team. If applicable, collaborate with the student, the IEP team, and relevant stakeholders to create transition plans. Embed transition plan goals into instruction. **Provide an explanation of student data, including progress monitoring data, in a way in which all team members can use them to make data-informed decisions.**	Design instruction that embeds elements of the transition plan. **Encourage discussion and problem solving among families and team members to ensure that a student's IEP is high quality.** **Present student data in an understandable format so that families and educators can use the data to guide programmatic decisions.**	Model effective practices for interpreting, summarizing, and communicating student assessment data for novice teachers. Provide input to the development of local practices and policies for effective transition planning. Establish community partnerships and agency agreements that enhance the effectiveness of transition plan outcomes. Develop and share resources that families can use to understand and support their student's education plan and transition needs.

Resources for Embedded HLP 5

NC Two-Year State Assessment Plan

NC DPI Testing Students With Disabilities Handbook

IRIS Center Module: Student-Centered Transition Planning

Leadership Guide for HLP 5

CEEDAR Practice-Based Learning Opportunity: Simulation for HLP 5

Article: "Four Steps for Interpreting and Communicating High-Stakes Assessment Results" by William Blackwell and Nancy Stockall
Video: RMTC-DHH: HLP5 Interpreting and Communicating Data

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

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Identify the two types of instructional priorities and how they support identifying goals.

Use the vertical alignment of grade-level standards (including the North Carolina Standard Course of Study and/or Extended Content Standards) to write PLAAFP and promote access to the general education curriculum within IEP goals.

Use the PLAAFP to understand NC standards to identify vertical progression toward grade-level content goals and what specially designed instruction (SDI) would be.

Identify the components of a SMART goal.

Write a SMART goal when given a PLAAFP, addressing the foundational skills for reading, writing, and math concept development. | Using the student's PLAAFP and the vertical alignment, determine the prerequisite skills needed to engage in or master the current grade-level standard.

Identify the strengths and needs of the student through assessment and observational data to determine individualized priorities.

Use individualized student assessment data from formative and summative assessments to identify long- and short-term goals for learning aligned with grade-level standards. | Apply the vertical alignment of grade-level standards to write PLAAFP and monitor and respond to student progress toward individualized goals.

Implement the foundational skills for reading (e.g., LETRS, RRtCP) and math concept development (e.g., Focus on Meaning) in the design of short- and long-term goals.

Use individualized student assessment data to identify long- and short-term IEP goals for learning aligned with grade-level standards.

Use formative and summative assessment data to identify student needs. | Use individualized student assessment data to support students in identifying their own long- and short-term goals for learning aligned with grade-level standards.

Develop ambitious, attainable, and socially significant goals to ensure that students can access and be successful in an inclusive setting. | Model, guide, and coach novice teachers in using formative and summative assessment data to identify the gaps in student learning between current performance and general curriculum instructional priorities. |

Resources for Embedded HLP 11

NC Standard Course of Study

NC Extended Content Standards

"Identifying General Curriculum Standards" section of the *High-Leverage Practices for Inclusive Classrooms* book on pages 160–163

Leadership Guide for HLP 11

Video: Goal Setting

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

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Review the scope and sequence of evidence-based programs used in the classroom and identify whether it works toward the student's goal. Outline the foundational skills within the science of reading, writing, and mathematics. Determine prerequisite skills needed to move forward within the foundational skill continuum for the science of reading, writing, and mathematics.	Determine whether programs in the classroom are evidence based and connect those to student goals. Connect components of the science of reading, writing, and mathematics to a curriculum, and identify how it impacts student outcomes. Identify student interventions or learning tasks that are aligned to curriculum and student goals. Create lessons with clear, measurable, ambitious, attainable, and actionable outcomes. Use formative and summative assessment data to track goal	Systematically design and plan instruction using clear, observable, and measurable goals. Implement instruction with fidelity using progress monitoring. Use formative and summative assessment data to track goal progress and adjust instruction if needed.	Apply the principles of universal design for learning (UDL) when planning and implementing lessons. Consistently collaborate with coteachers and support personnel to design SDI that meets individual student needs. Determine systematically designed instruction based on present level of performance with student data and grade-level expectations (connect to gap analyses in HLP 15).	Create video models of instructional lessons that share effective strategies for creating and delivering systematically designed instruction. **Model, observe, and coach teachers in providing lessons where student outcomes are clear, measurable, ambitious, attainable, and actionable.** Provide feedback on the development of locally designed formative assessment plans to determine systematically

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
	progress and adjust instruction if needed.			designed instruction toward specific goals and standards.

Resources for Embedded HLP 12

Leadership Guide for HLP 12

Video: Systematically Design Instruction Toward a Specific Learning Goal

Instruction in Behavior and Academics

What to Teach

Pillar HLP 7: Create a consistent, organized, respectful learning environment.

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Complete the classroom procedure quiz and embed the results in a draft classroom plan that includes classroom expectations, rules, and procedures.

Observe a live or recorded lesson, and document the strategies for classroom expectations, rules, and procedures that are observable. | Identify the 14 components of the classroom procedure quiz, and explain how they are explicitly taught, reinforced, and retaught.

Practice setting expectations and classroom procedures.

Practice acknowledging appropriate student behavior using classroom language, expectations, rules, and procedures.

Identify one or two problem behaviors within field experience and develop a hierarchy of response strategies to correct the problem behaviors within the classroom. | Classroom expectations, rules, and procedures are posted, taught explicitly, and referred to frequently in the classroom.

Develop and regularly use a continuum of strategies for acknowledging appropriate behavior.

Create a hierarchy of response strategies that discourage problem behavior to guide students.

Organize classroom layout and seating arrangements to ensure the visibility and mobility of all students and the teacher. | Classroom expectations incorporate student input and reflect the cultures, values, and beliefs of students and families from various ethnic, cultural, and linguistic backgrounds.

Communicate the rationale for classroom expectations, rules, and procedures with students using terms that are observable, measurable, positively stated, understandable, and consistently applied. | Model, coach, and guide teachers on culturally relevant classroom instruction and practices.

Provide colleagues with a continuum of evidence-based practices for a consistent, respectful, and well-managed classroom environment.

Share feedback with teachers on classroom expectations and response strategies. |

Resources for Pillar HLP 7

Use the "Classroom Procedures for Student Self Assessment Quiz" on page 112 of the *High-Leverage Practices for Inclusive Classrooms* book to guide classroom design and management planning.

IRIS Center's Classroom Behavior Management Module (Part 1): Key Concepts and Foundational Practices

IRIS Center's Classroom Behavior Management Module (Part 2): Developing a Behavior Management Plan

CEEDAR Center's Evidence-Based Practices for Classroom and Behavior Management: Tier 2 and Tier 3 Strategies

IRIS Center Case Study: Establishing Classroom Norms and Expectations

Leadership Guide for HLP 7

Video: Establish a Consistent, Organized, and Respectful Learning Environment

Video: Dr. Anita Archer Presentation on Classroom Management

Embedded HLP 9: Teach social skills.

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Explain the components of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Learn how barriers to student communication may manifest into internal and/or external displays of student behavior. Develop a lesson plan for a given social skill that includes defining and	Identify components of effective social skills instruction in CT lesson: • Defines targeted skills • Breaks skills into teachable steps • Identifies relevant examples • Facilitates student engagement • Provides performance feedback	Identify specific social skills to be taught based on data from a variety of sources. Implement explicit social skills instruction using social skills lesson plans that include examples, nonexamples, and role playing. Implement progress monitoring based on student development of social skills. Provide ongoing feedback to relevant stakeholders.	Provide targeted social skill instruction based on a variety of data sources, including feedback from families. **Consider the setting and circumstances when a specific social skill is needed, and develop examples, non-examples, and role-playing scenarios to support students in generalizing the skill.**	Model targeted social skill instruction based on a variety of data sources, including feedback from families. Support teachers with identifying appropriate progress monitoring tools and practices for monitoring student social skill growth (e.g., frequency, rate, duration, latency). Work with administrators to develop a professional learning plan for teachers to learn

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
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breaking the skill into teachable components and examples and nonexamples that help the learner discriminate between appropriate and inappropriate skills. Use a variety of data sources to identify and prioritize the social skill(s) that need to be taught explicitly.	• Develops guided practice • Facilitates maintenance and generalization of social skill by fading scaffolded supports • Identifies ways to progress-monitor use of newly learned social skills	Social skill instruction includes • consideration of setting, circumstances, and students' culture and background; • examples, nonexamples, and role playing; • immediate, specific, positive, and corrective feedback; • multiple opportunities to practice newly learned social skills in a variety of settings; and • scaffolded supports that are faded to increase students' independent use of skills.	Collaborate with school counselors, social workers, and other support staff to organize and implement social skill groups. Connect social skill instruction directly to classroom expectations, rules, and procedures.	evidence-based practices for social skill instruction. Provide novice teachers with a list identifying school support staff and their roles. Work with teachers to understand the roles, including when and how to access additional support staff if needed. Mentor colleagues in connecting social skill instruction to classroom expectations, rules, and procedures.

Resources for Embedded HLP 9

NC DPI De-escalation Course on Canvas

Leadership Guide for HLP 9

Video: Teach Social Skills

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

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Learn what metacognitive strategies are as well as why and when they are used. Explain how the metacognitive strategies (including the Self-Regulated Strategy Development Model and the Strategic Instruction Model) can be explicitly taught to students.	As part of an observation, explain how the reciprocal relationship between students and teachers appears in the classroom. Practice teaching the metacognitive strategies to students to solve problems, organize thoughts, and regulate attention.	Select appropriate strategies using data and evaluate the effectiveness of strategy use. Through cognitive strategy instruction (CSI), prepare students to become self-directed, independent learners.	Implement and consistently monitor cognitive and metacognitive strategies for teachers to support students' learning and independence. Explain to the student and parents/caregivers how the student's skills are developing toward independence and self-directed learning.	Model and coach cognitive and metacognitive strategies to support students' learning and independence. Work with administrators to develop a professional learning plan for teachers to implement cognitive and metacognitive strategy instruction. Observe and provide feedback on teachers' implementation of cognitive and metacognitive strategies.

Resources for Embedded HLP 14

"Example of Reciprocal Role of Teacher and Student in Cognitive and Metacognitive Strategy Learning and Use" figure on page 202 of the *High-Leverage Practices for Inclusive Classrooms* book

"Sample Resources for Research-Validated Strategies" figure on page 207 of the *High-Leverage Practices for Inclusive Classrooms* book

IRIS Center Module Using Learning Strategies to Enhance Student Learning

Leadership Guide for HLP 14

CEEDAR Center Simulation Environment for HLP 14

Video: Use Cognitive and Metacognitive Strategies

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

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Define generalization and maintenance as it relates to SWD. Explain why generalization is important and how to set up a generalization plan. Explain how baseline data, intervention data, and maintenance data are different and impact the student. Define self-determination and explain its importance in student learning and transition plans.	Practice working with a student on self-management skills. Demonstrate or identify the generalization strategies in a lesson. Create a reinforcement schedule for individuals. Observe how the CT embeds generalization and maintenance of skills across time, settings, and lessons.	Create transition plans that embed self-determination and advocacy practices. Embed generalization strategies into lessons. Communicate student generalization and maintenance plan and their progress to relevant stakeholders (including families, students, and general education teachers).	Regularly use data to monitor generalization and maintenance. Engage students in self-reflective practices to increase generalization and skill maintenance. Explain to the student and parents/caregivers how the student's skills are developing toward generalization and maintenance of skills.	Model effective use of generalization and maintenance practices. Mentor novice teachers on incorporating generalization and maintenance into education plans. Develop a toolkit of evidence-based practices that facilitate student skill development with generalization and maintenance and provide related coaching.

Resources for Embedded HLP 21

UDL Guidelines: Maximize Transfer and Generalization

Teaching for Transfer: Fostering Generalization in Learning, edited by Anne McKeough, Judy Lee Lupart, Anthony Marini

Leadership Guide for HLP 21

Video: Teach Students to Maintain and Generalize Across Time and Settings, from Dr. Michael Kennedy

How to Teach

Pillar HLP 16: Use explicit instruction.

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Define explicit instruction through the 16 key elements, and make connections to systematic instruction, scaffolded supports, and SDI. Practice identifying the elements of explicit instruction in various settings.	Identify how often students have opportunities to respond. Identify how teachers monitor student progress and provide corrective feedback. Design and implement an explicit instruction lesson for a small group of students; then present a whole-class lesson.	Design lessons with frequent opportunities for students to respond. Monitor student performance through responses and provide corrective feedback. Monitor the fidelity of implementation using the fidelity checklist based on the 16 elements of explicit instruction.	Deliver key elements of explicit instruction driven by student response and adapted to individual students. Use sequenced and organized lessons focusing on the most important content with clearly stated lesson goals and student expectations. Skills within the lesson break down complex tasks and provide concise step-by-step demonstrations. Provide guided practice with scaffolded supports and frequent opportunities for students to respond. Immediately affirm response or provide corrective feedback. Implement explicit instruction through both modeling and providing affirmative and corrective feedback.	Observe teachers' lessons and provide feedback on student opportunities to respond (e.g., asking questions). Model explicit instruction using sequenced and organized lessons focusing on the most important content, with clearly stated lesson goals and student expectations. Model guided practice with scaffolding and frequent opportunities for students to respond to questions. Coach educators in implementing explicit instruction through modeling and providing feedback.

Resources for Pillar HLP 16

What Works Clearinghouse Practice Guides

NCII Modules on Features of Explicit Instruction

Leadership Guide for HLP 16

Video: Use Explicit Instruction

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

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Use sample lessons to identify potential adaptations for specific learning goals. Understand UDL and differentiated instruction. Identify scenarios when material and task adaptations may be necessary compared to when content enhancements would be most helpful.	Apply material and task adaptations using UDL and differentiated instruction. For specific learning goals, practice ● simplifying task directions, ● altering the amount of material, ● adjusting the difficulty level, and ● highlighting relevant material.	Ensure that adaptations are included in student IEPs, clearly communicated with all service providers, and implemented across all educational settings. Implement UDL and differentiated instruction throughout lesson planning.	Identify barriers within curriculum tasks and materials and find adaptations to reduce barriers. **Use multiple adaptations to increase the likelihood of student success.**	Contribute to a school- or district-level repository of common adaptations (e.g., templates for guided notes or graphic organizers) to ensure consistent support for students across grade levels. **Coach educators in how to adapt curriculum and materials based on learning goals using both modeling and providing affirmative and corrective feedback.**

Resources for Embedded HLP 13

CEEDAR Guide for Teacher Preparation in the Development of UDL Content

IRIS Center Module: Designing Learning Experiences That Engage and Challenge All Students

IRIS Center Module: Instructional and Testing Supports for Students With Disabilities

IRIS Center Module: Differentiated Instruction

Leadership Guide for HLP 13

Video: Make Adaptations

Embedded HLP 15: Provide scaffolded supports.

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Identify how scaffolding is connected to learning progressions and content mastery in reading, writing, and math. Learn about the principles that guide the implementation of various individualized scaffolded supports (e.g., breaking down tasks, peer supports) for students. Practice gradual release of responsibility with "I Do, We Do, You Do." Plan a lesson with scaffolded supports built in.	Observe how general and special education teachers use learning progressions to scaffold instruction. Identify the contributions of various collaborators (i.e., general education teachers, special education teachers, related service providers) when planning scaffolded instruction. Create a list of evidence-based scaffolded supports that identifies the function of the support, the tool, and the function of the tool. Provide examples of each support for future reference. Plan and practice delivering a lesson with embedded, scaffolded supports.	Collaborate with general education and special education teachers and related service providers when planning scaffolded instruction. Align learning progressions with content mastery expectations to plan for accelerated growth. Individualize scaffolded supports for students based on progress monitoring. Develop a more comprehensive repository of evidence-based, scaffolded supports that identifies the function of the support, the tool, and the function of the tool; provides examples; and identifies the purpose.	Consistently collaborate with general and special education teachers and related service providers. Use data to create gap analyses that align learning progressions/trajectory with content mastery. Refine and revise a repository of evidence-based, scaffolded supports and share with others. **Provide scaffolded supports (e.g., graphic organizers, sentence stems) across a wide range of areas (e.g., academics, behavior).**	Explain and model how to align learning progressions with content mastery. **Coach educators in how to provide scaffolded supports based on learning goals using both modeling and feedback.** Develop scaffolded supports across a wide range of areas.

Resources for Embedded HLP 15

"Talk Moves to Scaffold Learning in Moment-to-Moment Interaction" figure on page 229 of the *High-Leverage Practices for Inclusive Classrooms* book

IRIS Center Module: Providing Instructional Supports

Leadership Guide for HLP 15

Video: Use Scaffolded Supports

Embedded HLP 17: Use flexible grouping.

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Explain the importance and rationale of flexible grouping as a strategy to support students. Identify the differences between types of flexible grouping (e.g., same ability, mixed ability) and when to use them. Describe several cooperative learning structures and procedures for implementation. Identify ways technology can be used to enhance flexible grouping.	Observe and describe how your CT implements flexible grouping. Use student assessment data to practice forming mixed and same-ability flexible groups. Plan for and demonstrate use of cooperative learning structures and technology to support identified learning objective(s).	Implement strategies based on student data to create flexible grouping. Monitor the fidelity of implementation using the fidelity checklist.	Advocate for an environment and schedule that allows for flexible grouping. **Use cooperative learning structures (e.g., jigsaw) to meet academic, behavioral, and/or interpersonal instructional objectives.**	Model and coach educators in how to implement flexible grouping based on learning goals and student data. Model various strategies for organizing students into flexible groups based on learning goals, student data, and knowledge of students and the learning environment.

Resources for Embedded HLP 17

"Fidelity Checklists for Two Kagan Cooperative Learning Structures" figure on page 269 of the *High-Leverage Practices for Inclusive Classrooms* book

Leadership Guide for HLP 17

Video: Use Flexible Grouping

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

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Identify components of a school day (e.g., available time, opportunities to respond) to analyze the measures of student engagement within the context of potential planned and delivered instruction. Understand the connection between active student engagement and cooperative learning. Describe several strategies to increase active student engagement (e.g., choral responses, response cards), implementation procedures, and when to implement the strategies.	Identify the impact of student engagement strategies through observation of classroom lessons. Identify signs of student engagement and "good noise" compared with off-task behavior. Plan strategies for active student engagement, including the ability to identify when adjustments are needed based on student response.	Design lesson plans to include a range of strategies (e.g., choral, individual) that promote active student responses to meet individualized needs. Implement active student engagement strategies and adjust based on student responses to support classroom management and student learning.	Support others in the delivery of lessons with a high level of student engagement. Advocate for students who need alternative ways to engage and respond. Expand repertoire of research-supported active student response practices. **Provide students with opportunities to respond (e.g., asking questions) throughout lessons.**	Model engaging students through connections between the content and students' lives while incorporating teacher-led, peer-assisted, and student-regulated opportunities throughout a lesson. Coach educators in designing lessons that provide students with opportunities to respond to questions throughout the lesson.

Resources for Embedded HLP 18

Recommended activity: Review "Comparing Measures of Student Engagement in the Context of Potential, Planned, and Delivered Instruction" figure on page 283 of the *High-Leverage Practices for Inclusive Classrooms* book, and identify components of student engagement.

Leadership Guide for HLP 18

CEEDAR Practice-Based Learning Opportunity: Implementation Guide for HLP 18

Video: Use Strategies to Promote Active Student Engagement

Embedded HLP 19: Use assistive and instructional technologies.

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Explain the rationale behind assistive technology (AT) and how it supports student learning. Describe the differences between high and low-instructional technologies. Learn about assistive and instructional technologies and when they may be appropriate for whole groups, small groups, and individual students.	Identify how AT is implemented by your CT and whether there is access to an AT team or expert for consultation. Observe how teams identify, plan for, and implement AT to support individualized student learning. Plan for and demonstrate the use of instructional technologies to support student engagement, access to content, and student demonstration of learning.	Collaborate with an AT team to determine appropriate technology and changes to AT. Use and reflect on instructional technologies to support student engagement, access to content, and the student's ability to demonstrate learning.	Seek professional learning opportunities to advance knowledge of current and effective AT for addressing individualized student needs. Utilize a decision-making process to integrate UDL and AT. **Consider and plan for students' AT needs related to their goals, access to the general education curriculum, and extracurricular activities.** Lead IEP team in a discussion of the need for AT and suggest changes as appropriate.	Model using assistive and instructional technologies in lessons to support active engagement and improve student outcomes. Coach educators in choosing and implementing assistive and instructional technologies for their lessons. Advocate for an AT team in your school or district.

Resources for Embedded HLP 19

"Technology Use With Other Instruction High-Leverage Practices" table on page 304 of the *High-Leverage Practices for Inclusive Classrooms* book

"UDL and AT Instructional Considerations Cycle" figure on page 308 of the *High-Leverage Practices for Inclusive Classrooms* book

NC DPI Assistive Technology Canvas Site

IRIS Center's Assistive Technology Module

Leadership Guide for HLP 19

Video: Use Assistive and Instructional Technologies

Embedded HLP 8: Use feedback to improve student outcomes.

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Explain the difference between positive, instructive, and corrective feedback. Explain how the characteristics of effective feedback can be differentiated based on the five stages of learning. Learn how teacher communication (or lack thereof) impacts behavior outcomes for students.	Observe a lesson and identify how teachers are implementing different types of feedback in academics and behavior. Watch a recorded lesson of your own and document the types and frequency of feedback provided in academics and behavior. Reflect on how to increase the frequency and effectiveness of feedback.	Provide feedback that is specific, contingent, timely, sincere, and appropriate within the phases of learning. Receive peer-supported coaching or mentoring or use self-management strategies to increase frequency and specificity of feedback.	Provide timely, positive, and specific feedback focused on the process and skills students should exhibit. **Provide timely, corrective feedback when addressing errors rather than reprimanding the student.** Adjust the type and frequency of feedback based on student progress monitoring data. **Use progress monitoring data to determine whether changes in instructional practices, interventions, and/or services are needed.**	Observe novice teachers to share feedback on ways they can improve positive, constructive, specific feedback with explanations of how students are meeting expectations. Model detailed specific feedback with explanations of how students are meeting expectations. Coach educators in providing detailed, specific feedback with explanations of how students are meeting expectations.

Resources for Embedded HLP 8

Video: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior

Leadership Guide for HLP 8

Embedded HLP 22: Provide positive and constructive feedback.

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
State the rationale and purposes for providing detailed positive and corrective feedback. Provide detailed examples based on case studies of how to provide both positive and corrective feedback to a student. Use corrective feedback to support students within goal attainment. Identify appropriate feedback for nonexamples.	Using a student's goal, help the student process "Where am I going, how am I going, and where to next?" Identify the level of feedback a student may benefit from (task, process, or self-regulation).	Request feedback on your delivery of positive and constructive feedback in the classroom. Reflect on feedback nonexamples and how these may show up in your instruction.	**Provide detailed, positive, and specific feedback on student learning.** Develop a school-based feedback starter handout based on the examples in the HLP resource books and in alignment with school culture and materials.	Observe novice teachers to share feedback on ways they can improve positive, constructive, specific feedback with explanations of how students are meeting expectations. Model and coach educators in providing detailed, specific feedback with explanations of how students are meeting expectations.

Resources for Embedded HLP 22

"Classroom Non-Example" on page 354 of the *High-Leverage Practices for Inclusive Classrooms* book

Video: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior

NCII Module on Feedback

IRIS Case Study: Fostering Student Accountability for Classroom Work

Leadership Guide for HLP 22

Intensify and Intervene as Needed

Pillar HLP 20: Provide intensive intervention using data-based individualization.

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Explain how DBI aligns with intensive instruction. Explain what fidelity of implementation means. Describe the features of DBI. Define progress monitoring and its connection to DBI.	Practice making a diagnostic data and hypothesis chart for a student, including dosage, attention to transfer, use of explicit instruction principles, and behavior support. Consider how interventions are adapted based on the taxonomy of intervention adaptations.	Use the DBI structure to understand how students are responding to instruction and utilize the taxonomy of intervention adaptations to respond to student needs. Plan services and instruction while considering data and program fidelity.	Collaborate among all stakeholders (students, parents, staff) on the DBI process and student progress. Consistently deliver instruction that is based on student needs and delivered in a way that closes gaps in learning. Smoothly adapt instructional delivery in response to student performance.	Advise, mentor, and model how to use DBI for novice teachers. Identify academic needs, create an instructional plan, and monitor progress in a manner that efficiently moves a student toward grade-level expectations. Coach colleagues in effective data collection and instructional planning geared toward student mastery of grade-level material. Advocate for appropriate tools for assessment that align with student needs.

Resources for Pillar HLP 20

"Taxonomy of Intervention Adaptations" table on page 320 of the *High-Leverage Practices for Inclusive Classrooms* book

"Examples of Diagnostic Data and Hypotheses for Non-Response to Problem-Solving Program" figure on page 321 of the *High-Leverage Practices for Inclusive Classrooms* book

NCII Module on DBI

Background and video examples of HLP 20

Wyoming Example of DBI Implementation

NCII Tools Charts

Intervention Intensification Strategy Checklist

IRIS Center Module: Using Data-Based Individualization to Intensify Instruction

Leadership Guide for HLP 20

IRIS Center's Calculating Rate of Growth Activity Sheet

"Using CBM for Progress Monitoring in Written Expression and Spelling" guidance document by Drs. Lynn and Doug Fuchs

Embedded HLP 10: Conduct functional behavior assessments to develop individualized behavior support plans.

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Identify the relationship between HLPs 7, 8, and 9 and HLP 10. Explain how behavior is a form of communication and the foundation of antecedent-behavior-consequence (ABC). Describe the difference between how MTSS and exceptional children (EC) use functional behavior assessments (FBAs) and when parental consent is required. Learn the critical components of FBAs and behavior intervention plans (BIP)/behavior support plans (BSP), as well as when each should be completed. Describe the systematic process to identify and define a student's problem behavior. Determine appropriate use of data collection methods (e.g., frequency, intensity, latency, and duration) and tools (e.g., observations) to measure behavior.	Reflect on a recording of your own teaching practices to identify ABCs. Collaborate with the CT and the IEP team to determine appropriate data collection tool to use with students. Identify the critical components of an FBA. Collaborate with IEP teams to complete an FBA and/or BIP/BSP.	*With a mentor*, utilize documentation and data (e.g., ABC) as a reflective practice to identify critical times in instruction where adjustments can be made to evidence-based instruction. Through data collection, identify when students are regularly demonstrating behaviors that are impeding their learning in core instruction. Collaborate with families and other school staff to conduct FBAs for individual students and develop BIPs/BSPs based on data collected.	In collaboration with the IEP team, complete the systematic process to identify and define a student's problem behavior. Advocate for students who have persistent behavior needs, despite evidence-based instruction and behavior management practices, to undergo an FBA with parental consent. **Apply the ABC model when developing the FBA hypothesis statement.**	Mentor and support novice teachers' use of data (e.g., ABC) to make instructional changes and advocate for students. Advocate for use of appropriate tools to address behavior concerns.

Teacher Candidate	Student Teacher	Practicing Teacher 1	Practicing Teacher 2	Teacher Leader
Alternatively licensed teachers fall across Teacher Candidate, Student Teacher, and Practicing Teacher on the continuum.				
Determine data to collect when provided with a case study. Receive explicit training on how to conduct FBAs, identify the function of behavior, select aligned behavior strategies, and develop BSPs.				

Resources for Embedded HLP 10

The IRIS Center's Functional Behavioral Assessment Module

Article: Disability Rights in North Carolina: Understanding FBAs and BIPs

PBIS World

Leadership Guide for HLP 10

Video: Dr. Kennedy's Description of HLP 10

U.S. Department of Education Guide for Using FBAs to Create Supportive Learning Environments

Glossary

ABC (Antecedent-Behavior-Consequence). The ABC model can be used to better understand why certain behaviors happen by looking at the antecedent (or action that precedes the behavior) and the consequence (or result of the behavior).

AT (Assistive Technology). AT includes any product, software, system, or equipment that is used to maintain or improve the functional capabilities of students with disabilities (ATIA, n.d.). While AT can be utilized outside of the learning environment to support the daily living of persons with disabilities, our focus is on its use in the classroom.

BIP/BSP (Behavior Intervention Plan/Behavior Support Plan). A BIP (or BSP) is a customized written plan typically developed based on the results of a functional behavior assessment. By identifying the root cause of challenging behavior, the plan outlines modifications that need to be made to the student's environment and specific skills and strategies that need to be explicitly taught, along with individualized motivators that should be used to reinforce positive behaviors. The plan should also include components of progress monitoring and a systematic approach to addressing problematic behaviors when they occur. Utilizing a team approach, including the student's family, the goal is to improve the student's learning and successful participation in the school environment (NC DPI, n.d.).

CSI (Cognitive Strategy Instruction). CSI is an explicit instructional approach that teaches students specific and general cognitive strategies to improve learning and performance by facilitating information processing. It helps students develop and use metacognition and specific strategies to learn, solve problems, and self-regulate and can decrease the cognitive load to allow students to access new content and skills. Examples include spaced learning, using real-world examples, summarizing, self-questioning, visible thinking strategies, and more.

CT (Cooperating Teacher). A CT is an experienced teacher assigned by an educator preparation program to mentor a preservice or student teacher. To serve as a cooperating teacher in the state of North Carolina, the teacher must be licensed in the area in which they are mentoring, have at least a proficient rating on the most recent teacher evaluation, and have principal approval. Note that the terms *mentor teacher* and *clinical educator* may be used interchangeably for *cooperating teacher*, depending on the context and the educator preparation program.

DBI (Data-Based Individualization). DBI is a process for targeting academic or behavior interventions to meet the needs of a student. The process involves systematically collecting data to monitor student progress and using research-based adaptation strategies to individualize and intensify the intervention (NCII, n.d.).

EC (Exceptional Child/Children). Used interchangeably with "student(s) or child/children with disability[ies]. In North Carolina, ECs are children who have been evaluated in accordance with NC Policies and determined eligible to receive special education and related services as a child with one of the following disabilities: autism, deaf-blindness, deafness, development delay, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, serious

emotional disability, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment (NC 1500-2.4, NC Policies Governing Services for Children With Disabilities).

EPP (Education Preparation Program). An EPP provides a course of study to prepare aspiring teachers with the knowledge, skills, and experience necessary to teach students (City Teaching Alliance, 2024). These programs are usually offered by institutions of higher education or other specialized organizations. The essential components of traditional EPPs include academic coursework, classroom experience, and certification preparation.

FBA (Functional Behavior Assessment). According to the Office of Special Education and Rehabilitative Services (OSERS), an FBA is a process through which "understanding is sought of the function and purpose of a child's specific, interfering behavior and factors that contribute to the behavior's occurrence and nonoccurrence. The outcome of the assessment should focus on developing effective behavioral interventions, supports, and other strategies to mitigate or eliminate the interfering behavior" (U.S. Department of Education, OSERS, 2024).

HLPs (High-Leverage Practices). HLPs were first developed by teacher education researchers Dr. Deborah Ball, Dr. Pam Grossman, and Dr. Mark Windschitl, who worked together to identify specific practices that educators could implement to improve their quality of teaching. Windschitl et al. (2012) defined HLPs as "a set of practices that are fundamental to support K–12 student learning, and that can be taught, learned, and implemented by those entering the profession" (p. 880). Understanding the impact of the original HLPs, experts across the Council for Exceptional Children (CEC) Professional Standards and Practice Committee, the Teacher Education Division of CEC, and the CEEDAR Center at the University of Florida worked together to target HLPs for students with disabilities.

IDEA (Individuals with Disabilities Education Act). IDEA is a federal law that requires that all children with disabilities have a free and appropriate public education available to them that offers services to meet their individualized needs and prepare them for the future (NC DPI, n.d.).

IEP (Individualized Education Program). An IEP is a formal written plan that is developed by a team that is knowledgeable of the unique needs of the student with a disability. The plan describes the student's strengths and any parental concerns for enhancing the education of their child and includes when, where, and how often services will be provided. The plan must be developed and implemented in accordance with North Carolina policies, specifically NC 1503-4.1 through NC 1503-5.1 (NC Policies Governing Services for Children With Disabilities).

Mentor Teacher. The term *mentor teacher* is used across contexts to generally refer to a more experienced teacher who guides a more novice teacher. Specifically, it can be used by educator preparation programs to describe an experienced in-service teacher who mentors a student teacher (also see cooperating teacher), or it can be used to refer to an experienced teacher at a school site who mentors a beginning residency license teacher.

MTSS/PBIS (Multi-Tiered System of Supports/Positive Behavioral Interventions and Supports). An MTSS is a system of school improvement that acts as a proactive and preventative framework and uses data sources to increase student achievement. A comprehensive, whole-child approach to improving outcomes is utilized, including social, emotional, and behavior aspects (AIR, n.d.).

PLAAFP (Present Level of Academic Achievement and Functional Performance). The PLAAFP is a statement within the individualized education program that outlines the skill strengths and skill deficits of the student, thereby leading to the ambitious annual goals that target what the student needs to learn in order to close gaps.

RL (Residency License/Residency Licensure). This is an alternative pathway toward teacher licensure in which "qualified individuals obtain a teaching position and begin teaching right away as a Resident while obtaining a clear professional educator's license" (N.C. DPI, n.d., Residency Licensure).

SDI (Specially Designed Instruction). SDI is instruction that is adapted to fit the unique needs of the learner. It accounts for students' disabilities and provides instructional modifications to address IEP goals and increase student access to the general education curriculum (CEC, n.d.).

SEL (Social-Emotional Learning). SEL is the developmental process through which children and adults learn skills to manage emotions, establish and maintain healthy relationships, and achieve personal and collective goals (NC DPI, n.d.).

SMART (Specific, Measurable, Achievable, Realistic, and Time-Bound) Goal. The acronym SMART is used to guide goal setting to ensure that the goal is relevant and achievable.

SWD (Student[s] With Disability[ies]). Used interchangeably with "exceptional child/children." In North Carolina, exceptional children are children who have been evaluated in accordance with NC Policies and determined eligible to receive special education and related services as a child with one of the following disabilities: autism, deaf-blindness, deafness, development delay, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, serious emotional disability, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment (NC 1500-2.4, NC Policies Governing Services for Children With Disabilities).

UDL (Universal Design for Learning). UDL is a framework used to design learning environments that are inclusive, accessible, and equitable for all learners (CAST, 2024). The UDL framework supports changing the environmental design instead of fixing the problem based on a perceived deficit within the learner. "The goal of UDL is learner agency that is purposeful & reflective, resourceful & authentic, strategic & action-oriented" (CAST, 2024). The UDL Guidelines 3.0 emphasize designing learning experiences that include multiple means of engagement, representation, action, and expression through access, support, and executive function.

Additional Resources

Council for Exceptional Children - The Council for Exceptional Children (CEC) is the largest professional
organization dedicated to improving the educational success of individuals with disabilities or gifts. CEC
advocates for appropriate government policies, sets professional standards, provides professional
development, advocates for underserved individuals with exceptionalities, and helps professionals obtain
conditions and resources for effective professional practice.

HLP Alignment Tool - This interactive alignment tool, developed in collaboration with CEEDAR and the Council for
Exceptional Children (CEC), identifies which IRIS resources provide information on HLPs.

High Leverage Practices and Students With Extensive Support Needs (book) - Building on the work of *High
Leverage Practices (HLP) for Inclusive Classrooms*, this companion text explores how each HLP can be applied
to the education of students with extensive support needs.

National Center on Intensive Intervention (NCII) - The National Center on Intensive Intervention (NCII) is an
organization housed at the American Institutes for Research and funded by the U.S. Department of Education.
Its mission is to provide resources and technical assistance to support the implementation of intensive
interventions for students with severe and persistent learning or behavioral needs.

Virginia's TTAC The TTAC is the Training and Technical Assistance Center under the Virginia Department of
Education providing professional development and support to schools to address the accountability and
outcomes of students with disabilities.

What Works Clearinghouse - Established in 2022 as a part of the Institute of Education Sciences at the US
Department of Education, the WWC's purpose is to review and summarize research on educational programs,
products, practices and policies, providing the public with information about what works in education. \

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