

High Leverage Practice Course Analysis Example Tool

The example tool below was developed to assist a course developer and/or course instructor in evaluating curriculum for frequency of HLP instruction in relation to EBPs in reading. Use this example as one guide to evaluate areas of strengths and areas within reading courses that may need enhancements.

HLP Guiding Question	Course	Course Modality	EBP	Implementation Level	Future Course Enhancements
<p>How do you use student phonemic awareness assessment data to analyze instruction?</p> <p>(HLP 6)</p>		<input type="checkbox"/> Lesson , assignment (LA), <input type="checkbox"/> Resources/ Materials <input type="checkbox"/> Signature Assignment (SA) <input type="checkbox"/> Field Experience (FE)	<input type="checkbox"/> Individual speech sounds (phonemes). <input type="checkbox"/> Levels of phonological awareness (e.g., word, syllable, onset-rime, phoneme). <input type="checkbox"/> Relationships among phonological processing, decoding, spelling, and writing. <input type="checkbox"/> letters in instruction as soon as possible. <input type="checkbox"/> Phoneme blending and segmentation	<input type="checkbox"/> Knowledge (k) <input type="checkbox"/> Knowledge with some application (KA) <input type="checkbox"/> Direct Practice (DA)	
<p>In what ways am I systematically designing reading instruction?</p>		<input type="checkbox"/> Lesson , assignment (LA), <input type="checkbox"/> Resources/ Materials <input type="checkbox"/> Signature Assignment (SA) <input type="checkbox"/> Field Experience (FE)	<input type="checkbox"/> Individual speech sounds (phonemes). <input type="checkbox"/> Levels of phonological awareness (e.g., word, syllable, onset-rime, phoneme).	<input type="checkbox"/> Knowledge (k) <input type="checkbox"/> Knowledge with some application (KA) <input type="checkbox"/> Direct Practice (DA)	

(HLP 12)			<input type="checkbox"/> Relationships among phonological processing, decoding, spelling, and writing. <input type="checkbox"/> letters in instruction as soon as possible. <input type="checkbox"/> Phoneme blending and segmentation		
How do I scaffold instruction while teaching phonics? (HLP 15)		<input type="checkbox"/> Lesson , assignment (LA), <input type="checkbox"/> textbook (T), <input type="checkbox"/> Signature Assignment (SA) <input type="checkbox"/> Field Experience (FE)	<input type="checkbox"/> Individual speech sounds (phonemes). <input type="checkbox"/> Levels of phonological awareness (e.g., word, syllable, onset-rime, phoneme). <input type="checkbox"/> Relationships among phonological processing, decoding, spelling, and writing. <input type="checkbox"/> Letters in instruction as soon as possible. <input type="checkbox"/> Phoneme blending and segmentation	<input type="checkbox"/> Knowledge (k) <input type="checkbox"/> Knowledge with some application (KA) <input type="checkbox"/> Direct Practice (DA)	

<p>How am I using explicit instruction in the context of meaningful reading?</p> <p>(HLP 16)</p>		<input type="checkbox"/> Lesson , assignment (LA), <input type="checkbox"/> textbook (T), <input type="checkbox"/> Signature Assignment (SA) <input type="checkbox"/> Field Experience (FE)	<input type="checkbox"/> Individual speech sounds (phonemes). <input type="checkbox"/> Levels of phonological awareness (e.g., word, syllable, onset-rime, phoneme). <input type="checkbox"/> Relationships among phonological processing, decoding, spelling, and writing. <input type="checkbox"/> Letters in instruction as soon as possible. <input type="checkbox"/> Phoneme blending and segmentation	<input type="checkbox"/> Knowledge (k) <input type="checkbox"/> Knowledge with some application (KA) <input type="checkbox"/> Direct Practice (DA)	
<p>How am I providing multiple and varied opportunities for practice of phonics?</p> <p>(HLP 20)</p>		<input type="checkbox"/> Lesson , assignment (LA), <input type="checkbox"/> textbook (T), <input type="checkbox"/> Signature Assignment (SA) <input type="checkbox"/> Field Experience (FE)	<input type="checkbox"/> Individual speech sounds (phonemes). <input type="checkbox"/> Levels of phonological awareness (e.g., word, syllable, onset-rime, phoneme). <input type="checkbox"/> Relationships among phonological processing, decoding, spelling, and writing. <input type="checkbox"/> Letters in instruction as soon as possible. <input type="checkbox"/> Phoneme blending and segmentation	<input type="checkbox"/> Knowledge (k) <input type="checkbox"/> Knowledge with some application (KA) <input type="checkbox"/> Direct Practice (DA)	

<p>How am I providing positive and instructive feedback to students to develop a student's confidence and metacognitive abilities in reading?</p> <p>(HLP 22)</p>		<input type="checkbox"/> Lesson , assignment (LA), <input type="checkbox"/> textbook (T), <input type="checkbox"/> Signature Assignment (SA) <input type="checkbox"/> Field Experience (FE)	<input type="checkbox"/> Individual speech sounds (phonemes). <input type="checkbox"/> Levels of phonological awareness (e.g., word, syllable, onset-rime, phoneme). <input type="checkbox"/> Relationships among phonological processing, decoding, spelling, and writing. <input type="checkbox"/> Letters in instruction as soon as possible. <input type="checkbox"/> Phoneme blending and segmentation	<input type="checkbox"/> Knowledge (k) <input type="checkbox"/> Knowledge with some application (KA) <input type="checkbox"/> Direct Practice (DA)	
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