



High Leverage Practices Short Screener

Purpose: This resource will help preservice and in-service teachers reflect on and assess how well they are implementing high-leverage practices (HLPs) for students with disabilities. In the tool, teachers and teacher candidates can self-assess on all 22 HLPs or target only specific HLPs. The content for this self-assessment is based on the [HLP resources](#) developed in the last several years (e.g., [HLP videos](#), HLP Leadership Guides, Practice-based Learning Opportunities).

The goals of this tool are as follows:

- To provide a resource that teacher candidates and in-service teachers can use to self-assess and reflect on their use of HLPs.
- To provide teacher candidates, faculty, in-service teachers, and administrators data on HLP implementation that can be used to guide professional learning and supports.
- To provide a broad measure on the ability of teacher candidates and in-service teachers to implement HLPs, which can serve as a basis of discussion with faculty and administrators.

Audience: This assessment tool is designed for general and special education teacher candidates, in-service teachers, faculty, and district administrators.

How to Use This Tool: This screener has four sections to represent the four areas of practice: (1) Collaboration; (2) Assessment; (3) Social/Emotional/Behavioral, and (4) Instructional. Teachers respond to the probes across the HLPs to indicate their understanding and use of HLPs in their classrooms using the following scale:

5 = Mastered. I already apply this skill to my work and have noted improvements in student learning.

4 = I can apply this skill to my work with some confidence.

3 = Making progress. I am just beginning to understand how to apply this skill to my work.

2 = I believe this concept and/or skill is important but do not yet understand how to apply it in my classroom.

1 = I am unfamiliar with this principle or element.

N/A = Not applicable.

Name: _____ Date: _____

Instructions: Rate the extent to which you feel successful in understanding and using the key skills from the following HLPs.

5 = Mastered. I already apply this skill to my work and have noted improvements in student learning.

4 = I can apply this skill to my work with some confidence.

3 = Making progress. I am just beginning to understand how to apply this skill to my work.

2 = I believe this concept and/or skill is important but do not yet understand how to apply it in my classroom.

1 = I am unfamiliar with this principle or element.

N/A = Not applicable.

Rate the extent to which you incorporate this HLP	N/A	1	2	3	4	5
1. I problem-solve with my colleagues using data to make decisions about the services and approaches to use to support students.						
2. I create lessons where student outcomes are clear, measurable, ambitious, attainable, and actionable.						
3. I use multiple sources of information (e.g., assessments, parent input, student input) to inform myself about how the student learns best.						
4. I encourage and reinforce parent input during meetings by asking them questions to get their input.						
5. I incorporate student input in class expectations.						
6. I discuss and provide the rationale for classroom expectations, rules, and procedures with students using terms that are observable, measurable, positively stated, understandable, and always applicable.						
7. I develop ambitious, attainable, and socially significant goals to ensure students can access and be successful in an inclusive setting.						
8. I use progress monitoring data to determine if changes in instructional practices, interventions, and/or services are needed.						
9. I take time to learn about and honor my students and their families' cultural diversity. I apply this knowledge to my practice.						
10. I use multiple adaptations (e.g., breaking down an activity or a routine into smaller steps) to increase the likelihood of student success.						
11. I identify and summarize key findings from multiple data sources as they relate to student strengths and needs.						
12. I present student data in an understandable format so that families and educators can use the data to guide programmatic decisions.						
13. I provide corrective feedback when addressing my students' social/behavioral errors instead of reprimanding them (e.g., "Remember, we are reading quietly to ourselves" instead of "Stop talking!").						
14. I communicate with parents using a language and method that would make the information most accessible.						

Rate the extent to which you incorporate this HLP	N/A	1	2	3	4	5
15. I clearly model and facilitate student practice to show students how to use self-regulation procedures (e.g., goal setting, self-monitoring) when participating in tasks/activities.						
16. I provide scaffolded supports (e.g., graphic organizers, sentence stems) across a wide range of areas (e.g., academics, behavior, social skills)						
17. I provide an explanation of student data, including progress monitoring data, in a way that all team members can use the data to make informed decisions.						
18. I consider the setting and circumstances of when a specific social skill is needed and develop examples, nonexamples, and role-playing scenarios to support students in generalizing the skill.						
19. I encourage discussion and problem solving among families and team members to ensure that a student's individualized education program is high quality.						
20. I apply the antecedent-behavior-consequence (A-B-C) model when developing the Functional Behavioral Assessment hypothesis statement. For example, when someone coughs (A), a student might pinch them (B), leading them to get attention (C).						
21. I provide students with opportunities to respond (e.g., asking questions) throughout my lessons.						
22. I consider my students' assistive technology needs related to their goals, access to the general education curriculum, and extracurricular activities.						
23. I use progress monitoring to track student improvements.						
24. I use cooperative learning structures (e.g., jigsaw) to meet academic, behavioral, and/or interpersonal instructional objectives.						
25. I provide positive and specific feedback on student learning.						

Scoring

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- Collaboration: 1, 4, 9, 14, 17 _____ out of 25
 - Assessment: 3, 8, 11, 12, 19 _____ out of 25
 - Socio-emotional/Behavioral: 5, 6, 13, 18, 20 _____ out of 25
 - Instructional: 2, 7, 10, 15, 16, 21, 22, 23, 24, 25 _____ out of 50