

“LEARNING WALKS”
For Teachers, With Teachers, By Teachers
High-Leverage Practices for Special Educators and Universal Design for Learning in the Classroom K-12 Interconnectedness

Inclusive Learning Environment	<u>High-Leverage Practices for Special Educators (HLPs)</u> <i>Social/Emotional/Behavioral, Assessment, Instruction</i>	<u>Universal Design for learning in the Classroom</u> <i>Expert learners who are: Strategic and Goal-Directed, Resourceful and Knowledgeable, Purposeful and Motivated</i>
1. Content, language, and social learning outcomes are flexible, posted, measurable, observable, and in student friendly language; created with/by students	<p>Social/Emotional/Behavioral <u>HLP 7: Establish a consistent, organized, and respectful learning environment.</u> <u>HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans.</u></p> <p>Instruction <u>HLP 11: Identify and prioritize long- and short-term learning goals.</u> <u>HLP 12: Systematically design instruction toward a specific learning goal.</u> <u>HLP 13: Adapt curriculum tasks and materials for specific learning goals.</u></p>	<p>Strategic and Goal-Directed Provide options for executive functions:</p> <ul style="list-style-type: none"> • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress <p>Resourceful and Knowledgeable Provide options for perception:</p> <ul style="list-style-type: none"> • Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information
2. Student-centered classroom; student work displayed is current, relevant, and accurate; classroom charts are made with/by students	<p>Social/Emotional/Behavioral <u>HLP 7: Establish a consistent, organized, and respectful learning environment.</u></p> <p>Assessment <u>HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.</u></p>	<p>Strategic and Goal-Directed Provide options for executive functions:</p> <ul style="list-style-type: none"> • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress
3. Respectful classroom management and organization; rules, procedures, and behavior expectations are created with/by students	<p>Social/Emotional/Behavioral <u>HLP 7: Establish a consistent, organized, and respectful learning environment.</u> <u>HLP 9: Teach social behaviors.</u> <u>HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans.</u> <u>HLP 18: Uses strategies to promote student engagement.</u></p>	<p>Strategic and Goal-Directed Provide options for executive functions:</p> <ul style="list-style-type: none"> • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress
4. Classroom library organized with student input; variety of genres; accessible to all	<p>Social/Emotional/Behavioral <u>HLP 7: Establish a consistent, organized, and respectful learning environment.</u></p> <p>Instruction <u>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.</u> <u>HLP 15: Provide scaffolded supports.</u> <u>HLP 19: Use assistive and instructional technologies.</u> <u>HLP 21: Teach students to maintain and generalize new learning across time and settings.</u></p>	<p>Resourceful and Knowledgeable Provide options for comprehension:</p> <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization
5. Word walls and key vocabulary charts are created with/by students; contain symbols/pictures and used as a resource by all students	<p>Social/Emotional/Behavioral <u>HLP 7: Establish a consistent, organized, and respectful learning environment.</u> <u>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.</u></p>	<p>Resourceful and Knowledgeable Provide options for language & symbols:</p> <ul style="list-style-type: none"> • Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, mathematical notation, and symbols • Promote understanding across languages • Illustrate through multiple media

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<p>6. Presence and use of manipulatives, objects, real-world examples, and diverse examples</p>	<p>Social/Emotional/Behavioral <u>HLP 7: Establish a consistent, organized, and respectful learning environment.</u></p> <p>Instruction <u>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.</u></p>	<p>Resourceful and Knowledgeable Provide options for perception:</p> <ul style="list-style-type: none"> • Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information
<p>7. Effective and efficient transitions between activities</p>	<p>Social/Emotional/Behavioral <u>HLP 7: Establish a consistent, organized, and respectful learning environment.</u> <u>HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans.</u></p> <p>Instruction <u>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.</u></p>	<p>Resourceful and Knowledgeable Provide options for comprehension:</p> <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization

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Instructional Practices “The What of Learning” www.cast.org	<u><i>High Leverage Practices for Special Educators (HLPs)</i></u> <u><i>Social/Emotional/Behavioral, Assessment, Instruction</i></u>	<u><i>Universal Design for Learning in the Classroom</i></u> <i>Expert learners who are:</i> <i>Strategic and Goal-Directed, Resourceful and Knowledgeable, Purposeful and Motivated</i> <u>Provide Multiple Means of Representation</u>
1. Demonstration (I Do It): whole group; <i>comprehensible input</i> is provided throughout the lesson; crystal clear language, pacing, visuals, realia, color, and different learning modalities are evident; explicit, systematic instruction	<p>Social/Emotional/Behavior <u>HLP 8: Provide positive and constructive feedback to guide students’ learning and behavior.</u> <u>HLP 9: Teach social behaviors.</u></p> <p>Assessment <u>HLP 12: Systematically design instruction toward a specific learning goal.</u></p> <p>Instruction <u>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.</u> <u>HLP 15: Provide scaffolded supports.</u> <u>HLP 16: Use explicit instruction.</u> <u>HLP 18: Uses strategies to promote active student engagement.</u> <u>HLP 20: Provide intensive instruction.</u> <u>HLP 22: Provide positive and constructive feedback to guide students’ learning and behavior.</u></p>	<p>Strategic and Goal-Directed Provide options for executive functions:</p> <ul style="list-style-type: none"> • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress <p>Resourceful and Knowledgeable Provide options for perception:</p> <ul style="list-style-type: none"> • Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information <p>Provide options for comprehension:</p> <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization <p>Provide options for language & symbols:</p> <ul style="list-style-type: none"> • Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, mathematical notation, and symbols • Promote understanding across languages • Illustrate through multiple media
2. Shared Experiences (We Do It): whole group/small group/flexible group; modeling	<p>Social/Emotional/Behavioral <u>HLP 8: Provide positive and constructive feedback to guide students’ learning and behavior.</u> <u>HLP 9: Teach social behaviors.</u></p> <p>Assessment <u>HLP 12: Systematically design instruction toward a specific learning goal.</u></p> <p>Instruction <u>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.</u> <u>HLP 15: Provide scaffolded supports.</u> <u>HLP 16: Use explicit instruction.</u> <u>HLP 18: Uses strategies to promote active student engagement.</u></p>	<p>Strategic and Goal-Directed Provide options for executive functions:</p> <ul style="list-style-type: none"> • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress <p>Resourceful and Knowledgeable Provide options for perception:</p> <ul style="list-style-type: none"> • Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information <p>Provide options for comprehension:</p> <ul style="list-style-type: none"> • Activate or supply background knowledge

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	<p><u>HLP 20: Provide intensive instruction.</u></p> <p><u>HLP 22: Provide positive and constructive feedback to guide students’ learning and behavior.</u></p>	<ul style="list-style-type: none"> • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization <p>Provide options for language & symbols:</p> <ul style="list-style-type: none"> • Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, mathematical notation, and symbols • Promote understanding across languages • Illustrate through multiple media
<p>3. Guided Practice (You Do It Together): small group, 1-1 with minimal guidance; for fluency and transfer of new learning with support and problem solving</p>	<p>Social/Emotional/Behavioral</p> <p><u>HLP 8: Provide positive and constructive feedback to guide students’ learning and behavior.</u></p> <p><u>HLP 9: Teach social behaviors.</u></p> <p>Assessment</p> <p><u>HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.</u></p> <p>Instruction</p> <p><u>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.</u></p> <p><u>HLP17: Use flexible grouping.</u></p> <p><u>HLP 18: Use strategies to promote active student engagement.</u></p> <p><u>HLP 19: Use assistive and instructional technologies.</u></p> <p><u>HLP 20: Provide intensive instruction.</u></p> <p><u>HLP 21: Teach students to maintain and generalize new learning across time and settings.</u></p> <p><u>HLP 22: Provide positive and constructive feedback to guide students’ learning and behavior.</u></p>	<p>Strategic and Goal-Directed</p> <p>Provide options for executive functions:</p> <ul style="list-style-type: none"> • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress <p>Resourceful and Knowledgeable</p> <p>Provide options for perception:</p> <ul style="list-style-type: none"> • Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information <p>Provide options for comprehension:</p> <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization <p>Provide options for language & symbols:</p> <ul style="list-style-type: none"> • Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, mathematical notation, and symbols • Promote understanding across languages • Illustrate through multiple media
<p>4. Independent Practice (You Do It By Yourself): time provided for mastery</p>	<p>Social/Emotional/Behavioral</p> <p><u>HLP 8: Provide positive and constructive feedback to guide students’ learning and behavior.</u></p> <p><u>HLP 9: Teach social behaviors.</u></p> <p>Assessment</p> <p><u>HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs.</u></p>	<p>Strategic and Goal-Directed</p> <p>Provide options for executive functions:</p> <ul style="list-style-type: none"> • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress <p>Resourceful and Knowledgeable</p> <p>Provide options for perception:</p> <ul style="list-style-type: none"> • Offer ways of customizing the display of information

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	<p>Instruction <u>HLP 13: Adapt curriculum tasks and materials for specific learning goals.</u> <u>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.</u> <u>HLP 22: Provide positive and constructive feedback to guide students’ learning and behavior.</u></p>	<ul style="list-style-type: none"> • Offer alternatives for auditory information • Offer alternatives for visual information <p>Provide options for comprehension:</p> <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization <p>Provide options for language & symbols:</p> <ul style="list-style-type: none"> • Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, mathematical notation, and symbols • Promote understanding across languages • Illustrate through multiple media
<p>5. Closure; reviews learning targets with students; use of ongoing formative assessments (self, formative, interim, summative, anecdotal); wait time</p>	<p>Social/Emotional/Behavioral <u>HLP 8: Provide positive and constructive feedback to guide students’ learning and behavior.</u> <u>HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans.</u></p> <p>Assessment <u>HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs.</u></p> <p>Instruction <u>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.</u> <u>HLP 22: Provide positive and constructive feedback to guide students’ learning and behavior.</u></p>	<p>Strategic and Goal-Directed Provide options for executive functions:</p> <ul style="list-style-type: none"> • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress <p>Resourceful and Knowledgeable Provide options for comprehension:</p> <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization
<p>6. Monitoring and adjusting student learning; engagement; interactions; uses/gives immediate and specific feedback effectively</p>	<p>Social/Emotional/Behavioral <u>HLP 8: Provide positive and constructive feedback to guide students’ learning and behavior.</u></p> <p>Assessment <u>HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.</u></p> <p>Instruction <u>HLP 18: Uses strategies to promote student active engagement.</u> <u>HLP 22: Provide positive and constructive feedback to guide students’ learning and behavior.</u></p>	<p>Strategic and Goal-Directed Provide options for executive functions:</p> <ul style="list-style-type: none"> • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress
<p>7. Incorporates and plans for higher order thinking, question activities, and wait time</p>	<p>Social/Emotional/Behavioral <u>HLP 8: Provide positive and constructive feedback to guide students’ learning and behavior.</u></p>	<p>Resourceful and Knowledgeable Provide options for comprehension:</p> <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships

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	<p>Instruction <u>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.</u> <u>HLP 22: Provide positive and constructive feedback to guide students’ learning and behavior.</u></p>	<ul style="list-style-type: none"> • Guide information processing and visualization • Maximize transfer and generalization
<p>Student Interactions “The How of Learning” www.cast.org</p>	<p style="text-align: center;"><u><i>High Leverage Practices for Special Educators</i></u> <u><i>(HLPs)</i></u> <u><i>Social/Emotional/Behavioral, Assessment, Instruction</i></u></p>	<p style="text-align: center;"><u><i>Universal Design for Learning in the Classroom</i></u> <i>Expert learners who are:</i> <i>Strategic and Goal-Directed, Resourceful and Knowledgeable, Purposeful and Motivated</i></p>

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		<i>Provide Multiple Means of Actions and Expressions</i>
1. Students thinking, listening, speaking, reading, writing, sharing, discussing	<p>Assessment <u>HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs.</u></p> <p>Instruction <u>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.</u> <u>HLP 18: Use strategies to promote active student engagement.</u> <u>HLP 19: Use assistive and instructional technologies.</u></p>	<p>Strategic and Goal-Directed Provide options for <u>executive functions:</u></p> <ul style="list-style-type: none"> • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress <p>Resourceful and Knowledgeable Provide options for <u>comprehension:</u></p> <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization
2. Students involved in text activity; note-taking; research; use of assistive technologies and/or multi-media; students use multiple tools for construction and composition	<p>Instruction <u>HLP 19: Use assistive and instructional technologies.</u></p>	<p>Strategic and Goal-Directed Provide options for <u>executive functions:</u></p> <ul style="list-style-type: none"> • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress <p>Provide options for <u>expression and communication:</u></p> <ul style="list-style-type: none"> • Use multiple media for communication • Use multiple tools for construction and composition • Build fluency with graduated levels of support for practice and performance
3. Students are goal-setting; ongoing use of self-assessments, formative assessments, and reflections	<p>Assessment <u>HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.</u></p> <p>Instruction <u>HLP 11: Identify and prioritize long- and short-term learning goals.</u> <u>HLP 22: Provide positive and constructive feedback to guide students’ learning and behavior.</u></p>	<p>Strategic and Goal-Directed Provide options for <u>executive functions:</u></p> <ul style="list-style-type: none"> • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress
4. Students are in guided practice, projects, conferencing, collaborating, community, personal coping skills, and strategies	<p>Social/Emotional/Behavioral <u>HLP 8: 8 Provide positive and constructive feedback to guide students’ learning and behavior.</u> <u>HLP 9: Teach social behaviors.</u> <u>HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans.</u></p>	<p>Strategic and Goal-Directed Provide options for <u>executive functions:</u></p> <ul style="list-style-type: none"> • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress

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	<p>Assessment <u>HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs.</u> <u>HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.</u> <u>HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.</u></p> <p>Instruction <u>HLP:18 Use strategies to promote student engagement.</u> <u>HLP 19: Use assistive and instructional technologies.</u> <u>HLP 20: Provide intensive instruction.</u></p>	<p>Provide options for expression and communication:</p> <ul style="list-style-type: none"> • Use multiple media for communication • Use multiple tools for construction and composition • Build fluencies with graduated levels of support for practice and performance <p>Provide options for physical action</p> <ul style="list-style-type: none"> • Vary the methods for response and navigation • Optimize access to tools and assistive technologies <p>Resourceful and Knowledgeable Provide options for comprehension:</p> <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization
<p>5. Students independently practice for personal mastery; planning; choice; autonomy; visualization; manipulation of learning</p>	<p>Instruction <u>HLP 11: Identify and prioritize long- and short-term learning goals.</u></p>	<p>Strategic and Goal-Directed Provide options for executive functions:</p> <ul style="list-style-type: none"> • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress <p>Provide options for expression and communication:</p> <ul style="list-style-type: none"> • Use multiple media for communication • Use multiple tools for construction and composition • Build fluencies with graduated levels of support for practice and performance <p>Provide options for physical action</p> <ul style="list-style-type: none"> • Vary the methods for response and navigation • Optimize access to tools and assistive technologies <p>Resourceful and Knowledgeable Provide options for comprehension:</p> <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization
<p>6. Student performance; presentation; reading/writing for authentic audience/purpose</p>	<p>Instruction <u>HLP 11: Identify and prioritize long- and short-term learning goals.</u></p>	<p>Strategic and Goal-Directed Provide options for executive functions:</p> <ul style="list-style-type: none"> • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress <p>Provide options for expression and communication:</p>

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		<ul style="list-style-type: none"> • Use multiple media for communication • Use multiple tools for construction and composition • Build fluencies with graduated levels of support for practice and performance <p>Provide options for physical action</p> <ul style="list-style-type: none"> • Vary the methods for response and navigation • Optimize access to tools and assistive technologies <p>Resourceful and Knowledgeable Provide options for comprehension:</p> <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization
<p>7. Students participating in higher-order thinking and a variety of learning modalities; show learning through physical action</p>	<p>Instruction <u>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.</u> <u>HLP 21: Teach students to maintain and generalize new learning across time and settings.</u></p>	<p>Strategic and Goal-Directed Provide options for expression and communication:</p> <ul style="list-style-type: none"> • Use multiple media for communication • Use multiple tools for construction and composition • Build fluencies with graduated levels of support for practice and performance <p>Provide options for physical action</p> <ul style="list-style-type: none"> • Vary the methods for response and navigation • Optimize access to tools and assistive technologies <p>Resourceful and Knowledgeable Provide options for comprehension:</p> <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization
<p>Student Engagement “The Why of Learning” www.cast.org</p>	<p style="text-align: center;"><u><i>High-Leverage Practices for Special Educators (HLPs)</i></u> <u><i>Social/Emotional/Behavioral, Assessment, Instruction</i></u></p>	<p style="text-align: center;"><u><i>Universal Design for Learning in the Classroom</i></u> <i>Expert learners who are:</i> <i>Strategic and Goal-Directed, Resourceful and Knowledgeable, Purposeful and Motivated</i></p> <p style="text-align: center;"><u>Provide Multiple Means of Engagement</u></p>
<p>1. Students are engaged in highly motivating, real-</p>	<p>Assessment</p>	<p>Purposeful and Motivated Provide options for sustaining effort & persistence</p>

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<p>world experiences and/or issues</p>	<p><u>HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs.</u></p> <p>Instruction <u>HLP 18: Use strategies to promote active student engagement.</u></p>	<ul style="list-style-type: none"> • Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback <p>Resourceful and Knowledgeable Provide options for <u>comprehension:</u></p> <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization
<p>2. Students are engaged in, meaningful, challenging, relevant activities; evidence of self-determined learners</p>	<p>Instruction <u>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.</u> <u>HLP 18: Use strategies to promote active student engagement.</u> <u>HLP: 21 Teach students to maintain and generalize new learning across time and settings.</u></p>	<p>Purposeful and Motivated</p> <ul style="list-style-type: none"> • Optimize individual <u>choice and autonomy</u> • Optimize relevance, value, and authenticity • Minimize threats and distractions <p>Provide options for <u>sustaining effort & persistence</u></p> <ul style="list-style-type: none"> • Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback <p>Resourceful and Knowledgeable Provide options for <u>comprehension:</u></p> <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization
<p>3. Students are engaged and apply learning to culture, background knowledge, strengths</p>	<p>Instruction <u>HLP 18: Use strategies to promote active student engagement.</u></p>	<p>Purposeful and Motivated</p> <ul style="list-style-type: none"> • Optimize individual choice and autonomy • Optimize relevance, value, and authenticity • Minimize threats and distractions <p>Provide options for <u>sustaining effort & persistence</u></p> <ul style="list-style-type: none"> • Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback <p>Resourceful and Knowledgeable Provide options for <u>comprehension:</u></p> <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization

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<p>4. Students demonstrate learning through planning, thinking, listening, speaking, reading, writing; multimedia; engaged in shared/collaborative learning</p>	<p>Instruction <u>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.</u> <u>HLP 18: Use strategies to promote active student engagement.</u></p>	<p>Purposeful and Motivated</p> <ul style="list-style-type: none"> • Optimize individual choice and autonomy • Optimize relevance, value, and authenticity • Minimize threats and distractions <p>Provide options for <u>sustaining effort & persistence</u></p> <ul style="list-style-type: none"> • Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback <p>Provide options for <u>self-regulation</u></p> <ul style="list-style-type: none"> • Promote expectations and beliefs that optimize motivation • Facilitate personal coping skills and strategies • Develop self-assessment and reflection <p>Resourceful and Knowledgeable Provide options for <u>comprehension</u>:</p> <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization
<p>5. Students’ materials, resources, texts are relevant and suitable to the content, language, and social learning outcomes; evidence of self-regulating behaviors</p>	<p>Instruction <u>HLP 11: Identify and prioritize long- and short-term learning goals.</u> <u>HLP 13: Adapt curriculum tasks and materials for specific learning goals.</u> <u>HLP 18: Use strategies to promote active student engagement.</u></p>	<p>Purposeful and Motivated</p> <ul style="list-style-type: none"> • Optimize individual choice and autonomy • Optimize relevance, value, and authenticity • Minimize threats and distractions <p>Provide options for <u>sustaining effort & persistence</u></p> <ul style="list-style-type: none"> • Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback <p>Resourceful and Knowledgeable Provide options for <u>comprehension</u>:</p> <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization
<p>6. Students have multiple opportunities for dialogue and conversations (50% student talk); engaged in</p>	<p>Social/Emotional/Behavioral Practices <u>HLP 9: Teach prosocial behaviors.</u></p> <p>Instruction:</p>	<p>Purposeful and Motivated</p> <ul style="list-style-type: none"> • Optimize individual choice and autonomy • Optimize relevance, value, and authenticity • Minimize threats and distractions

Disclaimer: This document is not intended as an evaluation tool or a checklist to evaluate teachers!

“LEARNING WALKS”
For Teachers, With Teachers, By Teachers
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<p>information processing; application and transfer of learning</p>	<p><u>HLP 18: Use strategies to promote active student engagement.</u> <u>HLP 21: Teach students to maintain and generalize new learning across time and settings.</u></p>	<p>Provide options for <u>sustaining effort & persistence</u></p> <ul style="list-style-type: none"> • Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback <p>Resourceful and Knowledgeable Provide options for <u>comprehension:</u></p> <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization
<p>7. Students are participating in differentiated activities and accommodations</p>	<p>Assessment <u>HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs.</u> <u>HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.</u></p> <p>Instruction <u>HLP 13: Adapt curriculum tasks and materials for specific learning goals.</u> <u>HLP 15: Provide scaffolded supports.</u> <u>HLP 18: Use strategies to promote active student engagement.</u> <u>HLP 19: Use assistive and instructional accommodations.</u> <u>HLP 20: Provide intensive instruction.</u></p>	<p>Purposeful and Motivated</p> <ul style="list-style-type: none"> • Optimize individual choice and autonomy • Optimize relevance, value, and authenticity • Minimize threats and distractions <p>Provide options for <u>sustaining effort & persistence</u></p> <ul style="list-style-type: none"> • Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback <p>Provide options for <u>self-regulation</u></p> <ul style="list-style-type: none"> • Promote expectations and beliefs that optimize motivation • Facilitate personal coping skills and strategies • Develop self-assessment and reflection <p>Resourceful and Knowledgeable Provide options for <u>comprehension:</u></p> <ul style="list-style-type: none"> • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization

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