

Figure 4.1: High-Leverage Tier 1 Practices

High-Leverage Practice at Tier 1	Tier 1 and Alignment to High-Leverage Practice at Tier 3
Leading a group discussion	<p>Tier 1: Teachers and students work on specific content together. <i>Active participation and active listening</i> are key. Teachers develop a technique to monitor participation, so all students are included. Active listening includes strategies such as giving students listening tasks and reducing the time teachers talk while increasing student collaboration.</p> <p>Alignment of HLPs for Tier 3:</p> <ul style="list-style-type: none"> • Teach social behaviors. • Teach cognitive and metacognitive strategies to support learning. • Promote active engagement.
Explaining and modeling content, practices, and strategies	<p>Tier 1: Teachers use verbal explanations or modeling, demonstrating metacognitive strategies such as problem solving or self-assessment.</p> <p>Alignment of HLPs for Tier 3:</p> <ul style="list-style-type: none"> • Teach cognitive and metacognitive strategies. • Use explicit instruction. • Teach students to maintain and generalize learning across time and settings.
Eliciting and interpreting individual student thinking	<p>Tier 1: Teachers determine a student's thinking through carefully chosen questions and tasks. By interpreting student thinking, teachers can correct misconceptions or errors.</p> <p>Alignment of HLPs for Tier 3:</p> <ul style="list-style-type: none"> • Use strategies to promote active engagement. • Provide positive and constructive feedback to guide students' learning and behavior.
Diagnosing common patterns of student thinking and development in subject matter domain	<p>Tier 1: Teachers who are familiar with common patterns of student thinking and development and who are fluent in anticipating or identifying them can work more effectively and efficiently as they plan and implement instruction and evaluate student learning. Common strategies include analyzing student work for error patterns and asking students to explain their thinking.</p> <p>Alignment of HLPs for Tier 3:</p> <ul style="list-style-type: none"> • Systematically design instruction toward a specific learning goal. • Adapt curriculum materials and tasks for a specific learning goal.
Implementing norms and routines for classroom discourse and work	<p>Tier 1: Norms, processes, and routines vary across teachers and subjects. Examples include establishing a hypothesis, providing evidence for claims, and showing one's thinking in detail. Teachers must teach students about these processes, why they are important, and how to use them, as they are crucial to building understanding and capability in a given subject.</p> <p>Alignment of HLPs for Tier 3:</p> <ul style="list-style-type: none"> • Establish a consistent, organized, and respectful learning environment. • Teach social behaviors.
Coordinating and adjusting instruction during a lesson	<p>Tier 1: Teachers take care to coordinate and adjust instruction during a lesson to maintain coherence, ensure that the lesson is responsive to students' needs, and use time efficiently. Learning to scaffold instruction for groups and individual students is key.</p> <p>Alignment of HLPs for Tier 3:</p> <ul style="list-style-type: none"> • Provide scaffolded supports.

High-Leverage Practice at Tier 1	Tier 1 and Alignment to High-Leverage Practice at Tier 3
Specifying and reinforcing productive student behavior	<p>Tier 1: Teachers establish clear expectations for student behavior and explicitly teach positive behavior to students, reward it, and strategically redirect off-task behavior. This helps create classrooms that are productive learning environments for all.</p> <p>Alignment of HLPs for Tier 3:</p> <ul style="list-style-type: none"> • Provide positive and constructive feedback to guide student learning and behavior. • Conduct functional behavior assessments to develop individual student behavior support plans.
Implementing organizational routines	<p>Tier 1: Teachers organize time, space, and materials and strategically and deliberately teach students how to complete tasks such as lining up at the door, passing out papers, and asking to participate in class discussion.</p> <p>Alignment of HLPs for Tier 3:</p> <ul style="list-style-type: none"> • Establish a consistent, organized, and respectful learning environment.
Setting up and managing small-group work	<p>Tier 1: Teachers use small-group work when instructional goals call for in-depth interaction among students and collaboration. Teachers choose tasks that require and foster collaborative work. Teachers also use small groups for reteaching critical skills.</p> <p>Alignment of HLPs for Tier 3:</p> <ul style="list-style-type: none"> • Use flexible grouping. • Promote active engagement.
Building respectful relationships with students	<p>Tier 1: Teachers increase the likelihood that students will engage and persist in school when they establish positive, individual relationships with them. Techniques include greeting students positively every day; having frequent, brief check-in conversations with students to demonstrate care and interest; and following up with students who are experiencing difficulties.</p> <p>Alignment of HLPs for Tier 3:</p> <ul style="list-style-type: none"> • Establish a consistent, organized, and respectful learning environment. • Teach social behaviors.
Talking about a student with parents or other caregivers	<p>Tier 1: Regular communication between teachers and parents or guardians supports student learning. Teachers communicate with parents to provide information about students' academic progress, behavior, or development; seek information and help; and request parental involvement in school. All communication should be respectful of language and cultural norms.</p> <p>Alignment of HLPs for Tier 3:</p> <ul style="list-style-type: none"> • Collaborate with families to support student learning and secure needed services. • Organize and facilitate effective meetings with professionals and families.
Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction	<p>Tier 1: Teachers actively learn about particular students to design instruction that meets their needs. Teachers should deliberately seek to understand:</p> <ul style="list-style-type: none"> • Cultural norms for communicating • How cultural and religious views affect what is considered appropriate in school • Topics and issues that interest individual students and groups of students <p>Alignment of HLPs for Tier 3:</p> <ul style="list-style-type: none"> • Collaborate with families to support student learning and secure needed services. • Use multiple sources of information to develop a comprehensive understanding of students' strengths and needs.

High-Leverage Practice at Tier 1	Tier 1 and Alignment to High-Leverage Practice at Tier 3
Setting long- and short-term learning goals for students	<p>Tier 1: Teachers establish clear goals referenced to external standards to ensure all students learn expected content. Explicit goals help teachers maintain coherent, purposeful, and equitable instruction over time.</p> <p>Alignment of HLPs for Tier 3:</p> <ul style="list-style-type: none"> • Identify and prioritize long- and short-term goals. • Use assistive and instructional technologies.
Designing single lessons and sequences of lessons	<p>Tier 1: Teachers carefully sequence lessons to help students develop deep understanding of content and sophisticated skills and practices. Teachers design and sequence lessons with an eye toward providing opportunities for student inquiry and discovery and include opportunities for students to practice and master foundational concepts and skills before moving on to more advanced ones.</p> <p>Alignment of HLPs for Tier 3:</p> <ul style="list-style-type: none"> • Systematically design instruction toward a specific learning goal.
Checking student understanding during and at the conclusion of lessons	<p>Tier 1: Teachers use a variety of informal methods to assess what students are learning during and between lessons. Frequent checks provide information about students' current level of competence and help teachers adjust instruction during a single lesson or from one lesson to the next.</p> <p>Alignment of HLPs for Tier 3:</p> <ul style="list-style-type: none"> • Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.
Selecting and designing formal assessments of student learning	<p>Tier 1: Teachers use effective summative assessments to obtain information about what students have learned and where they are struggling in relation to specific learning goals. Effective summative assessments provide both students and teachers with useful information and help teachers evaluate and design further instruction.</p> <p>Alignment of HLPs for Tier 3:</p> <ul style="list-style-type: none"> • Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.
Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments	<p>Tier 1: Teachers analyze student work, including all kinds of assessments, looking for patterns that will guide their efforts to assist specific students and the class as a whole and inform future instruction. Student work is the most important source of information about the instructional effectiveness.</p> <p>Alignment of HLPs for Tier 3:</p> <ul style="list-style-type: none"> • Collaborate with professionals to increase student success.
Providing oral and written feedback to students	<p>Tier 1: Teachers provide effective feedback that is specific, not overwhelming in scope, focused on the academic task, and supports students' perceptions of their own capabilities.</p> <p>Alignment of HLPs for Tier 3:</p> <ul style="list-style-type: none"> • Provide positive and constructive feedback to guide student learning and behavior.
Analyzing instruction for the purpose of improving it	<p>Tier 1: Teachers study their own as well as their colleagues' teaching to improve their understanding of the complex interactions between teachers, students, and content and the impact of specific instructional approaches.</p> <p>Alignment of HLPs for Tier 3:</p> <ul style="list-style-type: none"> • Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Source: Adapted from CEEDAR Center. (n.d.). High-leverage practices crosswalk. Accessed at <https://cedar.education.ufl.edu/wp-content/uploads/2017/11/HLP-Crosswalk-with-PSEL1.pdf> on August 11, 2019; TeachingWorks. (n.d.). High-leverage practices. Accessed at www.teachingworks.org/work-of-teaching/high-leverage-practices on August 11, 2019.