



High-Leverage Practices Self-Assessment Tool

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, and 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 tool 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.

Note: It is **not** expected that the entire self-assessment is given at one time. You can select which HLP self-assessment subtests you would like to complete. Not sure which one(s) you want to focus on? Try taking the short screener first.

For more information on HLPs, refer to <https://highleveragepractices.org/>.

Name: _____ Date: _____

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

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.

Collaboration Domain

HLP 1: Collaborate With Professionals to Increase Student Success

Rate the extent to which you incorporate this HLP.		N/A	1	2	3	4	5
1	I use verbal active listening skills, such as paraphrasing and asking clarification questions.						
2	I use nonverbal active listening skills, such as smiling and making eye contact, when I am talking with my colleagues.						
3	I ask open-ended questions to encourage active participation and sharing of information from others.						
4	I make statements that are accurate and descriptive rather than vague and evaluative.						
5	I share resources with colleagues that provide guidance on strategies to support students with disabilities.						
6	I problem-solve with colleagues using data to make decisions about services and instructional approaches designed to meet the individual needs of students with disabilities.						
7	My colleagues and I have shared responsibility and accountability for the success of students with disabilities.						

Comments:

HLP 2: Lead Effective Meetings With Professionals and Families

Rate the extent to which you incorporate this HLP.		N/A	1	2	3	4	5
1	I set and articulate clear goals and expectations to ensure that meetings are informative and productive.						
2	I schedule meeting times to ensure members' participation and share the date, time, location, projected length, and agenda for the meeting ahead of time, including any preparation expectations.						

3	I establish a welcoming and positive tone when greeting team members and ensure that all meeting members are introduced.						
4	During the meeting, I encourage each team member to contribute to and have an equal voice in discussions.						
5	I encourage and reinforce parent input during the meeting by asking guiding questions and including time on the agenda to garner parental input.						
6	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.						
7	I summarize meeting accomplishments and establish next steps before the meeting ends.						
Comments:							
HLP 3: Collaborate With Families to Support Student Learning and Secure Needed Services							
Rate the extent to which you incorporate this HLP.		N/A	1	2	3	4	5
1	I communicate regularly with families openly and honestly, sharing student’s successes, educational progress, and challenges.						
2	I communicate with families using multiple modes (e.g., email, telephone, in-person, learning management systems, blog, class webpage).						
3	I demonstrate a high level of knowledge in evidence-based strategies that support students with disabilities.						
4	I communicate high expectations for my students and their families.						
5	I treat families with dignity and respect.						
6	I take time to learn about and honor my students and their families’ cultural diversity. I apply this knowledge to my practice.						
7	I make sure to clearly share ideas and actions that families can use to support a student’s individualized education program goals and objectives.						
8	I communicate with parents using a language and method that would make the information most accessible. If I do not speak the language used by the family, I take necessary steps to ensure that they get the information in a way that they can understand it (e.g., use a translator).						
Comments:							

Assessment Domain							
HLP 4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I use formal assessments (unit tests, reading inventory) to gather information about my students' academic strengths and areas of growth.						
2	I use informal assessments (observations, checklists) to gather information about my students' academic strengths and areas of growth.						
3	I ask my students about their preferences, strengths, needs, and long-term goals.						
4	I ask my students' family members about student interests, motivations, health, language, and cultural experiences in school and at home to inform instruction.						
5	I use information from various sources (school-based assessments, student input, and family input) to develop a comprehensive learner profile that will inform decisions related to individualized education programs. A comprehensive learner profile includes academic, social, functional, cultural, and motivational information to inform how the student learns best.						
Comments:							
HLP 5: Interpret and Communicate Assessment Information With Stakeholders to Collaboratively Design and Implement Educational Programs							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I gather, organize, and share student assessment data with families and relevant educators while providing sufficient time for review before the individualized education program (IEP) meeting.						
2	I identify and summarize key findings from multiple data sources as they relate to student strengths and needs.						
3	I use students' culture and language to inform how I interpret their assessment results.						
4	I compare each student's assessment results to their same-age peers to identify areas of need.						
5	I use students' assessment data to determine needed accommodations and modifications.						

6	I present student data in an understandable format so that families and educators can use the data to guide programmatic decisions.						
7	I encourage discussion and problem solving among families and team members to ensure that a student's IEP is high quality.						
8	I collaborate with team members to monitor student progress and make IEP adjustments accordingly.						
Comments:							
HLP 6: Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments That Improve Student Outcomes.							
	Rate the extent to which you incorporate this HLP	N/A	1	2	3	4	5
1	I use a variety of assessment results to establish students' present level of performance.						
2	I set ambitious, realistically attainable, long-term goals (e.g., specific, measurable, attainable, relevant, and time-based goals) for my students' achievement.						
3	I create goals for my students that are that are observable, measurable, positively stated, understandable, and always applicable.						
4	I can choose appropriate interventions to meet my students' long-term goals.						
5	I consistently implement high-quality, evidence-based instruction to meet my students' goals.						
6	I consistently monitor my students' progress toward their long-term goals to determine effectiveness of instruction.						
7	I use progress monitoring data to determine if changes in instructional practices, interventions, and/or services are needed.						
8	I use graphs or data tables so that the level of student progress can be clearly communicated to key stakeholders and team members.						
9	I am patient, systematic, and persistent in looking for what will work for my students.						
Comments:							

Social/Emotional/Behavioral Domain							
HLP 7: Establish a Consistent, Organized, and Respectful Learning Environment							
Rate the extent to which you incorporate this HLP.		N/A	1	2	3	4	5
1	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.						
2	I make sure that classroom expectations, rules, and procedures reflect the cultures, values, and beliefs of students and families from various ethnic, cultural, and linguistic backgrounds represented in the school.						
3	I explicitly teach, reteach, and model three to five positively stated expectations (e.g., be respectful, be responsible, and be safe).						
4	I incorporate student input in class expectations.						
5	I understand that behavior is a form of communication, and I take this under consideration when I interpret and respond to a student's behavior in the classroom.						
6	I limit the amount of unstructured time.						
7	I post expectations, rules, and procedures in highly visible areas of the classroom.						
8	I lay out the classroom and other high-traffic areas in a way that will meet the needs of the students.						
Comments:							
HLP 8: Provide Positive and Constructive Feedback to Guide Students' Behavior							
Rate the extent to which you incorporate this HLP.		N/A	1	2	3	4	5
1	I provide positive and specific feedback on student behavior.						
2	When I give feedback, I focus on the process rather than making it about the person (e.g., Say "You worked really hard on that assignment" instead of "You are so smart!").						
3	I provide instructive feedback in which I emphasize the social or behavioral skill I want my students to learn.						
4	I provide corrective feedback when addressing my students' social/behavioral errors instead of reprimanding them (e.g., say "Remember, we are reading quietly to ourselves" instead of "Stop talking!").						
5	I provide timely feedback close to when the behavior occurs.						

6	I am sincere when I provide feedback to students and avoid using sarcasm and joking.						
7	I consider how students' age, learning history, cultural background, and preferences, as well as classroom dynamics, could influence their response to feedback.						
8	I adjust the type and frequency of feedback based on students' learning progress.						
Comments:							
HLP 9: Teach Social Behaviors							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I systematically identify students with social skills deficits through a variety of data sources (e.g., disciplinary referrals, classroom data, family input).						
2	I proactively identify students with social skills deficits through a variety of data sources (e.g., disciplinary referrals, classroom data, family input).						
3	I provide targeted instruction in social skills for students.						
4	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.						
5	I take into consideration students' culture, age, and natural environment when instructing and developing social skills.						
6	I organize and sequence examples by prioritizing instruction around the context where the social skill deficit would most likely lead to negative outcomes.						
7	I develop engaging and well-paced lessons in social skill instruction that mirror the core components of academic lesson plans (e.g., teach, model, practice).						
8	I encourage student mastery of social skills by providing immediate, consistent, specific, positive, and corrective feedback.						
9	I scaffold supports that are gradually faded to increase students' independent use of social skills.						
10	I encourage generalization of social skills by providing students with the opportunity to practice the skills in a variety of settings.						
Comments:							

HLP 10: Conduct Functional Behavioral Assessments (FBA) to Develop Individual Student Behavior Support Plans							
Rate the extent to which you incorporate this HLP.		N/A	1	2	3	4	5
1	I consider how social attention and communication may have contributed to the student engaging in a behavior.						
2	I consider how student behavior may be caused by trying to avoid, delay, or reduce the amount of time that students need to do an undesired activity.						
3	I consider how a student's wish to avoid another student may influence student behavior.						
4	I make sure that the FBA has a clear description of the target behavior.						
5	I identify the events, times, and situations that predict the behavior in the FBA.						
6	I identify the consequences that maintain the target behavior in the FBA.						
7	Using data, I develop a hypothesis regarding the events that prompt and support the target behavior in the FBA.						
8	I apply the antecedent-behavior-consequence (A-B-C) model when developing the FBA hypothesis statement. For example, when someone coughs (A), a student might pinch them (B), leading them to get attention (C).						
9	I analyze data collected through the FBA to select an appropriate replacement behavior based on the function of the target behavior.						
10	I use the data to develop a behavior support plan.						
11	I explicitly teach and reinforce the selected replacement behavior to the student.						
12	I modify the environment with a student's behavior support plan to avoid problem behavior reoccurrence.						
13	I collect data and monitor student progress and adjust the behavior intervention accordingly.						
Comments:							

Instruction Domain							
HLP 11: Identify and Prioritize Long- and Short-Term Goals							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I connect students' learning goals to the essential knowledge and skills depicted within standards and curricula.						
2	I use student data to identify students' strengths and needs that guide long- and short-term goal development.						
3	I use formative assessments (e.g., classroom assessments, opportunities to respond) to guide instruction and determine student progress toward individualized education program goals and objectives.						
4	I use summative assessments (e.g., unit tests) to obtain data on students' progress.						
5	I develop ambitious, attainable, and socially significant goals to ensure that students can access and be successful in an inclusive setting.						
6	I collaborate with families to learn about their instructional priorities for the students and use this information to guide goal development.						
7	I recognize the big ideas that students need to learn from the standards and make sure to teach these ideas first.						
8	I am familiar with the grade-level standards I teach and can determine what students need to know and do to meet the standards.						
9	I can identify what prerequisite skills the student must have to successfully meet a standard.						
Comments:							
HLP 12: Systematically Design Instruction Toward Learning Goals							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I can translate students' long- and short-term goals into individual learning activities.						
2	I create lessons where student outcomes are clear, measurable, ambitious, attainable, and actionable.						
3	I am clear about where and how targeted skills and knowledge will be measured within a given lesson or setting.						
4	I develop goals that clearly define what students will do to demonstrate their learning.						

5	I have clear criteria to determine the extent to which students are achieving the goal.						
6	The goals and objectives I create for students are observable.						
7	The goals and objectives I develop are clear and measurable.						
8	I state students' goals and objectives in a positive manner.						
9	The goals I set for students are linked as much as possible to the general education curriculum.						
10	I ensure that there is a clear need of the goals and objectives set for each student.						
11	I ensure that the goals and objectives set are ambitious but mediated by students' individual needs.						
Comments:							
HLP 13: Make Adaptations to Tasks and Materials							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I intentionally plan for differentiation in my instruction to meet individual student needs.						
2	I examine the directions of a task or activity to identify advanced vocabulary, sentence complexity, and/or length and simplify these directions as needed.						
3	I use visual aids to illustrate each step of the directions for a task or activity.						
4	I use technology to facilitate students' understanding of tasks and concepts.						
5	I use multiple adaptations (e.g., breaking down an activity or a routine into smaller steps) to increase the likelihood of student success.						
6	I adapt materials by reducing the amount of content presented or required for completing a task.						
7	I differentiate my students' tasks and materials by starting with easier content and building toward more challenging content.						
8	I highlight important information from texts, notes, and/or worksheets to make important ideas more visible for my students.						
9	I support student learning by using guided notes to help with retention and improve student note-taking skills.						
10	I create and/or use graphic organizers to help students understand relationships and organize concepts.						

11	I provide and explicitly teach students to use mnemonic strategies to remember important aspects of lessons and content.						
12	I use physical objects (e.g., manipulatives) to support students in doing an activity or task.						
Comments:							
HLP 14: Use Cognitive and Metacognitive Strategies							
Rate the extent to which you incorporate this HLP.		N/A	1	2	3	4	5
1	I provide cognitive strategy instruction to reinforce student independence and self-direction. This includes activating background knowledge; discussing, modeling, memorizing, and supporting the strategy; and allowing for independent performance (i.e., self-regulated strategy development model).						
2	I examine sources of evidence-based practices to determine whether they will meet my students' needs.						
3	I use task analysis to determine the steps that students will need to take to accomplish goal.						
4	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 and activities.						
5	I explicitly teach and use strategic instruction models (e.g., self-regulated strategy development) to enhance student memory and information recall.						
6	I break down, model, and provide step-by-step instruction to facilitate student strategy use.						
7	I provide frequent opportunities for students to practice strategy use across various settings and time.						
8	I monitor student strategy use and ensure that any modification a student makes does not impact the strategy's usefulness.						
9	I provide feedback and positive reinforcement to my students as they use the targeted strategy.						
Comments:							

HLP 15: Provide Scaffolded Supports							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I create tasks with a focus on essential knowledge and skills.						
2	I provide scaffolded supports (e.g., graphic organizers, sentence stems) across a wide range of areas (e.g., academics, behavior, social skills).						
3	I use assessments to gauge student thinking, language, writing, or performance to determine the type and level of supports needed.						
4	I use my knowledge of standards/benchmarks, curriculum, and prerequisites to structure tasks from easiest to most difficult.						
5	I adjust student support to learn a strategy as needed.						
6	I make sure to provide only the amount of scaffolded support the student needs to perform a skill or task independently.						
7	I fade supports gradually to encourage student independence with concepts and tasks.						
8	I use a variety of supports (e.g., technology, checklists, graphic organizers) and adjust what is used based on students' support needs.						
Comments:							
HLP 16: Use Explicit Instruction							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I design carefully sequenced and organized lessons that focus on the most important content.						
2	I start lessons with a clear statement of the lesson goals and student expectations.						
3	I review prerequisite skills and knowledge before providing instruction on new content.						
4	I break down complex skills and strategies into smaller instructional pieces.						
5	I provide clear and concise step-by-step demonstrations of how to do a skill or explain a concept.						
6	When applicable, I incorporate a variety of examples and nonexamples into my lessons.						
7	I provide guided practice with scaffolded supports.						

8	I provide my students with frequent opportunities to respond to questions.						
9	I provide immediate affirmative and corrective feedback based on student performance.						
Comments:							
HLP 17: Use Flexible Grouping							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I vary group size (e.g., whole or small group) based on students' instructional needs and learning objectives.						
2	I vary the type of group (e.g., same ability or mixed ability) based on students' instructional needs and learning objectives.						
3	I use same-ability groups when providing intensive instruction for students who have similar strengths, needs, and/or interests to meet short-term goals and objectives.						
4	I use mixed-ability groups to increase engagement in academic discussions.						
5	I use mixed-ability groups to improve interpersonal relationships between students with and without disabilities across racial/ethnic backgrounds.						
6	I use cooperative learning structures (e.g., jigsaw) to meet academic, behavioral, and/or interpersonal instructional objectives.						
7	I monitor the interactions between group members and their learning during group work time.						
8	I hold students accountable for what they do during group work to promote positive interdependence.						
Comments:							
HLP 18: Use Strategies to Promote Active Student Engagement							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I build and maintain positive relationships with my students.						
2	I individualize engagement tools using technology, visuals, or other structured supports for students.						

3	I use a wide range of research-supported active student response practices (e.g., peer tutoring, digital tools, collaborative learning strategies).						
4	I provide students with opportunities to respond (e.g., asking questions) throughout my lessons.						
5	I encourage students to participate in group activities by including games and contingencies.						
6	I give detailed academic- and behavior-specific feedback with explanation of how students are meeting expectations.						
Comments:							
HLP 19: Use Assistive and Instructional Technologies							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I consider my students' assistive technology needs related to their goals, access to the general education curriculum, and extracurricular activities.						
2	I make assistive technology decisions based on students' strengths and needs.						
3	I make assistive technology decisions based on the environment in which my students learn and socialize.						
4	I consider the supports available in the environments where my students learn and socialize.						
5	I consider the tasks that students are expected to do when making assistive technology decisions.						
6	I directly integrate assistive technology into my students' individualized education program goals, as applicable.						
7	I collect and analyze data about students' use of assistive technology across instructional settings.						
8	I determine if changes to assistive technology devices or services are needed based on student data.						
Comments:							
HLP 20: Provide Intensive Instruction							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I use progress monitoring to track student improvements.						
2	I create student-specific intensive intervention plans based on an examination of diagnostic assessment data.						

3	I can implement intervention plans, track student responses, and reexamine data as needed.						
4	I establish my students' present level of academic performance.						
5	I set ambitious long-term goals using established norms.						
6	I implement high-quality instruction or intervention with fidelity.						
7	I monitor student progress toward the goal.						
8	I use decision rules to evaluate instructional effectiveness and student progress.						
9	I generate a hypothesis about student progress to individualize instruction.						
10	I make instructional changes based on my chosen hypothesis.						
	Comments:						
HLP 21: Teach Students to Maintain and Generalize New Learning Across Time and Settings							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I apply the same techniques that changed a behavior in one setting to all settings where the target behavior is desirable.						
2	I help students recognize reinforcement options in the natural environment (e.g., a preferred snack).						
3	I use examples from a variety of settings and contexts to demonstrate a behavior or skill.						
4	I use reinforcement contingencies where students do not know when the reinforcement will happen (i.e., unpredictable).						
5	I use similar stimuli in the training setting and the setting where generalization is desired.						
6	I provide students training in self-management, in which they monitor and report on their own generalization of behavior.						
7	I use verbal instructions to promote generalization.						
8	I use reinforcement schedules to ensure that desirable behaviors persist across settings.						
9	I reduce the frequency of reinforcement as students demonstrate increased success with a behavior/skill.						
10	I build in opportunities for overlearning trials (i.e., extra instruction to reinforce learning).						

11	I build in opportunities for distributed practice (i.e., breaking up practice into several short sessions during a longer period of time).						
12	I review methods to increase generalization (i.e., use in multiple settings or activities) of the skill or behavior as needed.						
13	I review methods to increase and maintenance (i.e., continue to be able to perform across time) of the skill or behavior as needed.						
Comments:							
HLP 22: Provide Positive and Constructive Feedback to Guide Students' Learning							
	Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I provide positive and specific feedback on student learning.						
2	When I give feedback, I focus on the process rather than making it about the person (e.g., Say "You worked really hard on that assignment" instead of "You are so smart!").						
3	I provide instructive feedback in which I emphasize the academic skill I want my students to learn.						
4	I provide corrective feedback when addressing my students' academic errors instead of reprimanding them (e.g., say "Remember, read the directions carefully" instead of "Pay attention!").						
5	I provide timely feedback close to when the behavior occurs.						
6	I am sincere when I provide feedback to students and avoid using sarcasm and joking.						
7	I consider how students' age, learning history, cultural background, and preferences, as well as classroom dynamics, could influence their response to feedback.						
8	I adjust the type and frequency of feedback based on students' learning progress.						
Comments:							