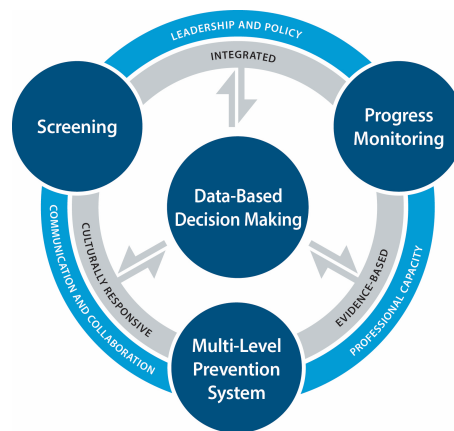


Tier 1: Assessment of Use of High Leverage Practices

An effective multi-tiered system of supports (MTSS) requires high-quality core instruction to support all students. Educators can use the *Assessment of Use of High Leverage Practices* to evaluate their use of high-leverage practices (HLPs) to design and deliver Tier 1 instruction.

What are HLPs?

HLPs are general strategies related to positive student outcomes across subject areas, grade levels, and contexts. As described by [TeachingWorks.org](https://teachingworks.org/), they “are ‘high leverage’ not only because they matter to student learning but because they are basic for advancing skill in teaching.”



Using this tool:

- Complete this tool individually or as part of a team that is responsible for Tier 1 instruction.
- Allocate 20-30 minutes to complete this activity.
- Gather data or conduct observations to evaluate the extent to which HLPs are used within Tier 1.
- After rating each practice, reflect on the number of HLPs used and any adjustments needed.

RESOURCES FOR TIER 1

- MTSS Center webpage on a [Multi-Level Prevention System](#)
- Infographic: [Essential Features of Tier 1](#)
- Article: [How Can Teachers Improve Instruction for Students with Disabilities and All Students at Tier 1?](#)
- Website: [TeachingWorks Resource Library](#)
- Resource: [HLPs for Students with Disabilities](#)

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Assessment of Use of High-Leverage Practices (HLP)

Read the description for each HLP and rate the extent to which each practice is used to design and deliver instruction (0 = not used, 1 = inconsistently used, 2 = consistently used).

HLP	Description	0	1	2
1. Leading a group discussion	In a group discussion, the teacher and all of the students work on specific content together by contributing orally, actively listening, and learning from others' perspectives.			
2. Explaining and modeling content, practices, and strategies	Teachers use verbal explanations with accompanying examples or representations. For more complex content use modeling that includes thinking aloud and demonstrating the concept.			
3. Eliciting and interpreting individual students' thinking	Teachers pose questions or tasks that allow students to share their thinking in order to evaluate their understanding, guide instructional decisions, and surface ideas that benefit other students.			
4. Diagnosing particular common patterns of student thinking and development in a subject-matter domain	Teachers recognize common patterns in the ways in which students think about and develop skills, which is then used to plan instruction and evaluate student learning.			
5. Implementing norms and routines for classroom discourse and work	Teachers use norms and routines for certain subjects that may include establishing hypotheses, providing evidence for claims, and showing one's thinking in detail.			
6. Coordinating and adjusting instruction during a lesson	Teachers adjust instruction during a lesson such as explicitly connecting parts of the lesson, managing transitions, and changing instruction based on student progress.			
7. Specifying and reinforcing productive student behavior	Teachers outline product student behavior, including laying out classroom rules, managing disruptive behavior, recognizing student engagement, and teaching students how to interact well with others.			
8. Implementing organizational routines	Teachers use clear routines to carry out common classroom tasks, which includes demonstrating and rehearsing routines and maintaining them consistently.			
9. Setting up and managing small group work	To use groups effectively, teachers issue clear directions that permit groups to work semi-independently and implement mechanisms for holding students accountable for both collective and individual learning.			
10. Building respectful relationships with students	Teachers establish positive relationships by greeting students every day, having brief "check ins", and following up with students experiencing certain personal situations.			

HLP	Description	0	1	2
11. Talking about a student with families	Teachers communicate with parents to provide information about students' progress, to seek information and help, and to request family involvement in school.			
12. Learning about students' personal experiences and resources for use in instruction	Teachers actively learn about their particular students in order to design instruction that will meet their needs, including understanding cultural norms, religious views, and topics of interest of their students.			
13. Setting long- and short-term learning goals for students	Setting goals includes analysis of student knowledge/skills in relation to established standards and sequencing interim benchmarks that ensure progress toward goals.			
14. Designing single lessons and sequences of lessons	Teachers design and sequence lessons with an eye toward providing opportunities for student inquiry and discovery and include opportunities to practice and master foundational concepts/skills before moving on to more advanced ones.			
15. Checking student understanding during and at the conclusion of lessons	Teachers use informal but deliberate methods to assess what students are learning during and between lessons, such as simple questioning, short performance tasks, or notebook entries.			
16. Selecting and designing formal assessments of student learning	Effective summative assessments provide teachers with rich information about what students have learned and where they are struggling in relation to specific learning goals.			
17. Interpreting the results of student work	Teachers must analyze student productions and assessments, such as assignments, quizzes, tests, for patterns that guide their efforts to assist students and inform future instruction.			
18. Providing oral and written feedback to students	Teachers provide feedback that is specific, not overwhelming in scope, focused on specific qualities of the work, and highlights ways to improve.			
19. Analyzing instruction for the purpose of improving it	Analyzing instruction may take place individually or collectively and involves identifying salient features of the instruction and making reasoned hypotheses for how to improve.			

Source: Adapted from <https://www.teachingworks.org/high-leverage-practices>

*For additional information on any of these HLPs, explore
<https://www.teachingworks.org/high-leverage-practices>.*