

# High Leverage Practices- Implementation Science Connection



**MS Department of Education**

Region 7 Comprehensive Center

[mdek12.org](https://mdek12.org)



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DEPARTMENT OF  
EDUCATION

**Date: November 14, 2023**



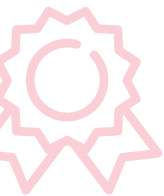
## VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



## MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

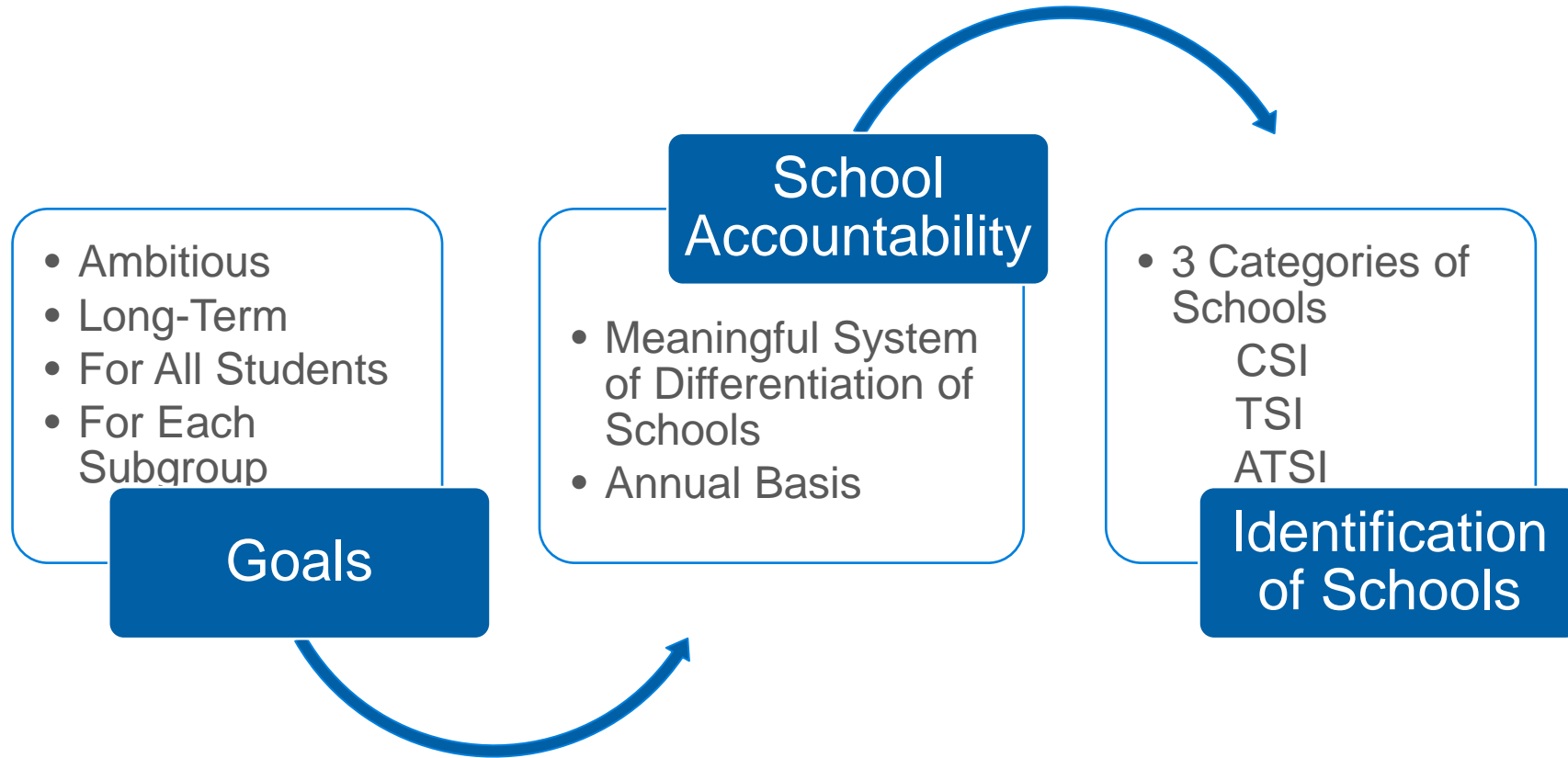
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1	<b>Overview – Joint effort between the Offices of School Improvement and Special Education</b> Dr. Sonja Robertson
2	<b>Introduction to High-Leverage Practices</b> Dr. Jennifer Boykin
3	<b>Our Community of Practice – Learning Arcs</b> Regional 7 Comprehensive Center Team
4	<b>Implementation Science Overview</b> Regional 7 Comprehensive Center Team
5	<b>Identifying and Planning for Your Implementation Team</b> Regional 7 Comprehensive Center Team

# Intersection of School Improvement & Accountability

5



- Goal for MS' subgroups is 70% by 2027
- In 2023, MS' SwD proficiency is 24.8% in Math, 19.8% in ELA , 30.9% in Science, and 37.4% in U.S. History
- Data has revealed challenge since 2018
- Initial support – limited professional development and funding
- Some schools are experiencing positive movement
- Movement is not sufficient to exit status

- Deepen collaboration between the Offices of School Improvement and Special Education
- Deep-dive into the high leverage practices (HLPS)
- Reinforce HLPs through the lens of implementation science
- Leverage partnership with Region 7 Comprehensive Center to create layer of support through a community of practice with participating schools
- Introduce during the 2023 SI Convening

- Create the space and opportunity for school teams to dig into the instructional HLPs from their respective contexts
- Establish a network of school teams that are working through/grappling with identifying the most effective strategies to support each learner
- Sharing of practices to influence the field of practitioners
- Improve outcomes for the students with disabilities subgroups in all schools, but specifically, schools participating in this CoP

# High Leverage Practices



Instructional Focus

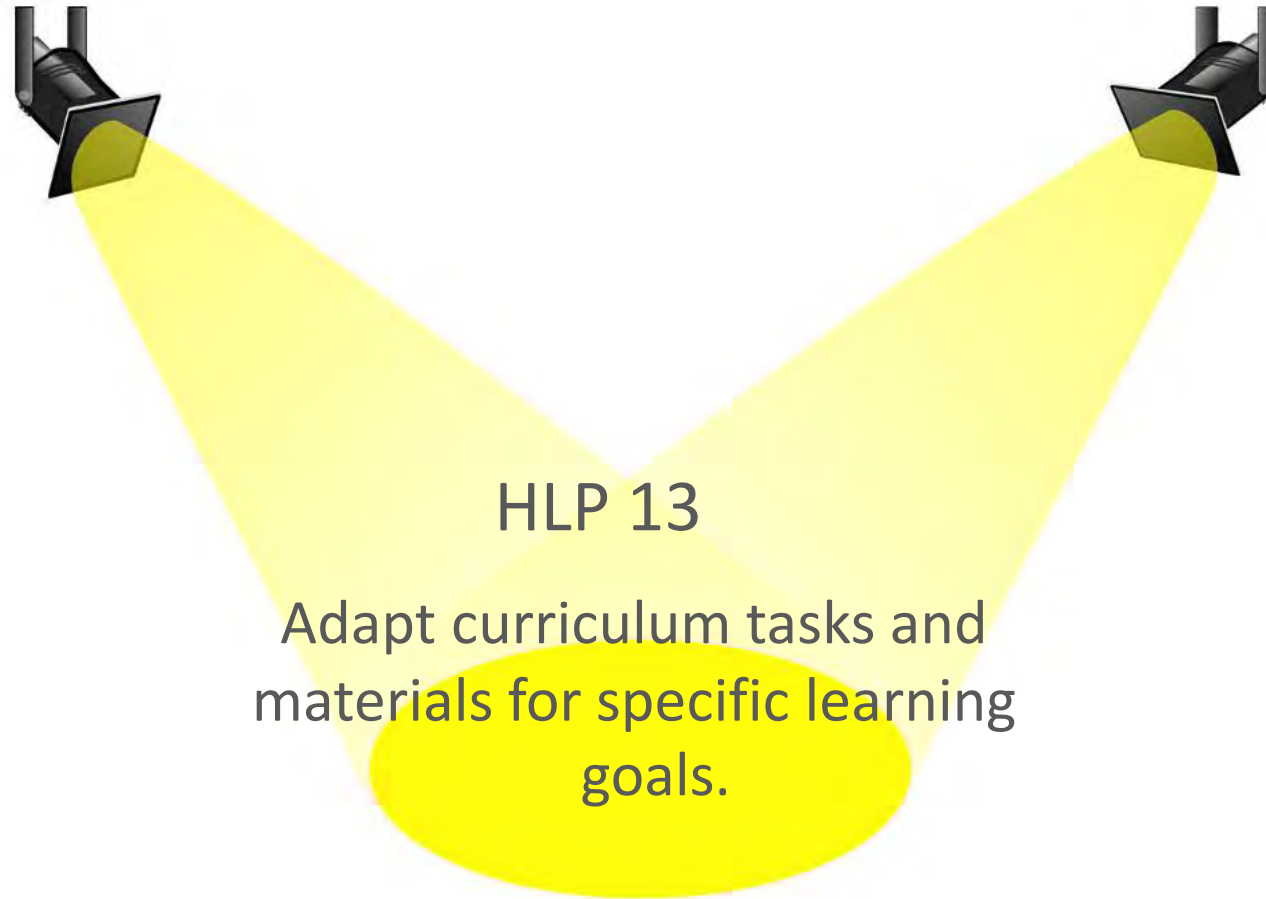
# High Leverage Practices in Special Education

- The Council for Exceptional Children (CEC) and the CEEDAR Center conducted a thorough research review to look for practices that had the biggest impact on achievement results for students with disabilities.
- They found 22 practices that qualified as being High Leverage. They are organized into 4 domains: Collaboration, Assessment, Social/Behavioral, & Instruction.
- Check out [www.highleveragepractices.org](http://www.highleveragepractices.org)

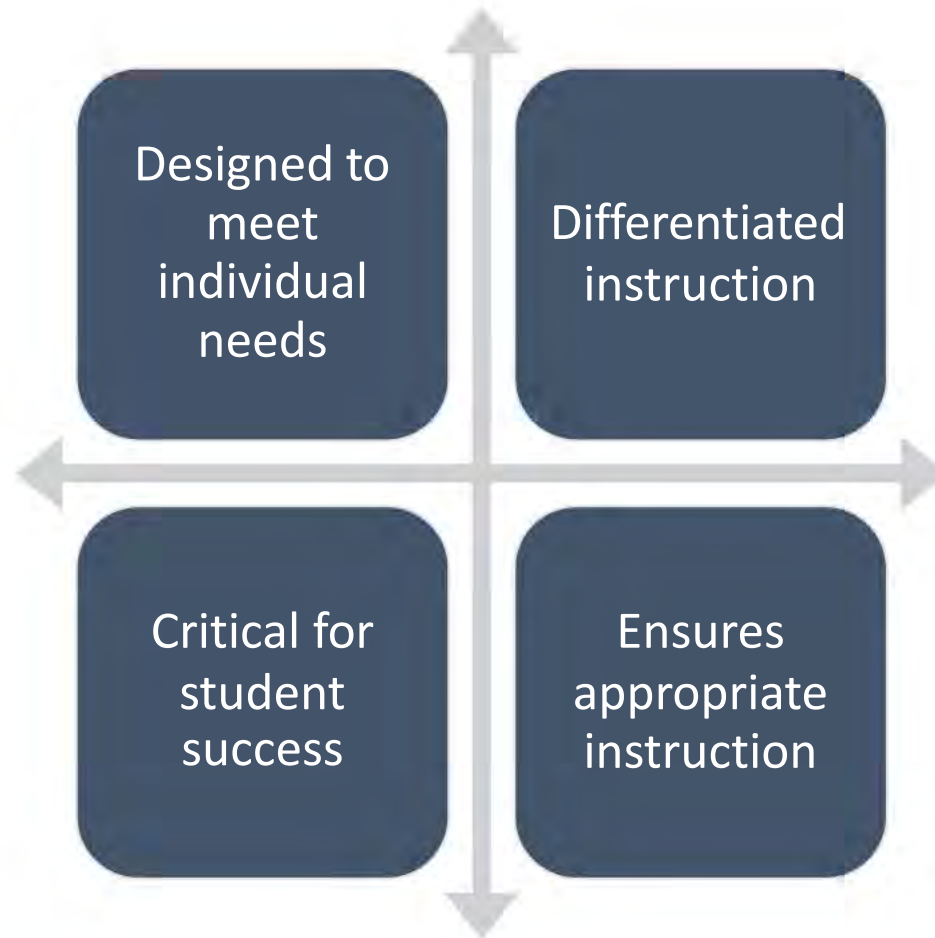
### Focus: Instructional Domain

- ☐ HLP 13: Adapt curriculum tasks and materials
- ☐ HLP 15: Provide scaffolded supports
- ☐ HLP 16: Use explicit instruction

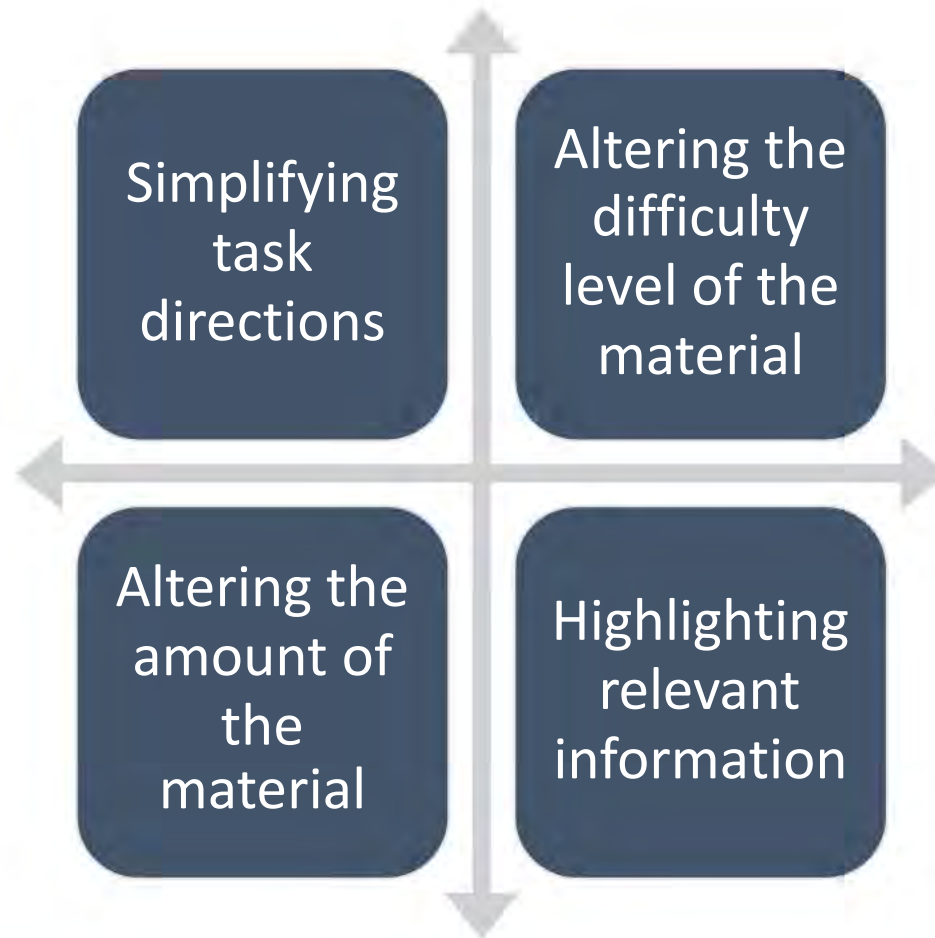
# My Favorites



# WHY?



# HOW?





### WHY?

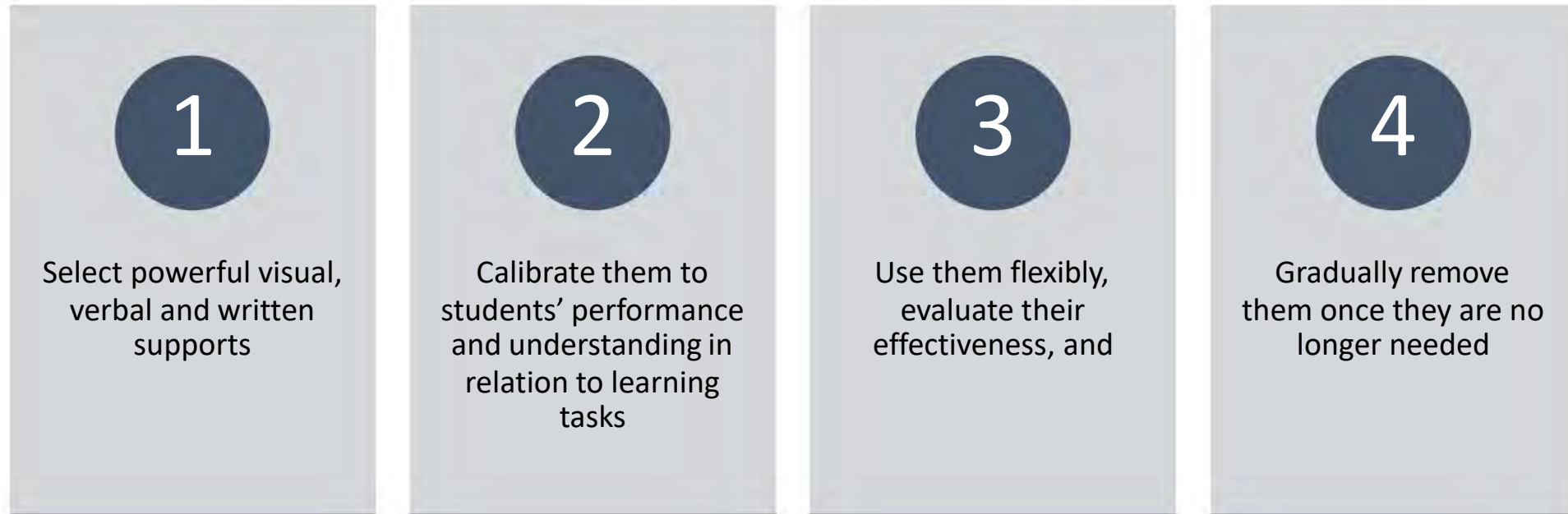


Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success.



Some supports are planned prior to lessons, and some are provided responsively during instruction.

### HOW?





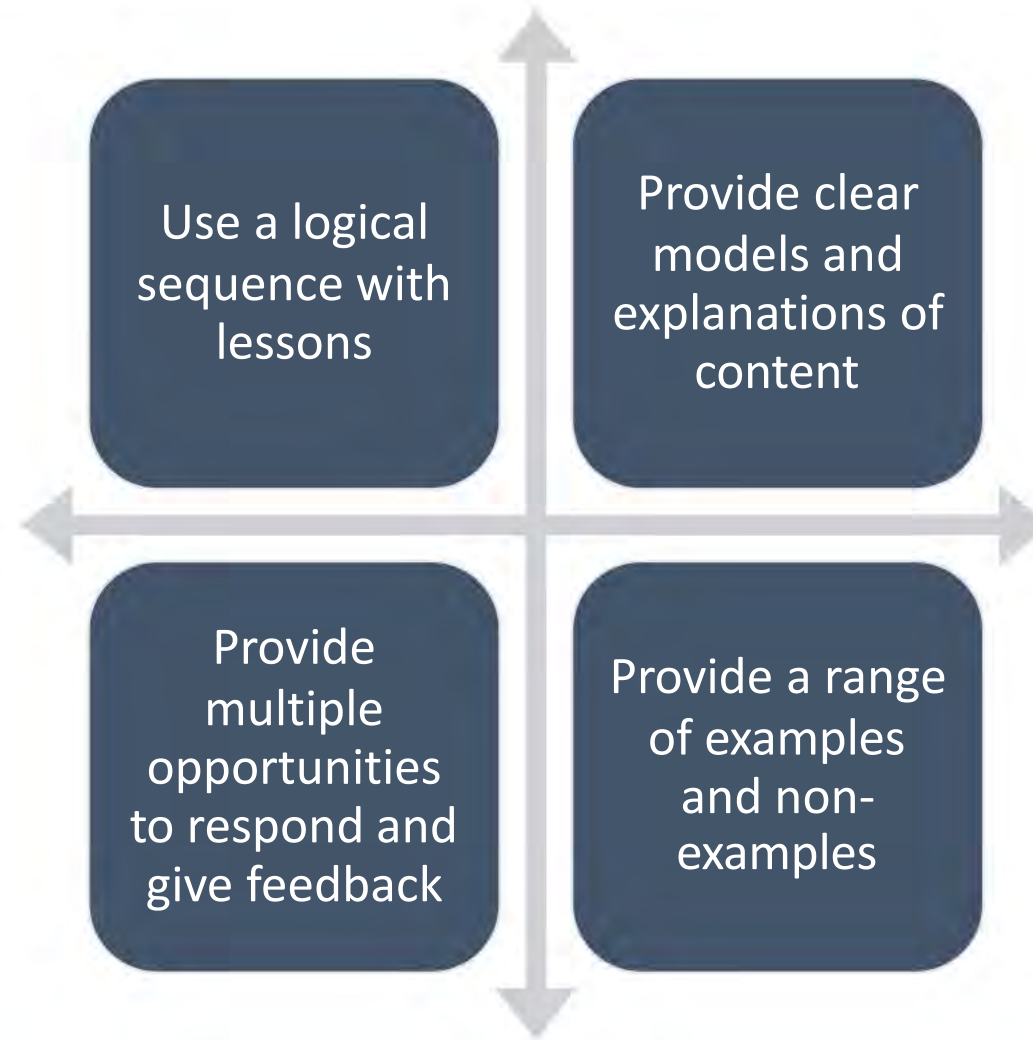
Did you know:

Grade	Literary	Informational
Kindergarten	RL.K.1 With prompting and support, ask and answer questions about key details in a text.	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
1 <sup>st</sup> Grade	RL.1.1 Ask and answer questions about key details in a text.	RI.1.1 Ask and answer questions about key details in a text.
2 <sup>nd</sup> Grade	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
3 <sup>rd</sup> Grade	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.



- What is explicit instruction?
  - Set of teacher behaviors that are effective and support student outcomes
  - Helps teachers design and deliver effective instruction
  - Teachers provide many opportunities for students to respond
  - Known for the “I do, we do, you do” instructional sequence

### Four Key Components



- Characteristics of explicit instruction
  - Laser-like focus on selecting only the most critical content
  - Logically sequenced
  - Breaks complex skills into smaller chunks
  - Highlights examples and non-examples
  - Keeps a brisk pace and provides immediate feedback on student performance

Listen to the expert!

Anita Archer, Ph.D.



### Continuum of Learning

Explicit Instruction

Discovery Learning



Novice Learners  
Struggling Learners

Learners with acquired  
knowledge or skills

[Explicit Instructions | Effective and Efficient Teaching » Anita L. Archer, Ph.D.](#)

## What is a Comprehensive Center?

- Federally funded centers that provide capacity-building services to SEAs, REAs, and LEAs to improve student outcomes.
- 19 Regional CCs provide evidence-based technical assistance, materials and tools, and training.
- Region 7 serves Alabama, Florida, and Mississippi.



**Sam Glickman**

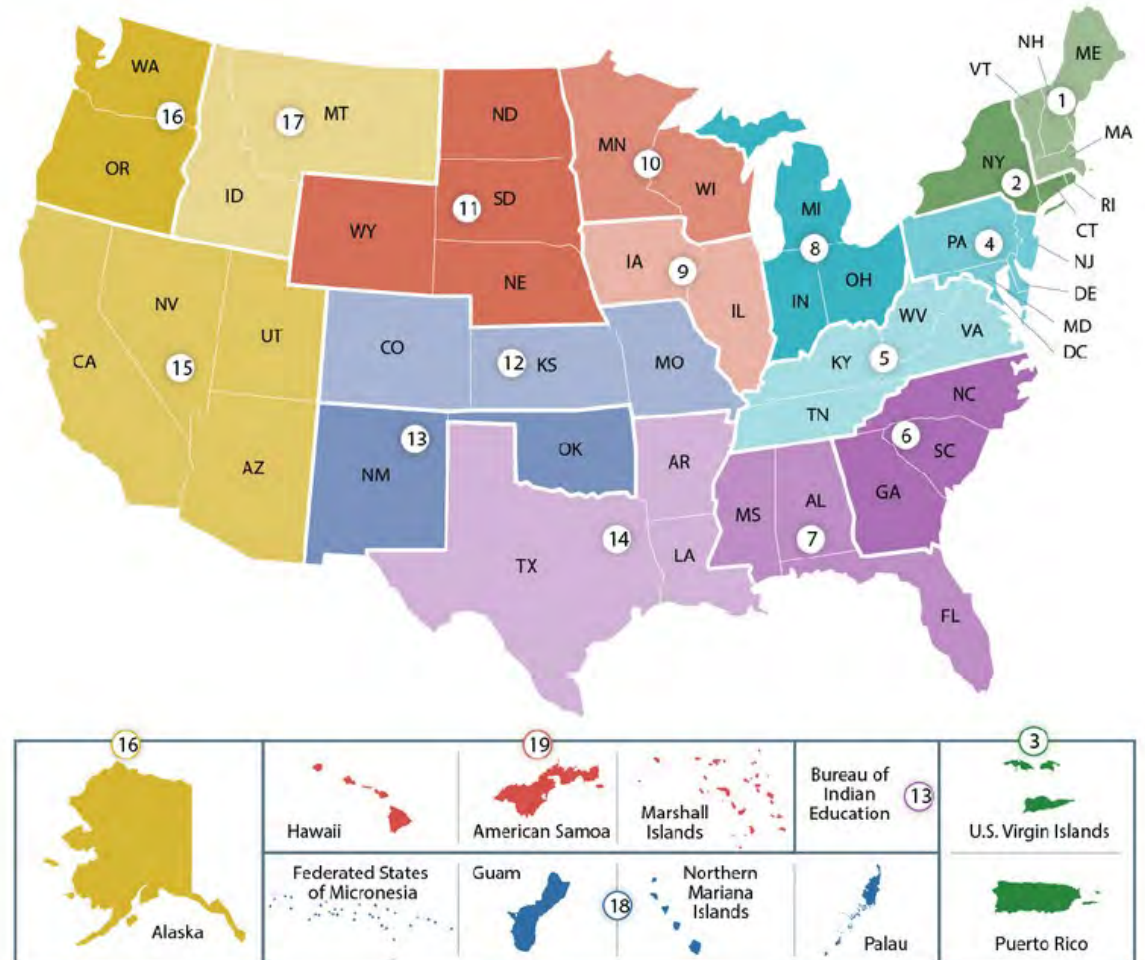


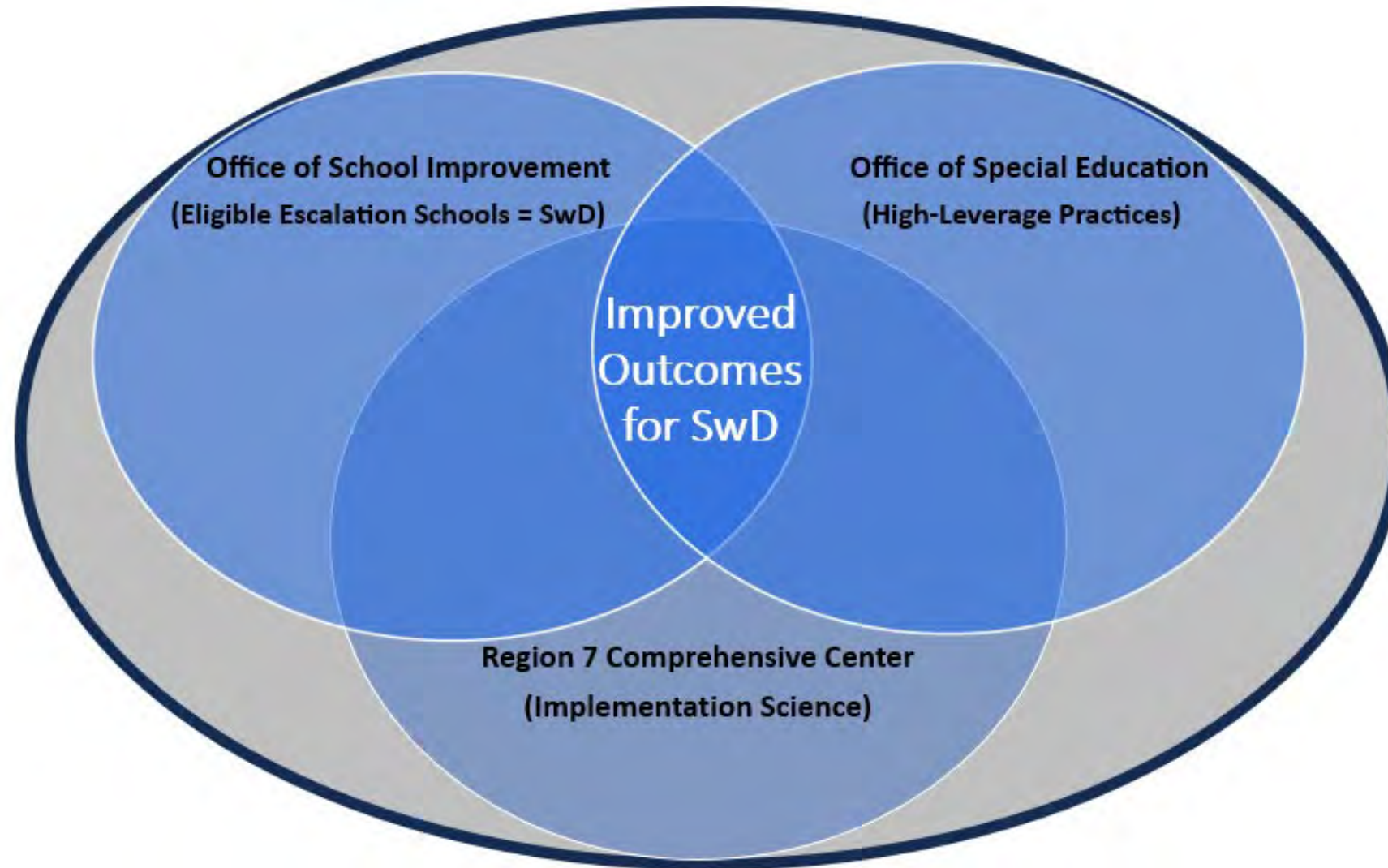
**Dr. Jessica Folsom**



**Dr. Angela Jack**

Map of Regional Comprehensive Centers





## Who's In the Room?

Principals

Assistant  
Principals

Curriculum  
Directors

Teacher  
Leaders

Coaches/  
Instructional  
Support

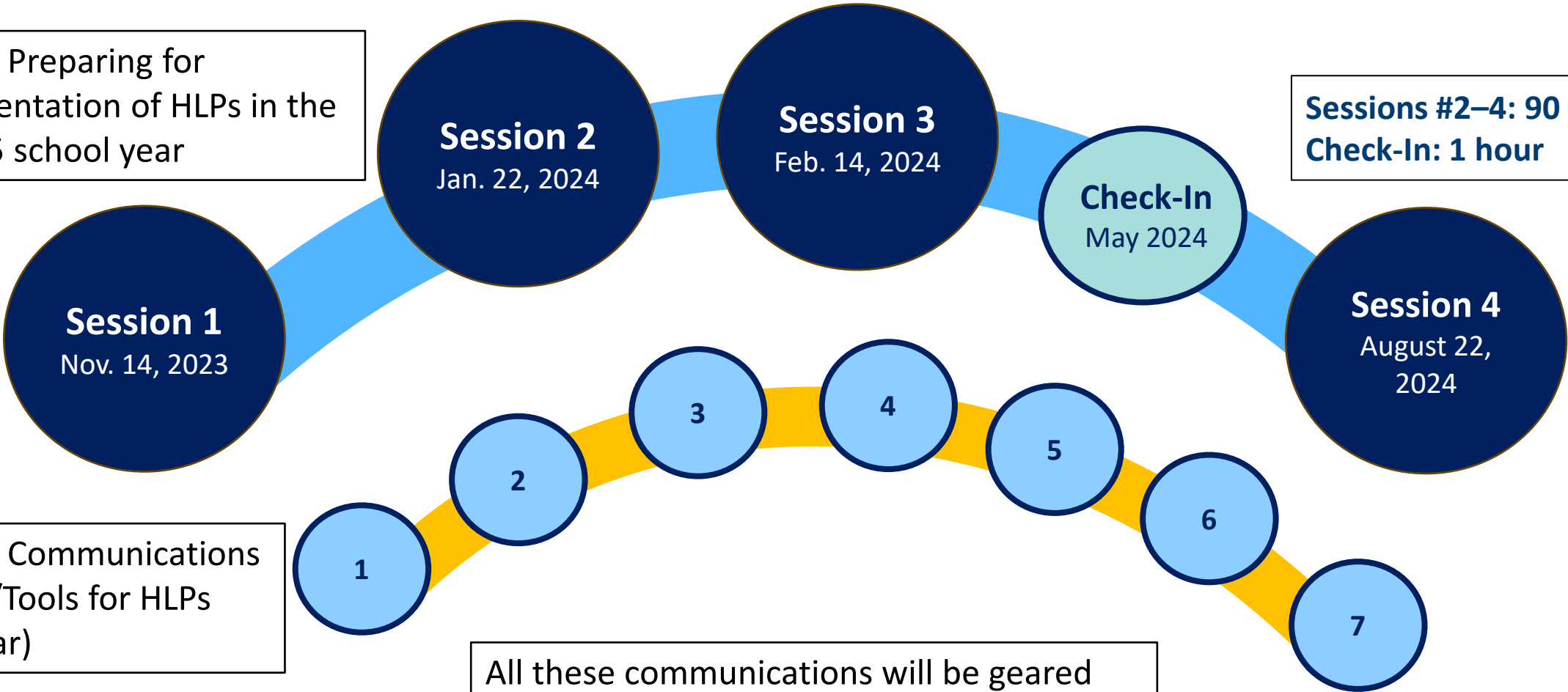
Central Office  
Administrators

Special  
Education  
Experts

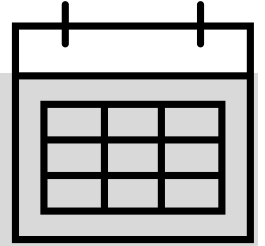
Other Key  
Roles

**ARC #1:** Preparing for implementation of HLPs in the 2024-25 school year

**Sessions #2–4:** 90 minutes  
**Check-In:** 1 hour



**ARC #2:** Communications on Tips/Tools for HLPs (this year)

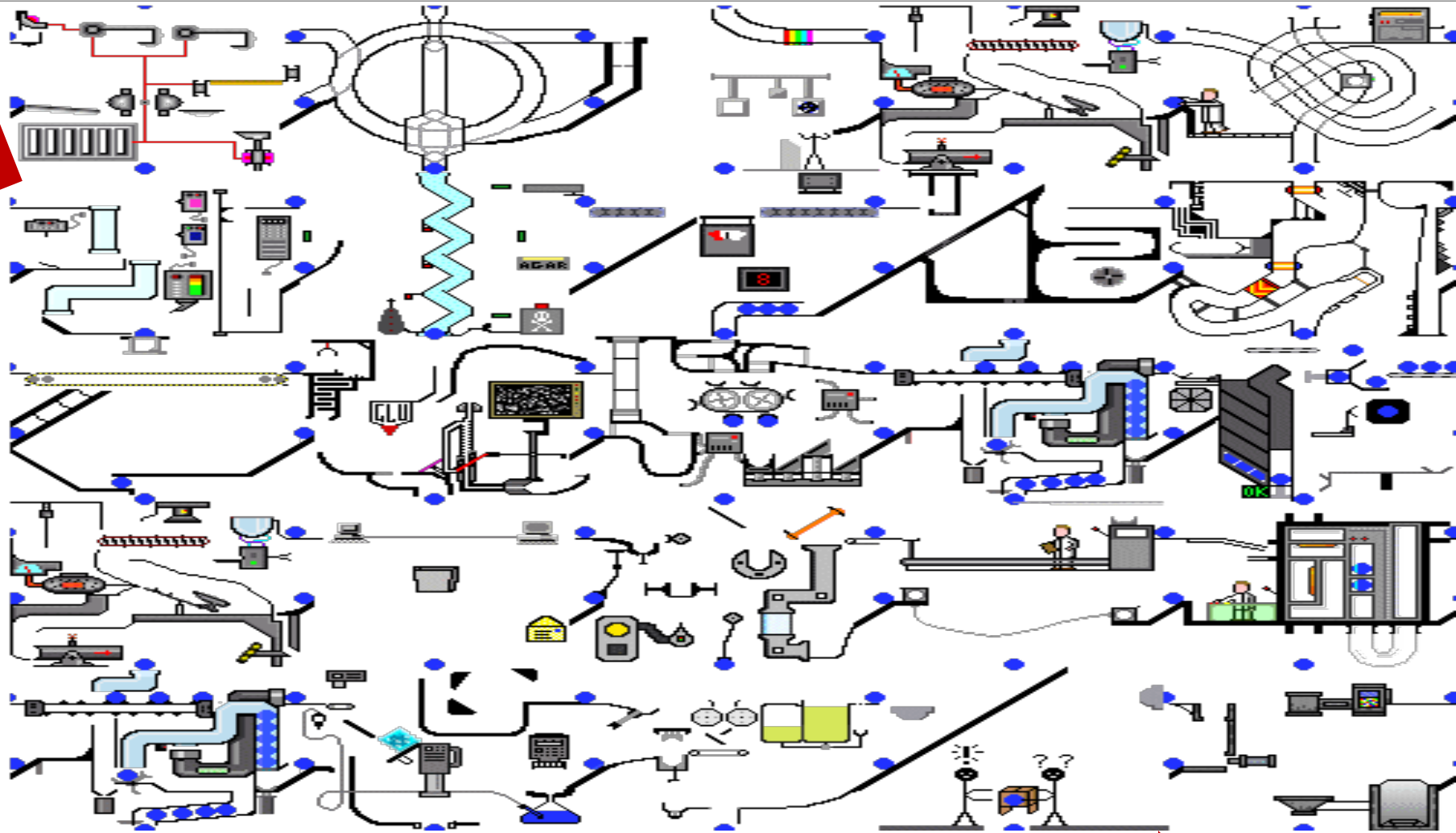


1. Gain a deeper knowledge and understanding of HLPs.
2. Understand the key actions needed to implement the use of HLPs in classrooms (implementation science).
3. **Begin making progress *now* while developing your school's detailed plan for implementing the use of HLPs in classrooms for 2024-25.**
4. Be prepared to observe and provide support for teachers implementing the use of HLPs at the start of 2024-25.

- Think of a program or practice that was implemented in your school that yielded its intended results. What **factors** contributed to the success?
- Think of a program or practice that was implemented in your school that did not yield its intended results. What **factors** impeded the success of the program or practice?



Evidence-Based Practices



GOAL

Improved Outcomes

# Implementation Science



- What is it?
- How can we apply it to benefit your school?

Implementation science refers to the strategies and tools used to enhance the adoption, implementation, and sustainability of a program or **practice**.

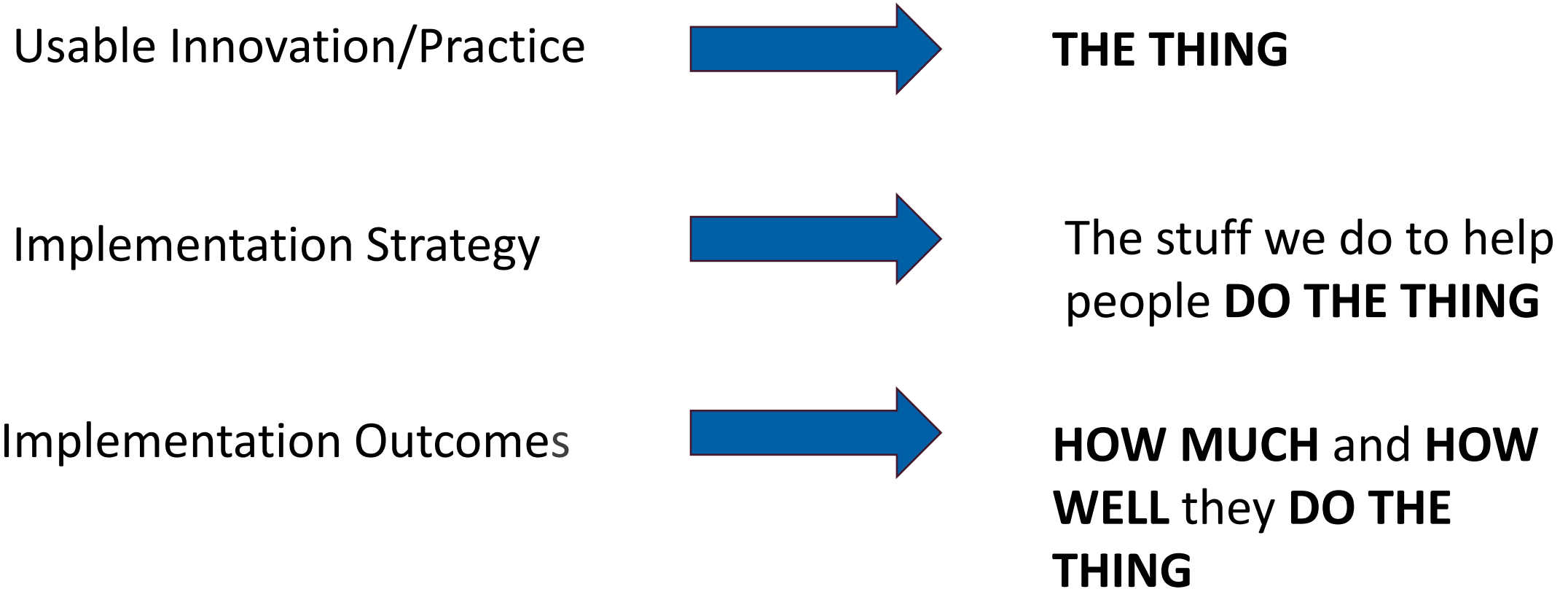
(Adapted from Powell et al., 2015)

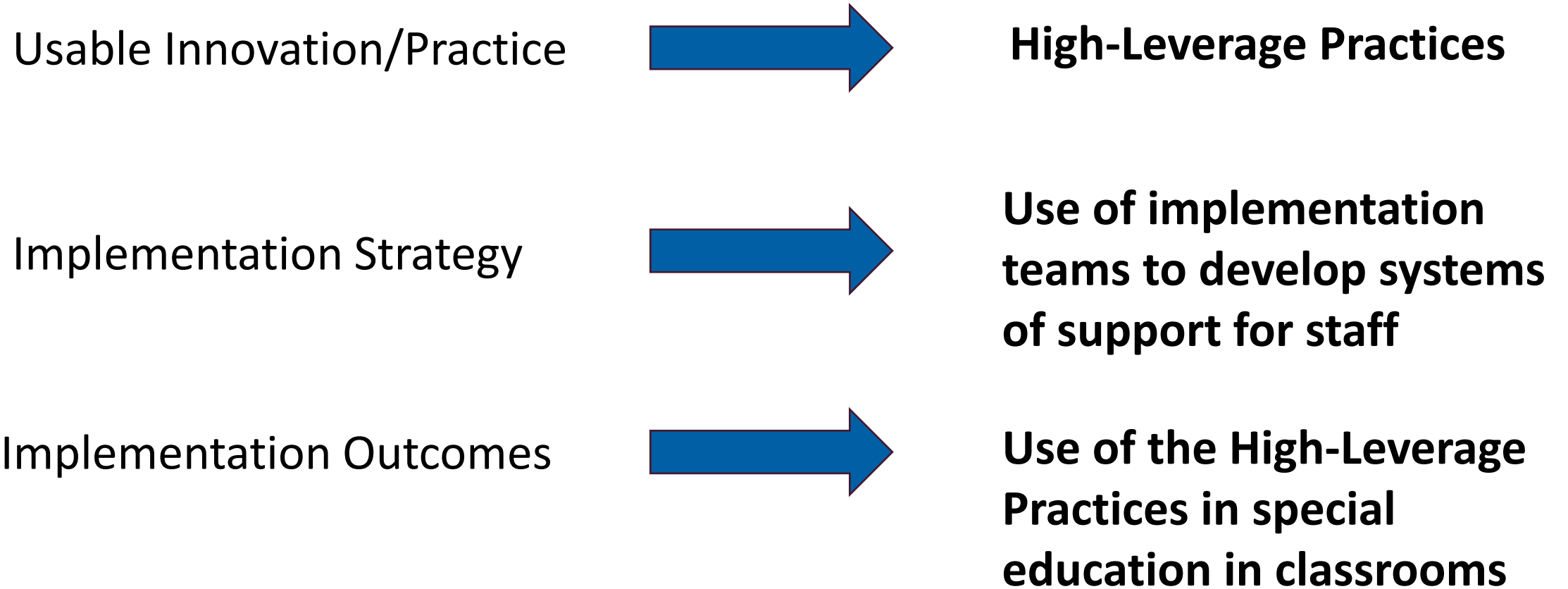
- Disseminating information to staff
- Training
- Making mandates
- Providing funding/incentives
- Organizational change/reorganization

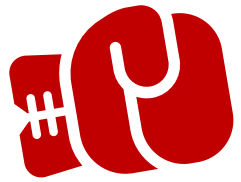


**Use of Practices  
As Intended**

**! Return on Investment: 5-15%**







What are the big punches we want to land with our limited time in this CoP that **make an impact for Students with Disabilities?**

HLPs → Implemented in Classrooms → Improved Outcomes for SwD

Deepen  
knowledge of  
HLPs

Plan for Implementation:  
\*Team  
\*Working Agreements  
\*Communication Protocols  
\*Professional Learning Plan

Use data to  
provide support  
& make  
refinements

## What are the biggest challenges your school is facing regarding:

- Meeting the needs of SwD
  - Who is THAT student(s)?
- Implementing HLPs
- Delivering high-quality professional learning



# Lunch Break



## What are the biggest challenges your school is facing regarding:

- Meeting the needs of SwD
  - Staffing
  - Instructional Capacity (teacher training)
  - Appropriate resources (content that meets students' needs)
  - Parent expectations
  - Students (behaviors, motivation, reading levels, etc.)
  - Systems (volume of caseload, implementation of IEPs, collaboration between Spec. Ed. & Gen. Ed.)



## What are the biggest challenges your school is facing regarding:

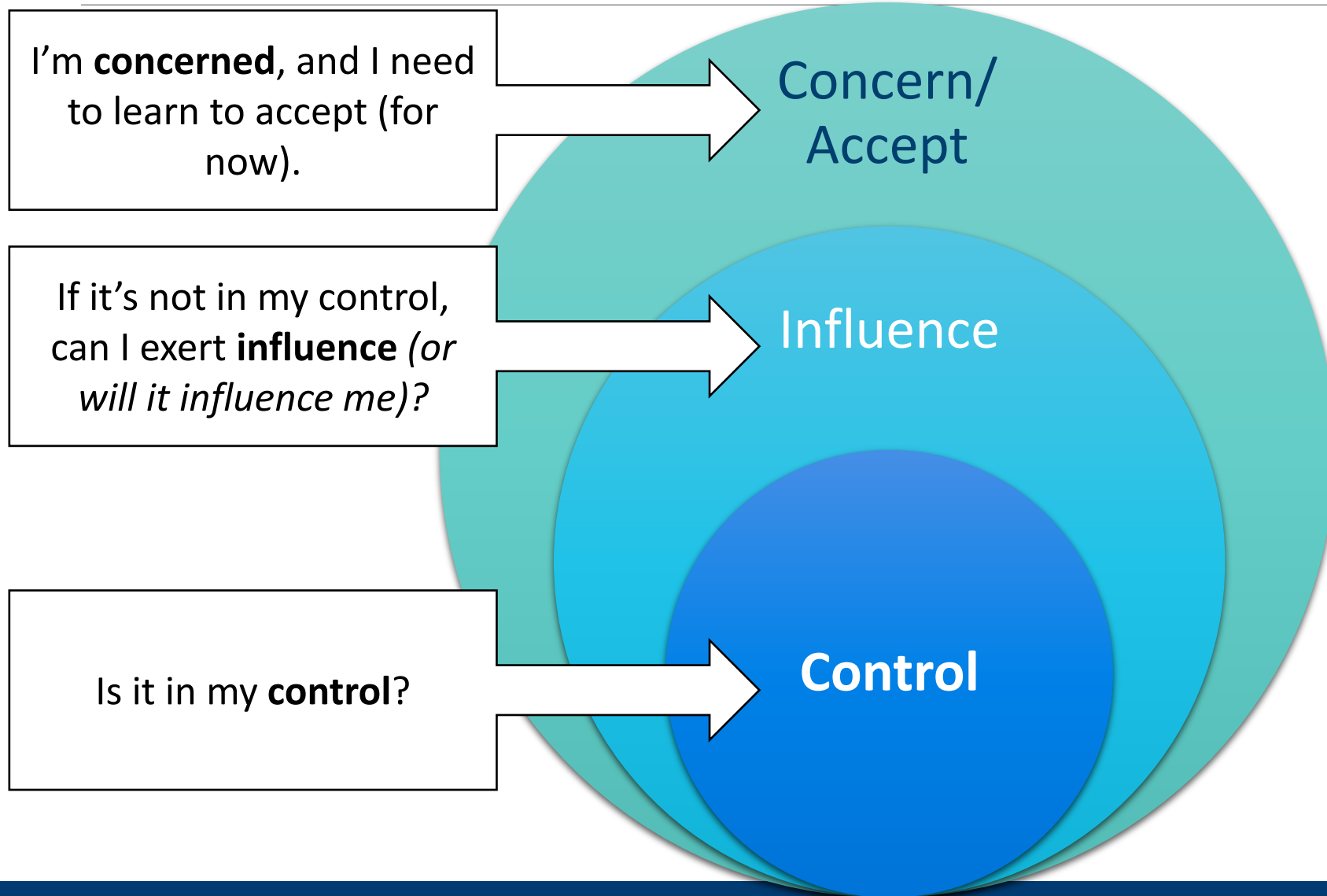
- Implementing HLPs
  - Classroom delivery of the practices (doing it!)
  - Teacher knowledge
  - Accountability
  - Time



## What are the biggest challenges your school is facing regarding:

- Delivering high-quality professional learning
  - Administrative knowledge & capacity
  - Buy-in from *all* teachers that these are all our students
  - Training for paras
  - Teacher perception & reception of professional learning
  - Time
  - Follow up – just another thing / lack of effective monitoring

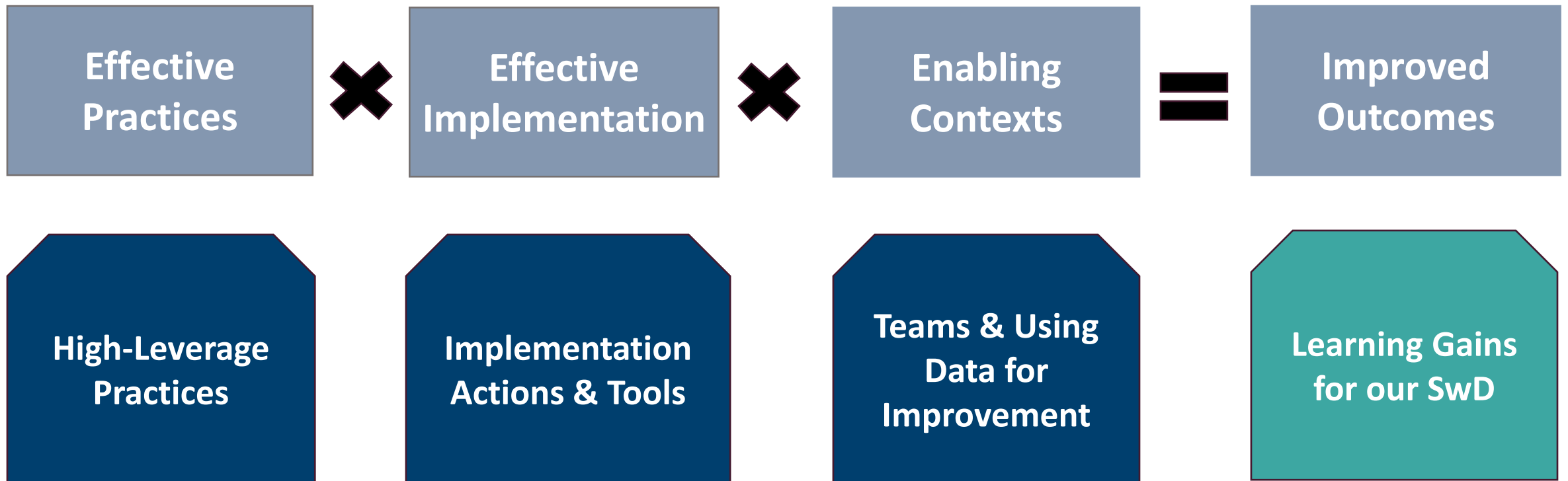




**Find someone in the room with a different quote.**

- **Share your quote.**
- **In your interpretation, describe how this quote relates to your school, your district, or the challenges we face in education in general.**

## Active Implementation: Key Ingredients to Making Change Happen In Schools



# Implementation Teams





- What are the key differences in functions of a “cowboy” versus a “pit crew”?
- Have you worked with “cowboys” or “pit crews” or both? What did you need to do differently in your work with them?
- From your experience, what are some lessons learned about teaming?



**A group of stakeholders who oversee, attend to, and are accountable for performing key implementation functions.**



Small, skilled  
team



Multiple  
perspectives



Guided by  
a team charter



Defined  
leadership



Planning



Problem-solving



Collecting  
Data



Communicating



Building  
Infrastructure



Analyzing &  
Studying Data

- What's our goal?
  - ✓ Establishing an effective professional learning plan for implementing the HLPs
- How many members? **5–10**
- What roles need to be included? **Administrators and Teachers**
- Which roles are often overlooked on instructional teams? **???**
- Does my team include all the various perspectives required to reach our goal? **???**



- **Champion(s)** = The building champion maintains a focus on the implementation of HLPs and is able to make decisions about time and resources to support implementation efforts.
- **Communications Point Person** = This person is responsible for ensuring that all communications related to the CoP are examined and discussed.
  - Typically, *not* the principal. This role is well-suited for a teacher lead.



- **Building Implementation Team (BIT)** = All members will actively engage in the CoP, professional learning, and implementation of the HLPs.



Guiding Questions:

- ☐ Will the team be able to address all the responsibilities/tasks?
- ☐ Does the team have all the necessary/various perspectives?
- ☐ Who else is needed?

## Here's where we start:

- **Your School Planning Template**

- ✓ Planning each step of the process
- ✓ Planning Priorities Overview
- ✓ Identifying Implementation Team Members

	A	B	C	D	E
	PLANNING PRIORITIES	STATUS	TIMELINE (by when)		
1					
2	Identification of Implementation Team Members	In Progress	12/8/23		
3	Develop Team Working Agreements (Norms)	Not Started	2/9/24		
4	Develop Communication Protocols	Not Started	3/7/24		
5	Create a Plan for Professional Learning to Staff on the HLPs for SwD	Not Started	6/11/24		
6	Identify Data Collection Tool and Analysis to Assess Professional Learning Effectiveness	Not Started	8/16/24		
7					
8					

Planning Priorities Overview Implementation Team Members Communication Protocols Wor ... (+)



- Guidance for each step is embedded in the template.



File Home Insert Draw Page Layout Formulas Data Review View Automate Help				
<div>Clipboard Font Alignment Number Styles</div>				
A2 Identify your building "champion(s)"				
	A	B	C	D
	ACTION STEPS What needs to get done?	NAME(S)	TITLE(S)	CONTACT INFO
1	Identify your building "champion(s)"			
2	Identify your Communi			
3	Identify your Building In			
4	(BIT) (5–10 members)			
5				
6				
7				
8				

The building champion(s) maintains a focus on implementation of the High-Leverage Practices and is able to make decisions about time and resources to support implementation efforts.

- Access the shared Google Drive here: <https://tinyurl.com/MSHLPCOP>
- Pull up Folder 11.14.23
- Open your school (District – School)



File Home Insert Draw Page Layout Formulas Data Review View Automate Help				
Clipboard Font Alignment Number Styles				
A2 Identify your building "champion(s)"				
A	B	C	D	E
ACTION STEPS	NAME(S)	TITLE(S)	CONTACT INFO	
What needs to get done?				
Identify your building "champion(s)"				
Identify your Community				
Identify your Building Implementation Team (BIT) (5–10 members)				

The building champion(s) maintains a focus on implementation of the High-Leverage Practices and is able to make decisions about time and resources to support implementation efforts.



- **Begin identifying Building Implementation Team (BIT) members.**
  - **Ask probing questions about the roles/individuals who should be included on the team.**
    - **Who is a potential or aspiring leader? Who do you want to be an aspiring leader?**
    - **Consider the FULL continuum of students and service delivery models – are there representatives from the FULL continuum?**
    - **Who is THAT student/group that keeps me up? Who from their system of supports is included?**

- Communities of Practice Portal & Jamboard
- Monthly-ish email with
  - Tips
  - Opportunities to practice
  - Reflection questions
  - Opportunity to respond & interact



# Day 2 - Session Survey



Office of School Improvement  
**Convening 2023**

# Session Code

(Day 2 - session 4)

**5006**



Office of School Improvement  
**Convening 2023**



## **Sonja J. Robertson, Ph.D.**

Executive Director of School Improvement

srobertson@mdek12.org

## **Jennifer Boykin, Ph.D.**

Executive Director of Special Education

jboykin@mdek12.org

[mdek12.org](https://mdek12.org)



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## Samuel Glickman

Research Associate

Samuel.Glickman@rmcres.com

## Angela Jack, Ph.D.

Implementation Specialist

Angela.Jack@unc.edu

## Jessica Folsom, Ph.D.

Research Associate

Jessica.Folsom@rmcres.com

[mdek12.org](https://mdek12.org)



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