

Arizona's High-Leverage Practices Self-Assessment Tool

Purpose: This protocol will help general education and special education teachers reflect and refine how well they are implementing high-leverage practices (HLPs) for students with disabilities. In the protocol, general education and special education teachers can self-assess on all 22 HLPs or target only specific HLPs. For SSIP participation, the PEA's targeted areas, at minimum, (based on the Success Gaps Rubric) will be assessed for PEA-designated teachers. This supports teachers in targeting and aligning their focus with the PEA's focus for systems implementation and instructional practices to enhance teaching and learning. It is **not** expected that the entire self-assessment will be given at one time. The PEA team can select which HLP self-assessment subtests are expected to be completed. For PEAs participating in SSIP, be sure to refer to the PEA's focus area from the Success Gaps Rubric to ensure alignment with the targeted area(s) for teacher completion. The HLP Pillars aligned to the areas of focus for the PEA, as determined by the Success Gaps Rubric, are required. PEAs may also want to use additional data tools from the SSIP to assist with the focus.

For more information on HLPs, refer to [the High-Leverage Practices for Students with Disabilities website](https://highleveragepractices.org/), at <https://highleveragepractices.org/>

The goals for this protocol:

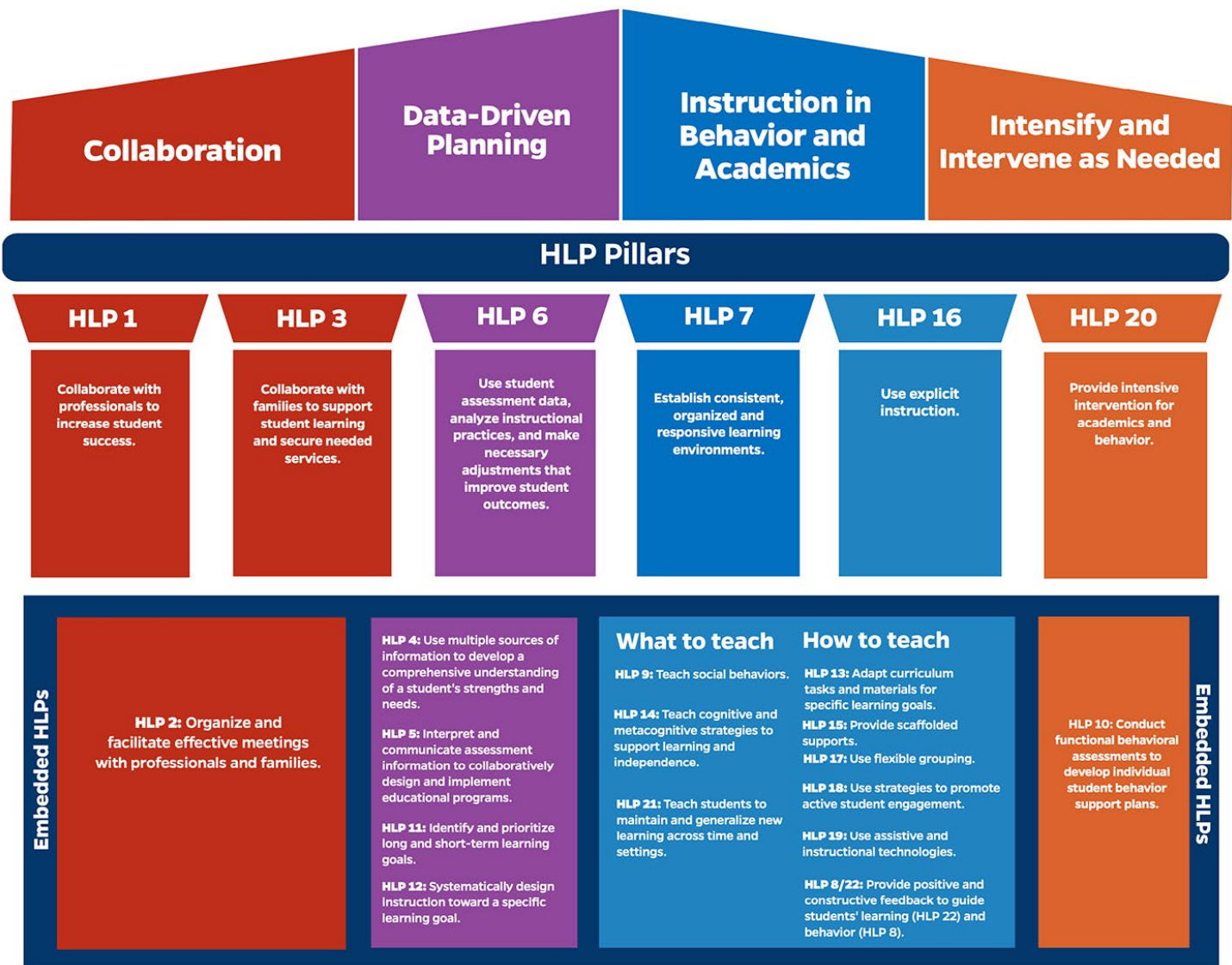
- To provide a protocol for general education teachers and special education teachers to reflect on their use of HLPs.
- To provide general education teachers, special education teachers, instructional coaches, and administrators with data on HLP implementation, which can be used to guide system-level change and professional learning.
- To provide a broad measure that is aligned to the PEA's focus area, with the Arizona Success Gaps Rubric (SGR) and additional data components within the SSIP to ensure students with disabilities are receiving educational benefits, maximizing their performance.

Audience: This protocol is designed for general education teachers, special education teachers, instructional coaches, and administrators.

High-Leverage Practices

Developed by the Council for Exceptional Children and the CEEDAR Center, high-leverage practices are 22 essential special education techniques that all teachers of students with disabilities should master for use across a variety of classroom contexts. Six of these practices are referred to as *pillar practices*: those most essential for educators to implement, and the remaining sixteen are *embedded practices*: those required to effectively support pillar practices. As noted in the graphic below, both pillar and embedded practices are categorized under four domains: *Collaboration*, *Data-Driven Planning*, *Instruction in Behavior and Academics*, and *Intensify and Intervene as Needed*.

The content for this self-assessment is adapted from the CEEDER self-assessment tool (2021).



An [interactive alignment tool](#) developed in collaboration with CEEDAR and the Council for Exceptional Children (CEC) identifies which IRIS resources provide information on HLPs.

The content for this self-assessment is adapted from the CEEDER self-assessment tool (2021).

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 ___/110

Pillar 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
I use verbal active listening skills, such as paraphrasing and asking clarification questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use nonverbal active listening skills, such as smiling and making eye contact, when I am talking with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ask open-ended questions to encourage active participation and sharing information from others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make statements that are accurate and descriptive rather than vague and evaluative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I share resources with colleagues that provide guidance on strategies to support students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My colleagues and I have shared responsibility and accountability for the success of students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Score ___/35

Comments & Evidence:

Pillar 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
I communicate regularly with families openly and honestly, sharing students' successes, educational progress, and challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I communicate with families using multiple modes (e.g., email, telephone, in-person, learning management systems, blog, class webpages).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I demonstrate a high level of knowledge in evidence-based strategies that support students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I communicate high expectations for my students and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I treat families with dignity and respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take time to learn about and honor my students and their families' cultural diversity. I apply this knowledge to my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make sure to clearly share ideas and actions that families can use to support a student's individualized education program goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 (e.g., use a translator).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Score: ___/40

Comments & Evidence:

Embedded 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
I set and articulate clear goals and expectations to ensure that meetings are informative and productive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I establish a welcoming and positive tone when greeting team members and ensure that all meeting members are introduced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During the meeting, I encourage each team member to contribute to and have an equal voice in discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage and reinforce parent input during the meeting by asking guiding questions and including time on the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An agenda to garner parental input.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide an explanation of student data, including progress monitoring data, in a way that all team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score: ___/35						
Comments & Evidence:						

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N/A = Not applicable.

Data-Driven Planning ___/210						
Pillar 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
I use a variety of assessment results to establish students' present level of performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I set ambitious, realistically attainable, long-term goals (e.g., specific, measurable, attainable, relevant, and time-based goals) for my students' achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I create goals for my students that are observable, measurable, positively stated, understandable, and always applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can choose appropriate interventions to meet my students' long-term goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consistently implement high-quality, evidence-based instruction to meet my students' goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consistently monitor my students' progress toward their long-term goals to determine the effectiveness of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use progress monitoring data to determine if changes in instructional practices, interventions, and/or services are needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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I use graphs or data tables so that the level of student progress can be clearly communicated to key stakeholders and team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am patient, systematic, and persistent in looking for what will work for my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score: ___/45						
Comments & Evidence:						

Embedded 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
I use formal assessments (unit tests, reading inventory) to gather information about my students' academic strengths and areas of growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use informal assessments (observations, checklists) to gather information about my students' academic strengths and areas of growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ask my students about their preferences, strengths, needs, and long-term goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ask my students' family members about students' interests, motivations, health, language, and cultural experiences in school and at home to inform instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score: ___/25						
Comments & Evidence:						

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Embedded 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
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I identify and summarize key findings from multiple data sources as they relate to student strengths and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use students' background and language to inform how I interpret their assessment results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I compare each student's assessment results to their same-age peers to identify areas of need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use students' assessment data to determine needed accommodations and modifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I present student data in an understandable format so that families and educators can use the data to guide programmatic decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage discussion and problem solving among families and team members to ensure that a student's IEP is high quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I collaborate with team members to monitor student progress and make IEP adjustments accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Score: ___/40

Comments & Evidence:

Embedded 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
I connect students' learning goals to the essential knowledge and skills depicted within standards and curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use student data to identify students' strengths and needs that guide long- and short-term goal development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use summative assessments (e.g., unit tests) to obtain data on students' progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I develop ambitious, attainable, and socially significant goals to ensure that students can access and be successful in an inclusive setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I collaborate with families to learn about their instructional priorities for the students and use this information to guide goal development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I recognize the big ideas that students need to learn from the standards and make sure to teach these ideas first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am familiar with the grade-level standards I teach and can determine what students need to know and do to meet the standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can identify what prerequisite skills the student must have to successfully meet a standard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score: ___/45						
Comments & Evidence:						

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Embedded HLP 12: Systematically Design Instruction Toward Learning Goals

Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
I can translate students' long- and short-term goals into individual learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I create lessons where student outcomes are clear, measurable, ambitious, attainable, and actionable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am clear about where and how targeted skills and knowledge will be measured within a given lesson or setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I develop goals that clearly define what students will do to demonstrate their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have clear criteria to determine the extent to which students are achieving the goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The goals and objectives I create for students are observable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The goals and objectives I develop are clear and measurable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I state students' goals and objectives in a positive manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The goals I set for students are linked as much as possible to the general education curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ensure that there is a clear need of the goals and objectives set for each student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ensure that the goals and objectives set are ambitious but mediated by students' individual needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score: ___/55						
Comments & Evidence:						

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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.

Instruction in Behavior and Academics ___/535						
Pillar 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
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make sure that classroom expectations, rules, and procedures reflect the varied backgrounds of students and families from subgroups represented in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I explicitly teach, reteach, and model three to five positively stated expectations (e.g., be respectful, be responsible, and be safe).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I incorporate student input in class expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I limit the amount of unstructured time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I post expectations, rules, and procedures in highly visible areas of the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I lay out the classroom and other high-traffic areas in a way that will meet the needs of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score: ___/45						
Comments & Evidence:						

Pillar HLP 16: Use Explicit Instruction						
Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
Rate the extent to which you incorporate this HLP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I design carefully sequenced and organized lessons that focus on the most important content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I start lessons with a clear statement of the lesson goals and student expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I break down complex skills and strategies into smaller instructional pieces.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide clear and concise step-by-step demonstrations of how to do a skill or explain a concept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When applicable, I incorporate a variety of examples and nonexamples into my lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide guided practice with scaffolded supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide my students with frequent opportunities to respond to questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide immediate, affirmative, and corrective feedback based on student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Score: ___/45

Comments & Evidence:

What to Teach						
Embedded HLP 9: Teach Social Behaviors						
Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
I systematically identify students with social skills deficits through a variety of data sources (e.g., disciplinary referrals, classroom data, family input).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I proactively identify students with social skills deficits through a variety of data sources (e.g., disciplinary referrals, classroom data, family input).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide targeted instruction in social skills for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take into consideration students' background, age, and natural environment when instructing and developing social skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I organize and sequence examples by prioritizing instruction around the context where the social skill deficit would most likely lead to negative outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage student mastery of social skills by providing immediate, consistent, specific, positive, and corrective feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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I scaffold supports that are gradually faded to increase students' independent use of social skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage generalization of social skills by providing students with the opportunity to practice the skills in a variety of settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Score: ___/50

Comments & Evidence:



Embedded HLP 14: Teach Cognitive and Metacognitive Strategies to Support Learning and Independence

Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I examine sources of evidence-based practices to determine whether they will meet my students' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use task analysis to determine the steps that students will need to take to accomplish the goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I explicitly teach and use strategic instruction models (e.g., self-regulated strategy development) to enhance student memory and information recall.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The content for this self-assessment is adapted from the CEEDER self-assessment tool (2021).

I break down, model, and provide step-by-step instruction to facilitate student strategy use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide frequent opportunities for students to practice strategy use across various settings and time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I monitor student strategy use and ensure that any modification a student makes does not impact the strategy's usefulness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide feedback and positive reinforcement to my students as they use the targeted strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score: ___/45						
Comments & Evidence:						

Embedded 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
I apply the same techniques that changed a behavior in one setting to all settings where the target behavior is desirable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I help students recognize reinforcement options in the natural environment (e.g., a preferred snack).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use examples from a variety of settings and contexts to demonstrate a behavior or skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use reinforcement contingencies where students do not know when the reinforcement will happen (i.e., unpredictable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use similar stimuli in the training setting and the setting where generalization is desired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide students training in self-management, in which they monitor and report on their own generalization of behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The content for this self-assessment is adapted from the CEEDER self-assessment tool (2021).

I use verbal instructions to promote generalization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use reinforcement schedules to ensure that desirable behaviors persist across settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I reduce the frequency of reinforcement as students demonstrate increased success with a behavior/skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I build in opportunities for overlearning trials (i.e., extra instruction to reinforce learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I build in opportunities for distributed practice (i.e., breaking up practice into several short sessions during a longer period of time).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I review methods to increase generalization (i.e., use in multiple settings or activities) of the skill or behavior as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I review methods to increase and maintain (i.e., continue to be able to perform across time) the skill or behavior as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score: ___/65						
Comments & Evidence:						

How to Teach						
Embedded HLP 13: Adapt Curriculum Tasks and Materials for Specific Learning Goals.						
Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
I intentionally plan for differentiation in my instruction to meet individual student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I examine the directions of a task or activity to identify advanced vocabulary, sentence complexity, and/or length and simplify these directions as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use visual aids to illustrate each step of the directions for a task or activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The content for this self-assessment is adapted from the CEEDER self-assessment tool (2021).

I use technology to facilitate students' understanding of tasks and concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use multiple adaptations (e.g., breaking down an activity or a routine into smaller steps) to increase the likelihood of student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I adapt materials by reducing the amount of content presented or required for completing a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I differentiate my students' tasks and materials by starting with easier content and building toward more challenging content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I highlight important information from texts, notes, and/or worksheets to make important ideas more visible for my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I support student learning by using guided notes to help with retention and improve student note-taking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I create and/or use graphic organizers to help students understand relationships and organize concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score: ___/60						
Comments & Evidence:						

Embedded HLP 15: Provide Scaffolded Supports						
Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
I create tasks with a focus on essential knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide scaffolded supports (e.g., graphic organizers, sentence stems) across a wide range of areas (e.g., academics, behavior, social skills).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use assessments to gauge student thinking, language, writing, or performance to determine the type and level of supports needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The content for this self-assessment is adapted from the CEEDER self-assessment tool (2021).

I use my knowledge of standards/benchmarks, curriculum, and prerequisites to structure tasks from easiest to most difficult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I adjust student support to learn a strategy as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make sure to provide only the amount of scaffolded support the student needs to perform a skill or task independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fade supports gradually to encourage student independence with concepts and tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use a variety of supports (e.g., technology, checklists, graphic organizers) and adjust what is used based on students' support needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score: ___/45						
Comments & Evidence:						

Embedded HLP 17: Use Flexible Groupings						
Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
I vary group size (e.g., whole or small group) based on students' instructional needs and learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I vary the type of group (e.g., same ability or mixed ability) based on students' instructional needs and learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use mixed-ability groups to increase engagement in academic discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use mixed-ability groups to improve interpersonal relationships between students with and without disabilities across varied backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The content for this self-assessment is adapted from the CEEDER self-assessment tool (2021).

I use cooperative learning structures (e.g., jigsaw) to meet academic, behavioral, and/or interpersonal instructional objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I monitor the interactions between group members and their learning during group work time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I hold students accountable for what they do during group work to promote positive interdependence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score: ___/45						
Comments & Evidence:						

Embedded 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
I build and maintain positive relationships with my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I individualize engagement tools using technology, visuals, or other structured supports for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use a wide range of research-supported active student response practices (e.g., peer tutoring, digital tools, collaborative learning strategies).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide students with opportunities to respond (e.g., asking questions) throughout my lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage students to participate in group activities by including games and contingencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I give detailed academic- and behavior-specific feedback with explanation of how students are meeting expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score: ___/30						
Comments & Evidence:						

The content for this self-assessment is adapted from the CEEDER self-assessment tool (2021).

Embedded HLP 19: Use Assistive and Instructional Technologies.

Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
I consider my students' assistive technology needs related to their goals, access to the general education curriculum, and extracurricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make assistive technology decisions based on students' strengths and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make assistive technology decisions based on the environment in which my students learn and socialize.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consider the supports available in the environments where my students learn and socialize.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consider the tasks that students are expected to do when making assistive technology decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I directly integrate assistive technology into my students' individualized education program goals, as applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I collect and analyze data about students' use of assistive technology across instructional settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I determine if changes to assistive technology devices or services are needed based on student data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score: ___/45						
Comments & Evidence:						

Embedded HLP 8/22: Provide Positive and Constructive Feedback to Guide Students' Learning (HLP22) and Behavior (HLP8)

Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
HLP 8						
I provide positive and specific feedback on student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The content for this self-assessment is adapted from the CEEDER self-assessment tool (2021).

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!”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide instructive feedback in which I emphasize the social or behavioral skill I want my students to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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!”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide timely feedback close to when the behavior occurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am sincere when I provide feedback to students and avoid using sarcasm and joking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consider how students’ age, learning history, background, and preferences, as well as classroom dynamics, could influence their response to feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I adjust the type and frequency of feedback based on students’ learning progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HLP 22						
I provide positive and specific feedback on student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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!”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide instructive feedback in which I emphasize the academic skill I want my students to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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!”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide timely feedback close to when the behavior occurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The content for this self-assessment is adapted from the CEEDER self-assessment tool (2021).

I am sincere when I provide feedback to students and avoid using sarcasm and joking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consider how students' age, learning history, background, and preferences, as well as classroom dynamics, could influence their response to feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I adjust the type and frequency of feedback based on students' learning progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Score: HLP8: ___/45</p> <p>Score:HLP22: ___/45</p> <p>Comments & Evidence:</p>						

The content for this self-assessment is adapted from the CEEDER self-assessment tool (2021).

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.

Intensify and Intervene as Needed ___/115						
Pillar HLP 20: Provide Intensive Intervention for Academics and Behavior						
Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
I use progress monitoring to track student improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I create student-specific intensive intervention plans based on an examination of diagnostic assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I explicitly teach, reteach, and model three to five positively stated expectations (e.g., be respectful, be responsible, and be safe).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can implement intervention plans, track student responses, and reexamine data as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I establish my students' present level of academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I set ambitious long-term goals using established norms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I implement high-quality instruction or intervention with fidelity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I monitor student progress toward the goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The content for this self-assessment is adapted from the CEEDER self-assessment tool (2021).

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use decision rules to evaluate instructional effectiveness and student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I generate a hypothesis about student progress to individualize instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score: ___/50						
Comments & Evidence:						

Embedded HLP 10: Conduct Functional Behavioral Assessments to Develop Individualized Student Behavior Support Plans.

Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
I consider how social attention and communication may have contributed to the student engaging in a behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consider how a student's wish to avoid another student may influence student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make sure that the FBA has a clear description of the target behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I identify the events, times, and situations that predict the behavior in the FBA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I identify the consequences that maintain the target behavior in the FBA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using data, I develop a hypothesis regarding the events that prompt and support the target behavior in the FBA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I apply the antecedent-behavior-consequence (A-B-C) model when developing the FBA hypothesis statement. For	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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example, when someone coughs (A), a student might pinch them (B), leading them to get attention (C).						
I analyze data collected through the FBA to select an appropriate replacement behavior based on the function of the target behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use the data to develop a behavior support plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I explicitly teach and reinforce the selected replacement behavior to the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I modify the environment with a student's behavior support plan to avoid problem behavior reoccurrence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I collect data, monitor student progress, and adjust the behavior intervention accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score: ___/65						
Comments & Evidence:						

HLP Summary Tool

The content for this self-assessment is adapted from the CEEDER self-assessment tool (2021).

Calculate Section Scores

Each section contains several HLPs. In bold are Pillar HLPs and accompanying embedded HLPs. Use the following method to calculate the score for each section:

1. Add the total of all numeric scores (excluding any N/A ratings).
2. Count the number of HLPs rated (exclude N/A items from this count).
3. Divide the total score by the number of rated items to get an average score for the section.
4. Round to the nearest tenth (e.g., 3.7).

Example:

If a section includes 5 rated HLPs (excluding N/A) with scores of 4, 4, 3, 5, and 2:

- Total = 18
- Number of Rated Items = 5
- Section Average = $18 \div 5 = 3.6$

Determine Focus Areas

Use the average score to determine the support need level:

Average Score	Interpretation	Suggested Action
4.5 – 5	Strong Implementation	Celebrate and share practices with others
3.0 – 4.4	Developing Practice	Provide targeted support or peer collaboration
1.0 – 2.9	Emerging or Needs Support	Prioritize for professional learning or coaching
N/A	Not Applicable	May not be relevant or in use in current setting

Identify Individual Targeted HLPs

Within each section, identify individual Embedded HLPs scored as:

- 1 or 2 = Targeted Need
- 3 or 4 = Developing/On Watch
- 5 = Current Success

These can be transferred to the “Targeted Focus Areas” column of your tracking sheet for action planning and follow-up.

	HLPs	Success	Needs	Targeted Focus Areas
Collaboration (---/110)	Pillar HLP 1			
	Pillar HLP3			
	Embedded HLP 2			
Data-Driven Decision Making (---/210)	Pillar HLP 6			
	Embedded HLP 4			
	Embedded HLP 5			

The content for this self-assessment is adapted from the CEEDER self-assessment tool (2021).

	Embedded HLP 11			
	Embedded HLP 12			
Instruction in Behavior and Academics (---/535)	Pillar HLP 7			
	Pillar HLP 16			
	What to Teach			
	• Embedded HLP 9			
	• Embedded HLP 14			
	• Embedded HLP 21			
	How to Teach			
	• Embedded HLP 13			
	• Embedded HLP 15			
	• Embedded HLP 17			
	• Embedded HLP 18			
	• Embedded HLP 19			
• Embedded HLP 8/22				
Intensify and Intervene as Needed (---/115)	Pillar HLP 20			
	Embedded HLP 10			

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