### For Teachers, With Teachers, By Teachers

To also disco T and a single	Inclusive Learning III the Classical Educators and Universal Design for Learning III the Classroom K-12 Interconnectedness		
Inclusive Learning	High-Leverage Practices for Special Educators	Universal Design for learning in the Classroom	
Environment	(HLPs)	Expert learners who are:	
1 Contact la	Social/Emotional/Behavioral, Assessment, Instruction	Strategic and Goal-Directed, Resourceful and Knowledgeable, Purposeful and Motivated	
1. Content, language, and	Social/Emotional/Behavioral	Strategic and Goal-Directed	
social learning outcomes	HLP 7: Establish a consistent, organized, and respectful learning environment.	Provide options for <u>executive functions</u> :	
are flexible, posted,	HLP 10: Conduct functional behavioral assessments to develop individual student behavior	Guide appropriate goal-setting	
measurable, observable,	support plans.	Support planning and strategy development	
and in student friendly		Facilitate managing information and resources	
language; created with/by	Instruction	Enhance capacity for monitoring progress	
students	HLP 11: Identify and prioritize long- and short-term learning goals.		
	HLP 12: Systematically design instruction toward a specific learning goal.	Resourceful and Knowledgeable	
	HLP 13: Adapt curriculum tasks and materials for specific learning goals.	Provide options for <b>perception</b> :	
		Offer ways of customizing the display of information	
		Offer alternatives for auditory information	
		Offer alternatives for visual information	
2. Student-centered	Social/Emotional/Behavioral	Strategic and Goal-Directed	
classroom; student work	HLP 7: Establish a consistent, organized, and respectful learning environment.	Provide options for <u>executive functions</u> :	
displayed is current,		Guide appropriate goal-setting	
relevant, and accurate;	Assessment	Support planning and strategy development	
classroom charts are made	HLP 6: Use student assessment data, analyze instructional practices, and make necessary	Facilitate managing information and resources	
with/by students	adjustments that improve student outcomes.	Enhance capacity for monitoring progress	
3. Respectful classroom	Social/Emotional/Behavioral	Strategic and Goal-Directed	
management and	HLP 7: Establish a consistent, organized, and respectful learning environment.	Provide options for <u>executive functions</u> :	
organization; rules,	HLP 9: Teach social behaviors.	Guide appropriate goal-setting	
procedures, and behavior	HLP 10: Conduct functional behavioral assessments to develop individual student behavior	Support planning and strategy development	
expectations are created	support plans.	Facilitate managing information and resources	
with/by students	HLP 18: Uses strategies to promote student engagement.	Enhance capacity for monitoring progress	
4. Classroom library	Social/Emotional/Behavioral	Resourceful and Knowledgeable	
organized with student	HLP 7: Establish a consistent, organized, and respectful learning environment.	Provide options for <b>comprehension</b> :	
input; variety of genres;		Activate or supply background knowledge	
accessible to all	Instruction	Highlight patterns, critical features, big ideas, and relationships	
	HLP 14: Teach cognitive and metacognitive strategies to support learning and	Guide information processing and visualization	
	<u>independence.</u>	Maximize transfer and generalization	
	HLP 15: Provide scaffolded supports.		
	HLP 19: Use assistive and instructional technologies.		
	HLP 21: Teach students to maintain and generalize new learning across time and settings.		
5. Word walls and key	Social/Emotional/Behavioral	Resourceful and Knowledgeable	
vocabulary charts are	HLP 7: Establish a consistent, organized, and respectful learning environment.	Provide options for language & symbols:	
created with/by students;	HLP 14: Teach cognitive and metacognitive strategies to support learning and	Clarify vocabulary and symbols	
contain symbols/pictures	<u>independence.</u>	Clarify syntax and structure	
and used as a resource by		<ul> <li>Support decoding of text, mathematical notation, and symbols</li> </ul>	
all students		Promote understanding across languages	
		Illustrate through multiple media	

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6. Presence and use of	Social/Emotional/Behavioral	Resourceful and Knowledgeable
manipulatives, objects,	HLP 7: Establish a consistent, organized, and respectful learning environment.	Provide options for <b>perception</b> :
real-world examples, and	Instruction	Offer ways of customizing the display of information
diverse examples	HLP 14: Teach cognitive and metacognitive strategies to support learning and	Offer alternatives for auditory information
	independence.	Offer alternatives for visual information
	independence.	
7. Effective and efficient	Social/Emotional/Behavioral	Resourceful and Knowledgeable
transitions between	HLP 7: Establish a consistent, organized, and respectful learning environment.	Provide options for <b>comprehension</b> :
activities	HLP 10: Conduct functional behavioral assessments to develop individual student behavior	Activate or supply background knowledge
	support plans.	Highlight patterns, critical features, big ideas, and relationships
		Guide information processing and visualization
	Instruction	Maximize transfer and generalization
	HLP 14: Teach cognitive and metacognitive strategies to support learning and	
	<u>independence.</u>	

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# High-Leverage Practices for Special Educators and Universal Design for Learning in the Classroom K-12 Interconnectedness

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Instructional Practices	High Leverage Practices for Special Educators	Universal Design for Learning in the Classroom
"The What of Learning"	(HLPs)	Expert learners who are:
www.cast.org	Social/Emotional/Behavioral, Assessment, Instruction	Strategic and Goal-Directed, Resourceful and Knowledgeable, Purposeful and Motivated
		Provide Multiple Means of Representation
1. Demonstration (I Do It):	Social/Emotional/Behavior	Strategic and Goal-Directed
whole group;	HLP 8: Provide positive and constructive feedback to guide students' learning and	Provide options for <b>executive functions:</b>
comprehensible input is	behavior.	Guide appropriate goal-setting
provided throughout the	HLP 9: Teach social behaviors.	Support planning and strategy development
lesson; crystal clear		Facilitate managing information and resources
language, pacing, visuals,	Assessment	Enhance capacity for monitoring progress
realia, color, and different	HLP 12: Systematically design instruction toward a specific learning goal.	
learning modalities are		Resourceful and Knowledgeable
evident; explicit,	Instruction	Provide options for <b>perception:</b>
systematic instruction	HLP 14: Teach cognitive and metacognitive strategies to support learning and	<ul> <li>Offer ways of customizing the display of information</li> </ul>
	independence.  III P 15: Provide coeffolded comparts	Offer alternatives for auditory information
	HLP 15: Provide scaffolded supports.	Offer alternatives for visual information
	HLP 16: Use explicit instruction. HLP 18: Uses strategies to promote active student engagement.	Provide options for <b>comprehension</b> :
	HLP 20: Provide intensive instruction.	Activate or supply background knowledge
	HLP 22: Provide positive and constructive feedback to guide students' learning and	<ul> <li>Highlight patterns, critical features, big ideas, and relationships</li> </ul>
	behavior.	Guide information processing and visualization
	behavior.	Maximize transfer and generalization
		Provide options for language & symbols:
		Clarify vocabulary and symbols
		Clarify syntax and structure
		<ul> <li>Support decoding of text, mathematical notation, and symbols</li> </ul>
		Promote understanding across languages
		Illustrate through multiple media
2. Shared Experiences (We	Social/Emotional/Behavioral	Strategic and Goal-Directed
Do It): whole group/small	HLP 8: Provide positive and constructive feedback to guide students' learning and	Provide options for executive functions:
group/flexible group;	behavior.	Guide appropriate goal-setting
modeling	HLP 9: Teach social behaviors.	Support planning and strategy development
		Facilitate managing information and resources
	Assessment	Enhance capacity for monitoring progress
	HLP 12: Systematically design instruction toward a specific learning goal.	
		Resourceful and Knowledgeable
	Instruction  III D 14: Tasah as quiting and material quiting strategies to support learning and	Provide options for <u>perception:</u>
	HLP 14: Teach cognitive and metacognitive strategies to support learning and	Offer ways of customizing the display of information
	independence. HLP 15: Provide scaffolded supports.	Offer alternatives for auditory information
	HLP 16: Use explicit instruction.	Offer alternatives for visual information
	HLP 18: Uses strategies to promote active student engagement.	Provide options for <b>comprehension:</b>
	1122 10. 0505 bitalogies to promote active statement engagement.	Activate or supply background knowledge



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# High-Leverage Practices for Special Educators and Universal Design for Learning in the Classroom K-12 Interconnectedness

	III D 20. Provide intensive instruction	
	HLP 20: Provide intensive instruction.	Highlight patterns, critical features, big ideas, and relationships
	HLP 22: Provide positive and constructive feedback to guide students' learning and	Guide information processing and visualization
	behavior.	Maximize transfer and generalization
		Provide options for language & symbols:
		Clarify vocabulary and symbols
		Clarify syntax and structure
		Support decoding of text, mathematical notation, and symbols
		Promote understanding across languages
		Illustrate through multiple media
3. Guided Practice (You Do	Social/Emotional/Behavioral	Strategic and Goal-Directed
It Together): small group,	HLP 8: Provide positive and constructive feedback to guide students' learning and	Provide options for executive functions:
1-1 with minimal	behavior.	Guide appropriate goal-setting
guidance; for fluency and	HLP 9: Teach social behaviors.	Support planning and strategy development
transfer of new learning		Facilitate managing information and resources
with support and problem	Assessment	<ul> <li>Enhance capacity for monitoring progress</li> </ul>
solving	HLP 6: Use student assessment data, analyze instructional practices, and make necessary	Emiliance capacity for monitoring progress
	adjustments that improve student outcomes.	Resourceful and Knowledgeable
		Provide options for perception:
	Instruction	Offer ways of customizing the display of information
	HLP 14: Teach cognitive and metacognitive strategies to support learning and	Offer alternatives for auditory information
	independence.	Offer alternatives for visual information
	HLP17: Use flexible grouping.	
	HLP 18: Use strategies to promote active student engagement.	Provide options for comprehension:
	HLP 19: Use assistive and instructional technologies.	Activate or supply background knowledge
	HLP 20: Provide intensive instruction.	Highlight patterns, critical features, big ideas, and relationships
	HLP 21: Teach students to maintain and generalize new learning across time and settings.	Guide information processing and visualization
	HLP 22: Provide positive and constructive feedback to guide students' learning and	Maximize transfer and generalization
	behavior.	Provide options for language & symbols:
		Clarify vocabulary and symbols
		Clarify syntax and structure
		<ul> <li>Support decoding of text, mathematical notation, and symbols</li> </ul>
		Promote understanding across languages
		Illustrate through multiple media
4. Independent Practice (You	Social/Emotional/Behavioral	Strategic and Goal-Directed
Do It By Yourself): time	HLP 8: Provide positive and constructive feedback to guide students' learning and	Provide options for executive functions:
provided for mastery	behavior.	Guide appropriate goal-setting
1	HLP 9: Teach social behaviors.	Support planning and strategy development
		<ul> <li>Facilitate managing information and resources</li> </ul>
		<ul> <li>Enhance capacity for monitoring progress</li> </ul>
		Emilance capacity for momentum progress
		Resourceful and Knowledgeable
	Assessment	Provide options for <b>perception:</b>
	HLP 4: Use multiple sources of information to develop a comprehensive understanding of	Offer ways of customizing the display of information
	a student's strengths and needs.	officer mays of customizing the display of information



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5. Closure; reviews learning	Instruction HLP 13: Adapt curriculum tasks and materials for specific learning goals. HLP 14: Teach cognitive and metacognitive strategies to support learning and independence. HLP 22: Provide positive and constructive feedback to guide students' learning and behavior.  Social/Emotional/Behavioral	<ul> <li>Offer alternatives for auditory information</li> <li>Offer alternatives for visual information</li> <li>Provide options for comprehension: <ul> <li>Activate or supply background knowledge</li> <li>Highlight patterns, critical features, big ideas, and relationships</li> <li>Guide information processing and visualization</li> <li>Maximize transfer and generalization</li> </ul> </li> <li>Provide options for language &amp; symbols: <ul> <li>Clarify vocabulary and symbols</li> <li>Clarify syntax and structure</li> <li>Support decoding of text, mathematical notation, and symbols</li> <li>Promote understanding across languages</li> <li>Illustrate through multiple media</li> </ul> </li> <li>Strategic and Goal-Directed</li> </ul>
targets with students; use of ongoing formative assessments (self, formative, interim, summative, anecdotal); wait time	HLP 8: Provide positive and constructive feedback to guide students' learning and behavior. HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans.  Assessment HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.  Instruction HLP 14: Teach cognitive and metacognitive strategies to support learning and independence. HLP 22: Provide positive and constructive feedback to guide students' learning and behavior.	Provide options for executive functions:
6. Monitoring and adjusting student learning; engagement; interactions; uses/gives immediate and specific feedback effectively	Social/Emotional/Behavioral HLP 8: Provide positive and constructive feedback to guide students' learning and behavior.  Assessment HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.  Instruction HLP 18: Uses strategies to promote student active engagement. HLP 22: Provide positive and constructive feedback to guide students' learning and behavior.	Strategic and Goal-Directed Provide options for executive functions:
7. Incorporates and plans for higher order thinking, question activities, and wait time	Social/Emotional/Behavioral HLP 8: Provide positive and constructive feedback to guide students' learning and behavior.	Resourceful and Knowledgeable Provide options for comprehension:  • Activate or supply background knowledge  • Highlight patterns, critical features, big ideas, and relationships



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# High-Leverage Practices for Special Educators and Universal Design for Learning in the Classroom K-12 Interconnectedness

	Instruction	Guide information processing and visualization
	HLP 14: Teach cognitive and metacognitive strategies to support learning and	Maximize transfer and generalization
	independence.	
	HLP 22: Provide positive and constructive feedback to guide students' learning and	
	behavior.	
	ochavior.	
<b>Student Interactions</b>	High Leverage Practices for Special Educators	Universal Design for Learning in the Classroom
	(HLPs)	Expert learners who are:
"The How of Learning"	Social/Emotional/Behavioral, Assessment, Instruction	Strategic and Goal-Directed, Resourceful and Knowledgeable, Purposeful and Motivated
www.cast.org	Social/Emolional/Denavioral, Assessment, Instruction	Some Sou and Sour Direction, Resource of a min Rhometing cutter, I ar poseful una montantal

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		Provide Multiple Means of Actions and Expressions
1. Students thinking, listening, speaking, reading, writing, sharing, discussing	Assessment HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.  Instruction HLP 14: Teach cognitive and metacognitive strategies to support learning and independence. HLP 18: Use strategies to promote active student engagement. HLP 19: Use assistive and instructional technologies.	Strategic and Goal-Directed Provide options for executive functions:
2. Students involved in text activity; note-taking; research; use of assistive technologies and/or multimedia; students use multiple tools for construction and composition	Instruction HLP 19: Use assistive and instructional technologies.	Strategic and Goal-Directed Provide options for executive functions:
3. Students are goal-setting; ongoing use of self-assessments, formative assessments, and reflections	Assessment HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.  Instruction HLP 11: Identify and prioritize long- and short-term learning goals. HLP 22: Provide positive and constructive feedback to guide students' learning and behavior.	Strategic and Goal-Directed Provide options for executive functions:
4. Students are in guided practice, projects, conferencing, collaborating, community, personal coping skills, and strategies	Social/Emotional/Behavioral  HLP 8: 8 Provide positive and constructive feedback to guide students' learning and behavior.  HLP 9: Teach social behaviors.  HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans.	Strategic and Goal-Directed Provide options for executive functions:

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5. Students independently practice for personal mastery; planning; choice; autonomy; visualization; manipulation of learning	Assessment HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs. HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.  Instruction HLP:18 Use strategies to promote student engagement. HLP 19: Use assistive and instructional technologies. HLP 20: Provide intensive instruction.  Instruction HLP:11: Identify and prioritize long- and short-term learning goals.	Provide options for expression and communication:  Use multiple tools for construction and composition  Build fluencies with graduated levels of support for practice and performance Provide options for physical action  Vary the methods for response and navigation  Optimize access to tools and assistive technologies  Resourceful and Knowledgeable Provide options for comprehension:  Activate or supply background knowledge  Highlight patterns, critical features, big ideas, and relationships  Guide information processing and visualization  Maximize transfer and generalization  Strategic and Goal-Directed Provide options for executive functions;  Guide appropriate goal-setting  Support planning and strategy development  Facilitate managing information and resources  Enhance capacity for monitoring progress Provide options for expression and communication:  Use multiple media for communication  Use multiple media for communication  Use multiple access to tools and assistive technologies  Resourceful and Knowledgeable Provide options for comprehension:  Activate or supply background knowledge  Highlight patterns, critical features, big ideas, and relationships  Guide information processing and visualization
6. Student performance; presentation; reading/writing for authentic audience/purpose	Instruction HLP 11: Identify and prioritize long- and short-term learning goals.	<ul> <li>Maximize transfer and generalization</li> <li>Strategic and Goal-Directed</li> <li>Provide options for executive functions: <ul> <li>Guide appropriate goal-setting</li> <li>Support planning and strategy development</li> <li>Facilitate managing information and resources</li> <li>Enhance capacity for monitoring progress</li> </ul> </li> <li>Provide options for expression and communication:</li> </ul>

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# High-Leverage Practices for Special Educators and Universal Design for Learning in the Classroom K-12 Interconnectedness

		<del>,</del>
7. Students participating in higher-order thinking and a variety of learning modalities; show learning through physical action	Instruction HLP 14: Teach cognitive and metacognitive strategies to support learning and independence. HLP 21: Teach students to maintain and generalize new learning across time and settings.	Use multiple media for communication Use multiple tools for construction and composition Build fluencies with graduated levels of support for practice and performance Provide options for physical action Vary the methods for response and navigation Optimize access to tools and assistive technologies  Resourceful and Knowledgeable Provide options for comprehension: Activate or supply background knowledge Highlight patterns, critical features, big ideas, and relationships Guide information processing and visualization Maximize transfer and generalization  Strategic and Goal-Directed Provide options for expression and communication: Use multiple media for communication Use multiple media for communication Build fluencies with graduated levels of support for practice and performance Provide options for physical action Vary the methods for response and navigation Optimize access to tools and assistive technologies  Resourceful and Knowledgeable Provide options for comprehension: Activate or supply background knowledge Highlight patterns, critical features, big ideas, and relationships Guide information processing and visualization Maximize transfer and generalization
Student Engagement "The Why of Learning" www.cast.org	High-Leverage Practices for Special Educators (HLPs) Social/Emotional/Behavioral, Assessment, Instruction	Universal Design for Learning in the Classroom  Expert learners who are:  Strategic and Goal-Directed, Resourceful and Knowledgeable, Purposeful and Motivated  Provide Multiple Means of Engagement
1. Students are engaged in highly motivating, real-	Assessment	Purposeful and Motivated Provide options for sustaining effort & persistence



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world experiences and/or	HLP 4: Use multiple sources of information to develop a comprehensive understanding of	<ul> <li>Heighten salience of goals and objectives</li> </ul>
issues	a student's strengths and needs.	Vary demands and resources to optimize challenge
		Foster collaboration and community
	Instruction	Increase mastery-oriented feedback
	HLP 18: Use strategies to promote active student engagement.	
		Resourceful and Knowledgeable
		Provide options for <b>comprehension</b> :
		Activate or supply background knowledge
		Highlight patterns, critical features, big ideas, and relationships
		<ul> <li>Guide information processing and visualization</li> </ul>
		Maximize transfer and generalization
2. Students are engaged in,	Instruction	Purposeful and Motivated
meaningful, challenging,	HLP 14: Teach cognitive and metacognitive strategies to support learning and	Optimize individual <u>choice and autonomy</u>
relevant activities;	independence.	
evidence of self-	HLP 18: Use strategies to promote active student engagement.	<ul> <li>Optimize relevance, value, and authenticity</li> <li>Minimize threats and distractions</li> </ul>
determined learners	HLP: 21 Teach students to maintain and generalize new learning across time and settings.	
determined learners	11L1: 21 Teach students to maintain and generalize new learning across time and settings.	Provide options for sustaining effort & persistence
		Heighten salience of goals and objectives
		Vary demands and resources to optimize challenge
		Foster collaboration and community
		Increase mastery-oriented feedback
		Resourceful and Knowledgeable
		Provide options for <b>comprehension:</b>
		Activate or supply background knowledge
		<ul> <li>Highlight patterns, critical features, big ideas, and relationships</li> </ul>
		Guide information processing and visualization
		Maximize transfer and generalization
3. Students are engaged and	Instruction	Purposeful and Motivated
apply learning to culture,	HLP 18: Use strategies to promote active student engagement.	Optimize individual choice and autonomy
background knowledge,		Optimize relevance, value, and authenticity
strengths		Minimize threats and distractions
		Provide options for sustaining effort & persistence
		Heighten salience of goals and objectives
		Vary demands and resources to optimize challenge
		Foster collaboration and community
		Increase mastery-oriented feedback
		Resourceful and Knowledgeable
		Provide options for <b>comprehension:</b>
		Activate or supply background knowledge
		<ul> <li>Highlight patterns, critical features, big ideas, and relationships</li> </ul>
		<ul> <li>Guide information processing and visualization</li> </ul>
		Maximize transfer and generalization
		• Maximize transfer and generalization

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# High-Leverage Practices for Special Educators and Universal Design for Learning in the Classroom K-12 Interconnectedness

4. Students demonstrate learning through planning, thinking, listening, speaking, reading, writing; multimedia; engaged in shared/collaborative learning  5. Students' materials, resources, texts are relevant and suitable to the content, language, and social learning outcomes; evidence of self-regulating behaviors	Instruction HLP 14: Teach cognitive and metacognitive strategies to support learning and independence. HLP 18: Use strategies to promote active student engagement.  Instruction HLP 11: Identify and prioritize long- and short-term learning goals. HLP 13: Adapt curriculum tasks and materials for specific learning goals. HLP 18: Use strategies to promote active student engagement.	Purposeful and Motivated  Optimize individual choice and autonomy Optimize relevance, value, and authenticity Minimize threats and distractions Provide options for sustaining effort & persistence Heighten salience of goals and objectives Vary demands and resources to optimize challenge Foster collaboration and community Increase mastery-oriented feedback Provide options for self-regulation Promote expectations and beliefs that optimize motivation Facilitate personal coping skills and strategies Develop self-assessment and reflection  Resourceful and Knowledgeable Provide options for comprehension: Activate or supply background knowledge Highlight patterns, critical features, big ideas, and relationships Guide information processing and visualization Maximize transfer and generalization  Purposeful and Motivated Optimize relevance, value, and authenticity Minimize threats and distractions Provide options for sustaining effort & persistence Heighten salience of goals and objectives Vary demands and resources to optimize challenge Foster collaboration and community
6. Students have multiple opportunities for dialogue and conversations (50% student talk); engaged in	Social/Emotional/Behavioral Practices HLP 9: Teach prosocial behaviors. Instruction:	<ul> <li>Increase mastery-oriented feedback</li> <li>Resourceful and Knowledgeable</li> <li>Provide options for comprehension:         <ul> <li>Activate or supply background knowledge</li> <li>Highlight patterns, critical features, big ideas, and relationships</li> <li>Guide information processing and visualization</li> <li>Maximize transfer and generalization</li> </ul> </li> <li>Purposeful and Motivated         <ul> <li>Optimize individual choice and autonomy</li> <li>Optimize relevance, value, and authenticity</li> <li>Minimize threats and distractions</li> </ul> </li> </ul>



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information processing; application and transfer of learning	HLP 18: Use strategies to promote active student engagement. HLP 21: Teach students to maintain and generalize new learning across time and settings.	Provide options for sustaining effort & persistence  Heighten salience of goals and objectives Vary demands and resources to optimize challenge Foster collaboration and community Increase mastery-oriented feedback  Resourceful and Knowledgeable Provide options for comprehension: Activate or supply background knowledge Highlight patterns, critical features, big ideas, and relationships Guide information processing and visualization Maximize transfer and generalization
7. Students are participating in differentiated activities and accommodations	Assessment HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.  Instruction HLP 13: Adapt curriculum tasks and materials for specific learning goals. HLP 15: Provide scaffolded supports. HLP 18: Use strategies to promote active student engagement. HLP 19: Use assistive and instructional accommodations. HLP 20: Provide intensive instruction.	Purposeful and Motivated  Optimize individual choice and autonomy Optimize relevance, value, and authenticity Minimize threats and distractions Provide options for sustaining effort & persistence Heighten salience of goals and objectives Vary demands and resources to optimize challenge Foster collaboration and community Increase mastery-oriented feedback Provide options for self-regulation Promote expectations and beliefs that optimize motivation Facilitate personal coping skills and strategies Develop self-assessment and reflection  Resourceful and Knowledgeable Provide options for comprehension: Activate or supply background knowledge Highlight patterns, critical features, big ideas, and relationships Guide information processing and visualization Maximize transfer and generalization