

# Rubric – HLP 7 Establish a Consistent, Organized, and Responsive Learning Environment

Embedded HLPs: What to Teach - [HLP 9](https://ttaconline.org/Resource/JWHaEa5BS75hftXeQ_-RJw/Resource-rubric--hlp-9-teach-social-behaviors-vdoe-ttac-at-gmu), [HLP 14](https://ttaconline.org/Resource/JWHaEa5BS77sHSZ_LXLCNA/Resource-rubric--hlp-14-teach-cognitive-and-meta-cognitive-strategies-to-support-learning-and-independence), [HLP 21](https://exceptionalchildren.org/sites/default/files/2021-01/HLP%2021%20Admin%20Guide.pdf) How to Teach - [HLP 8](https://ttaconline.org/Resource/JWHaEa5BS77LIkZoGjoFEA/Resource-rubric--hlp-8-provide-positive-and-constructive-feedback-to-guide-students-behavior-vdoe-ttac-at), [HLP 13](https://ttaconline.org/Resource/JWHaEa5BS74wXKojKdARwQ/Resource-rubric--hlp-13-make-adaptations-to-tasks-and-materials-vdoe-ttac-at-gmu), [HLP 15](https://ttaconline.org/Resource/JWHaEa5BS757ZvCB-p137Q/Resource-rubric--hlp-15-provide-scaffolded-supports-vdoe-ttac-at-gmu), [HLP 17](https://ttaconline.org/Resource/JWHaEa5BS76oPuH_olYAwg/Resource-rubric--hlp-17-use-flexible-grouping-vdoe-ttac-at-gmu), [HLP 18](https://ttaconline.org/Resource/JWHaEa5BS75RndOtCM94DA/Resource-rubric---hlp-18-use-strategies-to-promote-active-student-engagement-vdoe-ttac-at-gmu), [HLP 19](https://highleveragepractices.org/hlp-19-use-assistive-and-instructional-technologies)

| **Rating** | **Expectations** | **Organization** | **Teacher Tone** | **Structure** | **Student Characteristics** | **Teacher Feedback** |
| --- | --- | --- | --- | --- | --- | --- |
| **Ineffective** | Class norms, expectations and rules are seldom positively stated nor reflect the cultures, values, and beliefs of students and families from various ethnic, cultural, and linguistic backgrounds represented in the school. Students seldom collaborate to develop classroom norms, expectations, and rules. Class norms, expectations and rules are not visibly posted or seldom explicitly and consistently taught, yet. | Classroom layout, Organization systems lack structure. Daily agendas are seldom posted or discussed. Class procedures and routines are seldom explicitly taught or positively reinforced, yet. | The teacher’s tone and language are seldom encouraging, patient, positive, or respectful, yet. | Instruction includes too much unstructured student down time, giving students opportunities to engage in off-task behaviors. | Teacher seldom demonstrates an understanding that behavior is a form of communication,  and seldom uses this knowledge to interpret and  respond to a student’s behavior in the classroom. | Feedback is seldom timely, constructive, specific, or consistently positive yet. |
| **Approaching Effective** | Class norms, expectations and rules are sometimes positively stated or reflect the cultures, values, and beliefs of students and families from various ethnic, cultural, and linguistic backgrounds represented in the school. Students sometimes collaborate to develop classroom norms, expectations, and rules. Class norms, expectations and rules are not visibly posted or explicitly and consistently taught, yet. | Classroom layout, Organization systems sometimes lack structure. Daily agendas are posted and sometimes discussed. Class procedures and routines are sometimes explicitly taught and positively reinforced. | The teacher's tone and language are sometimes encouraging, patient, positive, and respectful. | Instruction sometimes includes too much unstructured student down time, giving students opportunities to engage in off-task behaviors. | Teacher sometimes demonstrates an understanding that behavior is a form of communication,  and sometimes uses this knowledge to interpret and  respond to a student’s behavior in the classroom. | Feedback is sometimes timely, constructive, specific, and positive. |
| **Effective** | Class norms, expectations and rules are often positively stated, reflecting the cultures, values, and beliefs of students and families from various ethnic, cultural, and linguistic backgrounds represented in the school. Students often collaborate to develop classroom norms, expectations, and rules. Class norms, expectations and rules are visibly posted and often explicitly taught. | Classroom layout, Organization systems often have structure. Daily agendas are posted and often discussed. Class procedures and routines are often explicitly taught and positively reinforced. | The teacher's tone and language are often encouraging, patient, positive, and respectful. | Instruction often includes structured student down time. | Teacher often demonstrates an understanding that behavior is a form of communication,  and uses this knowledge to interpret and  respond to a student’s behavior in the classroom. | Feedback is often constructive, specific, and consistently positive. |
| **Highly Effective** | Class norms, expectations and rules are always positively stated, reflecting the cultures, values, and beliefs of students and families from various ethnic, cultural, and linguistic backgrounds represented in the school. Students consistently collaborate to develop classroom norms, expectations, and rules. Class norms, expectations and rules are visibly posted, and always explicitly taught and reviewed. | Classroom layout, Organization systems always have structure. Daily agendas are always posted and discussed. Class procedures and routines are always explicitly taught and positively reinforced. | The teacher's tone and language are always consistently encouraging, patient, positive, and respectful. | Instruction always includes structured student down time. | Teachers always demonstrates an understanding that behavior is a form of communication,  and uses this knowledge to interpret and  respond to a student’s behavior in the classroom. | Feedback is always timely, constructive, specific, and consistently positive. |

## References

Aceves, T. C. & Kennedy, M. J. (Eds.) (2024, February). *High-leverage practices for students with disabilities. 2nd edition*. Arlington, VA: Council

for Exceptional Children and CEEDAR Center.

CEEDAR Center (2024). *High-leverage practices self-assessment tool*. Retrieved from <https://ceedar.education.ufl.edu/high-leverage-practices/>

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). *High-Leverage Practices in Special Education, Guide 3.* Council for Exceptional Children.

McLeskey, J. (Ed.). (2019)*. High leverage practices for inclusive classrooms.* New York: Routledge.

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