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# **HLP Highlight Tool**

# **Pillar HLP: HLP 7 – Establish a Consistent, Organized, and Responsive Learning Environment**

Embedded HLPs: What to Teach - HLP 9, HLP 14, HLP 21

 How to Teach - HLP 8 & 22, HLP 13, HLP 15, HLP 17, HLP 18, HLP 19

## Here’s What It Is:

Students thrive in organized and structured classrooms that have age-appropriate and culturally aware expectations, routines and procedures that are explicitly taught and reinforced throughout the year. Teachers set the stage for learning when they thoughtfully organize a classroom considerate of student needs. It’s important to explicitly teach expectations, routines, and procedures to develop a common understanding through teacher modeling and demonstration, guided and independent practice. Reviewing expectations regularly enhances on-task behaviors. Giving positive and constructive feedback and rewarding on-task behaviors with PBIS and incentives further enhances a responsive and positive learning environment.

Tools: [HLP 7 Checklist](https://ttaconline.org/Resource/JWHaEa5BS74ozkSjhgK7Pw/Resource-rubric--checklist-hlp-7-establish-a-consistent-organized-and-respectful-learning-environment) [CEEDAR Center HLP Self-Assessment Tool](https://highleveragepractices.org/assessment-tools-high-leverage-practices-students-disabilities) [HLP 7 Rubric](https://ttaconline.org/Resource/JWHaEa5BS74ozkSjhgK7Pw/Resource-rubric--checklist-hlp-7-establish-a-consistent-organized-and-respectful-learning-environment)

## What it Looks Like:

[HLP 7 Video](https://highleveragepractices.org/701-2-4-2-2/) (20:15) [Project Frame Videos](https://vimeo.com/showcase/10868212)

## What to Teach:

* Class expectations and norms.
* Student workflow, procedures, and systems (absent student, turn in procedures, return procedures, quiet spaces, etc.).
* Transition routines (entering, leaving classroom, fire drills, etc.)
* PBIS and/or class incentive system.
* Social behaviors (HLP 9), cognitive and meta-cognitive strategies (HLP 14), generalization and maintenance of skills.

## How to Teach:

### *Demonstrate and Model “I do”*

* Explicitly teach, model, and demonstrate expectations, rules, procedures with teacher think aloud, using simplified and concise academic language with examples and non-examples.
* Maintain a brisk instructional pace, engaging students with questions while monitoring student answers to give swift positive and constructive feedback (HLP 8 & 22).

#### Embedded HLP 8 & 22 Positive & Constructive Feedback

* Give feedback that is goal oriented, specific, and constructive.
* Provide timely feedback.
* Give feedback that is positive and respectful, considerate of a student’s age, learning history, cultural background, and preferences.

#### Embedded HLPs 15 & 13 - Scaffolds & Modifications

* Differentiate with scaffolds such as self-monitoring or task completing checklists, teaching students how to use them (HLP 15).
* Differentiate by modifying tasks and materials such as visual aids, guided notes, worked solutions, simplified sentence structure with highlighted words (HLP 13).
* Explicitly teach how to use scaffolds and supports.

### *2. Guided practice “We do”*

* Structure guided practice. (HLP 17).
* Use scaffolds and supports, fading when students are independent and confident.
* Give positive and constructive teacher feedback on learning & behavior (HLP 8 & 22).

#### Embedded HLP 18 - Active Engagement Strategies

* Ask questions with high frequency to engage students with multiple opportunities to respond (OTR). Research suggests between 3 - 4 questions per minute.
* Ask low and higher-level thinking questions.
* Create and implement teacher questioning and student response routines.

### *3.Independent practice “You do”*

* Provide clear directions and model how to complete independent activities.
* Create structures and routines to support independent work.
* Plan activities and materials to reinforce learning, giving students choice.
* Engage students with instructional technologies and assistive technologies (HLP 19).
* Share what students should do when they complete independent work.
* Give positive and constructive feedback on learning and behavior (HLP 8 & 22).

#### Embedded HLP 17 Flexible Grouping

* Use homogeneous groups for extension activities, inquiry, remediation, and SDI.
* Use heterogeneous group activities to encourage academic discussions, inquiry, engagement, and social interactions (HLP 9).
* Engage students with instructional technologies and assistive technologies (HLP 19).
* Circulate the classroom to monitor students' work and give positive and constructive feedback.

## Resources:

* [VLP Instructional Protocols for Classroom Management and Routine](https://literacy.virginia.edu/management-and-routines)
* Project Stair [Mathematics Procedures Routines [Video]](https://youtu.be/lWgeenPQyRQ). 2:24 minutes
* Project Stair [Introduction to Classroom Management for Mathematics [Video]](https://youtu.be/nY76WcssGaw). 3:58 minutes
* Project Stair [Class Expectations in Mathematics [Video]](https://youtu.be/4_lE0lymzoE). 4:49 minutes
* NCTM [Thinking About Instructional Routines in Mathematics](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Thinking-about-Instructional-Routines-in-Mathematics-Teaching-and-Learning-Presentation.pdf)
* Learner Variability Project (Mathematics) Webinar [Culturally Responsive Teaching: Strategies So All Learners Are Seen and Understood](https://home.edweb.net/webinar/personalizedlearning20190923/)

## References

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

## For additional HLP Highlight Tools, go to [TTAC](https://ttaconline.org/Resource/JWHaEa5BS75BpXRi_D6u2A/Resource-hlp-highlight-tools-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22) Online

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