



Virginia Professional Teaching Standards and High Leverage Practices (HLP) Crosswalk

High leverage practices (HLPs) are a set of instructional practices that are essential to support K-12 students, including students with disabilities, that can be taught, learned, and implemented by teachers (McLeskey & Brownell, 2015; Windschitl, et al., 2012). Experts from the Council for Exceptional Children (CEC) and Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) identified 22 instructional practices that were deemed “high leverage” because they met the following criteria: (a) focused directly on instructional practices, (b) occurred with high frequency in teaching in any setting, (c) are research-based and centered on student engagement, (d) are applicable in any approach to teaching or content area, and (e) are considered effective teaching when implemented appropriately (McLeskey et al., 2017). The 22 HLPs are organized into four distinct categories including collaboration, assessment, social/emotional/behavioral, and instruction (Brownell et al., 2020; McLeskey et al., 2017). HLPs provide the necessary infrastructure to support effective teaching and consistent learning for every student to succeed across content and grade levels (McCray et al., 2017).

Building Teacher Capacity for Student Success

School leaders are at the forefront of establishing and supporting inclusive practices and reinforcing instructional quality (Billingsley et al., 2018; DeMatthews et al., 2020; DiPaola & Walther-Thomas, 2003; McLeskey et al., 2014; Waldron et al., 2011).

School leaders are strategic in providing supports and resources to build the capacity of instructional staff to provide effective teaching to improve student outcomes, including students with disabilities (Davis et al., 2005; Elmer, 2000; Leithwood et al., 2008; Sanders, 2014; Waldron et al., 2011). Teacher effectiveness has been found to be the most significant school-related variable impacting student learning outcomes (Hattie, 2009, 2018). Therefore, school leaders must understand effective instructional practices that meet the diverse needs of students, including the utilization of HLPs in daily practice. These HLPs provide information for school leaders to recognize and develop the skills needed to provide high quality instruction to all students, including students with disabilities (Billingsley et al., 2017).

Professional Learning Standards and Teacher Evaluation

School leaders are charged with following a robust teacher evaluation system that recognizes and develops effective teaching (Virginia Board of Education, 2021). To streamline the supervision and teacher evaluation process, school leaders utilize eight professional learning standards, which establishes a foundation of teacher development from teacher education to induction and professional development opportunities (Virginia Department of Education, 2011).

The eight Virginia Professional Learning Standards include: (a) professional knowledge, (b) instructional planning, (c) instructional delivery, (d) assessment of/for student learning, (e) learning environment, (f) culturally responsive teaching and equitable practices, (g) professionalism, and (h) student academic progress. Holistically, these professional learning standards are critical elements of the teaching profession and describe the knowledge and skills that teachers must possess to support student learning.

Virginia Professional Teaching Standards and HLP Crosswalk

The professional growth and development of teachers are critical within a teacher evaluation system. According to the Virginia Department of Education (2021), “while teacher evaluation should provide a fair and accurate summative measure of teacher

effectiveness, first and foremost, it should be a tool to improve teaching” (p. 3). Therefore, GMU TTAC (2021) developed a Virginia Professional Teaching Standards and High Leverage Practice Crosswalk to help guide school leaders toward aligning Virginia PK-12 professional teaching standards with the 22 HLPs to improve teacher and student outcomes. Given the relevance of every HLP within each professional standard, the authors carefully analyzed HLPs and came to a consensus regarding which HLPs best represented each professional teaching standard. Access the [Virginia Professional Teaching Standards and HLP Crosswalk](#) here and below.

How to Use the Crosswalk

This crosswalk serves as a tool that identifies and describes the eight Virginia Professional Learning Standards and the specific HLPs that align with each standard. This crosswalk has a number of uses for school leaders. First, by using this tool, instructional practices and teacher evaluation will be centered on inclusive and effective teaching practices to optimize learning and success of all students. Second, the crosswalk provides school leaders with descriptions of tangible instructional practices that may be used for specific and targeted feedback to teachers across standards, emphasizing the importance of individualizing the support based upon role. Although many of the HLPs are appropriate for all teachers, various HLPs identified for special education (e.g., explicit instruction, teach cognitive and metacognitive strategies, systematically design instruction) vary only in focus and intensity (McLeskey & Brownell, 2015). Therefore, school leaders can use the crosswalk to understand the intensified practices required to meet the individualized needs of students with disabilities (McCray et al., 2017). Last, school leaders who identify strengths and areas for growth of instructional staff can be intentional in prioritizing the professional development needs of teachers and staff. These opportunities for growth could align to specific inclusive practices, including HLPs, and be differentiated across individual, team, and/or school-wide levels. Together, this crosswalk is designed for school leaders to support teacher growth and success.

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Virginia Professional Teaching Standards – High Leverage Practices (HLP) Crosswalk

Professional Learning Standard	Aligned HLP
<p>Performance Standard 1: Professional Knowledge</p> <p><i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences</i></p>	<p>HLP #4 - Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs</p> <ul style="list-style-type: none"> • TTAC HLP #4 Rubric • TTAC Highlight Tool HLP #4 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #12 - Systematically design instruction toward a specific learning goal</p> <ul style="list-style-type: none"> • TTAC HLP #12 Rubric • TTAC Highlight Tool HLP #12 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #16- Use Explicit Instruction</p> <ul style="list-style-type: none"> • TTAC HLP #16 Rubric • CEC Explicit Instruction Checklist • TTAC Highlight Tool HLP #16 • CEEDAR Center HLP Self-Assessment Tool

Professional Learning Standard	Aligned HLP
<p>Performance Standard 2: Instructional Planning</p> <p><i>The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students</i></p>	<p>HLP #6 - Use student assessment data, analyze instructional practices and make necessary adjustments that improve student outcomes</p> <ul style="list-style-type: none"> • TTAC HLP #6 Rubric • CEC HLP #6 Checklist • TTAC Highlight Tool HLP #6 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #11 - Identify and prioritize long and short-term learning goals</p> <ul style="list-style-type: none"> • CEC HLP #11 Checklist • TTAC Highlight Tool HLP #11 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #12 - Systematically design instruction toward a specific learning goal</p> <ul style="list-style-type: none"> • TTAC HLP #12 Rubric • TTAC Highlight Tool HLP #12 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #13 - Adapt curriculum tasks and materials for specific learning goals</p> <ul style="list-style-type: none"> • TTAC HLP #13 Rubric • CEC HLP #13 Checklist • TTAC Highlight Tool HLP #13 • CEEDAR Center HLP Self-Assessment Tool
<p>Performance Standard 3: Instructional Delivery</p> <p><i>The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.</i></p>	<p>HLP #14 - Teach cognitive and metacognitive strategies to support learning and independence</p> <ul style="list-style-type: none"> • TTAC HLP #14 Rubric • TTAC Highlight Tool HLP #14 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #15- Provide scaffold supports</p> <ul style="list-style-type: none"> • TTAC HLP #15 Rubric • TTAC Highlight Tool HLP #15 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #17- Use flexible grouping</p> <ul style="list-style-type: none"> • TTAC HLP #18 Rubric

Professional Learning Standard	Aligned HLP
	<ul style="list-style-type: none"> • TTAC Highlight Tool HLP #17 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #19 - Use assistive and instructional technologies</p> <ul style="list-style-type: none"> • TTAC Highlight Tool HLP #19 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #20 - Provide intensive instruction</p> <ul style="list-style-type: none"> • TTAC HLP #20 Rubric • TTAC Highlight Tool HLP #20 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #21 - Teach students to maintain and generalize new learning across time and settings</p> <ul style="list-style-type: none"> • TTAC Highlight Tool HLP #21 • CEEDAR Center HLP Self-Assessment Tool
<p>Performance Standard 4: Assessment of/for Student Learning</p> <p><i>The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.</i></p>	<p>HLP #3 Collaborate with families to support student learning and secure needed services</p> <ul style="list-style-type: none"> • TTAC HLP #3 Rubric • CEC HLP #1, #2, #3 Checklist • TTAC HLP Highlight Tool #3 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #4 - Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs</p> <ul style="list-style-type: none"> • TTAC HLP #4 Rubric • TTAC Highlight Tool HLP #4 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #5 - Interpret and communicate assessment information with stakeholder to collaboratively design and implement educational programs</p> <ul style="list-style-type: none"> • TTAC HLP Highlight Tool #5 • CEEDAR Center HLP Self-Assessment Tool

Professional Learning Standard	Aligned HLP
	<p>HLP #6 - Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes</p> <ul style="list-style-type: none"> • TTAC HLP #6 Rubric • CEC HLP #6 Checklist • TTAC Highlight Tool HLP #6 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #10- Conduct functional behavioral assessments to develop individual student behavior support plans</p> <ul style="list-style-type: none"> • TTAC HLP Highlight Tool #10 • CEEDAR Center HLP Self-Assessment Tool
<p>Performance Standard 5: Learning Environment</p> <p><i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i></p>	<p>HLP #7 - Establish a consistent, organized, respectful learning environment</p> <ul style="list-style-type: none"> • TTAC HLP #7 Rubric • TTAC HLP #7 Checklist • TTAC HLP Highlight Tool #7 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #9 - Teach social behaviors</p> <ul style="list-style-type: none"> • TTAC HLP Highlight Tool #9 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #18 - Use strategies to promote active student engagement</p> <ul style="list-style-type: none"> • TTAC HLP #18 Rubric • TTAC HLP Highlight Tool #18 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #8 & 22- Provide positive and constructive feedback to guide students' learning and behavior</p> <ul style="list-style-type: none"> • TTAC HLP 8 & 22 Rubric • CEC HLP #8 & 22 Checklist • TTAC Highlight Tool #8 & 22 • CEEDAR Center HLP Self-Assessment Tool

Professional Learning Standard	Aligned HLP
<p>Performance Standard 6: Culturally Responsive Teaching and Equitable Practices</p> <p><i>The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.</i></p>	<p>HLP #1 - Collaborate with professionals to increase student success</p> <ul style="list-style-type: none"> • TTAC HLP #1 Rubric • CEC HLP #1, #2, #3 Checklist • TTAC Highlight tool #1 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #7 - Establish a consistent, organized, respectful learning environment</p> <ul style="list-style-type: none"> • TTAC HLP #7 Rubric • TTAC HLP #7 Checklist • TTAC HLP Highlight Tool #7 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #9 - Teach Social Skills</p> <ul style="list-style-type: none"> • TTAC HLP #9 Rubric • TTAC HLP Highlight Tool #9 • CEEDAR Center HLP Self-Assessment Tool
<p>Performance Standard 7: Professionalism</p> <p><i>The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.</i></p>	<p>HLP #1 - Collaborate with professionals to increase student success</p> <ul style="list-style-type: none"> • TTAC HLP #1 Rubric • CEC HLP #1, #2, #3 Checklist • TTAC HLP Highlight tool #1 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #2 – Organize and facilitate effective meetings with professionals and family's</p> <ul style="list-style-type: none"> • TTAC HLP #2 Rubric • CEC HLP #1, #2, #3 Checklist • TTAC HLP Highlight Tool #2 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #3 - Collaborate with families to support student learning and secure needed services</p> <ul style="list-style-type: none"> • TTAC HLP #3 Rubric • CEC HLP #1, #2, #3 Checklist • TTAC HLP Highlight Tool #3

Professional Learning Standard	Aligned HLP
<p>Performance Standard 8: Student Academic Progress</p> <p><i>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</i></p>	<p>HLP #4 - Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs</p> <ul style="list-style-type: none"> • TTAC HLP #4 Rubric • TTAC Highlight Tool HLP #4 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #5 - Interpret and communicate assessment information with stakeholder to collaboratively design and implement educational programs</p> <ul style="list-style-type: none"> • TTAC HLP Highlight Tool #5 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #6 - Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes</p> <ul style="list-style-type: none"> • TTAC HLP #6 Rubric • CEC HLP #6 Checklist • TTAC Highlight Tool HLP #6 • CEEDAR Center HLP Self-Assessment Tool <p>HLP #11 – Identify and prioritize long-and short-term learning goals</p> <ul style="list-style-type: none"> • CEC HLP #11 Checklist • TTAC Highlight Tool HLP #11 • CEEDAR Center HLP Self-Assessment Tool

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