

Crosswalk for the High-Leverage Practices for Students with Disabilities and the Supporting Students in Poverty with High-Impact Instructional Strategies Toolkit

High-Leverage Practices for Students with Disabilities

The Council for Exceptional Children (CEC) and the Collaboration for Effective Education Development, Accountability, and Reform (CEEDAR) collaborated to develop the [High-Leverage Practices for Students with Disabilities](#) (HLPs). The HLPs were selected based on their frequent use in classrooms and their ability to improve student outcomes if implemented successfully. In the first edition of the HLPs, there were 22 HLPs organized around 4 aspects of practice: collaboration, assessment, social/emotional/behavioral, and instruction ([McLeskey et al., 2017](#)). In the newly revised second edition, the 22 HLPs are now organized around four domains: Collaboration, Data-Driven Planning, Instruction in Behavior and Academics, and Intensify and Intervene as Needed ([Aceves & Kennedy, 2024](#)). Each domain has Pillar Practices and Embedded Practices. Pillar Practices are the most critical HLPs for teachers, while the Embedded Practices are key to supporting the effectiveness of the pillars. The [definitions](#) for each HLP are consistent between the first and second editions.

Supporting Students in Poverty with High-Impact Instructional Strategies Toolkit

The National Comprehensive Center's "Supporting Students in Poverty with High-Impact Instructional Strategies Toolkit" provides teachers, principals, district staff, and state agencies with evidence-based, high-impact instructional strategies (HIIS) to decrease the negative impacts of poverty on student achievement ([National Comprehensive Center, 2022](#)). This is part of a broader initiative for [Supporting Students in Poverty](#). The practitioner-focused Toolkit, used within powerful social learning situations like Communities of Practice, has helped educators tackle this pervasive and complex issue by providing resources designed to strategically strengthen instruction. The strategies included in the Toolkit are appropriate for PK–12 educators at all levels of experience. Details for each HIIS can be found within the [Toolkit](#).

Crosswalk

This crosswalk is organized in four tables, each focused on one of the HLP domains, and shows the connection between each [HLP](#) and the [HIIS](#) to build a solid foundation of Tier 1 instruction for all students. The practices and strategies are for both general and special education to support their collaboration. The strategies and aligned actions are student-centered, program-neutral, cost-neutral, and supported by research. All educators, whether veteran, novice, alternate pathway, or preservice, can easily integrate the evidence-based actions into their classroom or school.

There are two specific HIIS left out of the crosswalk because they extend through all HLPs. They are [4.4 Expect the best from every student](#), and [4.5 Building a learning community](#). Expecting the best from every student every day is essential. Research suggests that the greater the risk factors in a student's life, the more important high expectations are (Rubie-Davies, 2006; Speybroeck et al., 2012). Likewise, building a learning community is an enabling condition and crosses all HLPs. According to strategy 4.5 of the Toolkit, "Classrooms that value what students know and where they come from create positive cultures and build the sense of community. Learning communities are connected, cooperative,

and supportive. A learning community celebrates every individual student and supports diverse student capabilities by enabling all members to engage at their level of expertise and comfort. It is a safe space to make mistakes and excel. It promotes beliefs of competence gained through effort. In other words, one's interest, commitment, and progress matter more than one's perceived ability" (Inzlicht & Good, 2006).

In addition to the [HIIS for Teachers](#), there are five [Principal Practices](#) within the HIIS. Three of these practices are left out of the crosswalk because they are parallel to the two overarching teacher strategies. Principal Role [1. Communicate expectations for academic success](#) is parallel to teacher strategy **4.4 Expect the best from every student**. Principal Role [4. Facilitate collaboration and professional learning communities](#) is parallel to teacher strategy **4.5 Building a learning community**. Just as teachers tailor instruction to meet the needs of their students based on relevant data, the same approach should be applied to teacher professional development. The principal's role as an instructional leader is to understand the needs of their teachers and use data, possibly collected through observations, as a source for personalized professional development. Therefore, Principal Role [3. Personalized professional development](#) is left out, as it may be related to any number of the HLPs or HIIS in this document.

Collaboration

The following HHS and related Principal Practices intersect all HLPs and are critical to the success of students in poverty and/or with disabilities.

- HHS 4.4 **Expect the best from every student** + Principal Practice 1: **Communicate expectations for academic success**
- HHS 4.5 **Building a learning community** + Principal Practice 4: **Facilitate collaboration and professional learning communities**
- Principal Practice 3: **Personalize professional development**

In addition to these 2 HHS and 3 Principal Practices, for each of the following HLPs, the most closely related HHS are as follows:

High-Leverage Practices for Students with Disabilities	Supporting Students in Poverty with High-Impact Instructional Strategies
Domain and Practices	Strategy and Actions
Pillar HLP 1: Collaborate with professionals to increase student success.	Teacher Strategies 1.1 Plan lessons with a purpose 4.1 Prioritize relationship building
Pillar HLP 3: Collaborate with families to support student learning and secure needed services.	Teacher Strategies 5.1 Connect learning with students’ experience 5.3 Embrace families’ expertise and experience Principal Practices Foster Meaningful Family and Community Engagement
Embedded HLP 2: Organize and facilitate effective meetings with professionals and families.	Teacher Strategies 5.3 Embrace families’ expertise and experience Principal Practices Foster Meaningful Family and Community Engagement

Data-Driven Planning

The following HHS and related Principal Practices intersect all HLPs and are critical to the success of students in poverty and/or with disabilities.

- HHS 4.4 **Expect the best from every student** + Principal Practice 1: **Communicate expectations for academic success**
- HHS 4.5 **Building a learning community** + Principal Practice 4: **Facilitate collaboration and professional learning communities**
- Principal Practice 3: **Personalize professional development**

In addition to these 2 HHS and 3 Principal Practices, for each of the following HLPs, the most closely related HHS are as follows:

High-Leverage Practices for Students with Disabilities	Supporting Students in Poverty with High-Impact Instructional Strategies
Domain and Practices	Strategy and Actions
<p>Pillar HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.</p>	<p><i>Student data are foundational to all instructional actions including lesson planning, implementation, and adapting instruction to meet the individual needs of students.</i></p> <p>Teacher Strategies</p> <ul style="list-style-type: none"> 1.1 Plan lessons with a purpose 1.2 Communicate expectations for learning 1.3 Model the learning process 1.4 Teach students to take the lead 1.5 Provide just-in-time support 1.6 Provide just-in-time feedback 2.1 Build on prior knowledge 2.2 Use challenging texts; 5.2 Use stories to bridge culture 2.3 Ask challenging questions 2.4 Build a foundation with memorization 2.5 Solidify learning through review 2.6 Learn content through reading and writing 3.1 Teach learning strategies and skills 3.2 Engage students in conversation 3.3 Teach students to track learning 3.4 Encourage self-directed learning

High-Leverage Practices for Students with Disabilities	Supporting Students in Poverty with High-Impact Instructional Strategies
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<p>Embedded HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs.</p>	<p><i>While this HLP focuses on a deep understanding of student assets and needs, this information should be used to strategically plan instruction.</i></p> <p>Teacher Strategies</p> <ul style="list-style-type: none"> 1.1 Plan lessons with a purpose 1.2 Communicate expectations for learning 1.3 Model the learning process 1.5 Provide just-in-time support 1.6 Provide just-in-time feedback 2.1 Build on prior knowledge 2.4 Build a foundation with memorization 2.5 Solidify learning through review 3.2 Engage students in conversation 5.1 Connect learning with students’ experience
<p>Embedded HLP 5: Interpret and communicate assessment information to collaboratively design and implement educational programs.</p>	<p><i>Informal and formal assessments should be used to inform instruction. Examples of informal assessments may include bell ringers, challenging questions, checks for understanding, etc.</i></p> <p>Teacher Strategies</p> <ul style="list-style-type: none"> 1.1 Plan lessons with a purpose 1.2 Communicate expectations for learning 1.5 Provide just-in-time support 1.6 Provide just-in-time feedback 2.1 Build on prior knowledge 2.5 Solidify learning through review <p>Principal Practices</p> <p>Center Conversations on Instruction</p>
<p>Embedded HLP 11: Identify and prioritize long- and short-term learning goals.</p>	<p>Teacher Strategies</p> <ul style="list-style-type: none"> 1.1 Plan lessons with a purpose 1.2 Communicate expectations for learning 1.3 Model the learning process 1.5 Provide just-in-time support 1.6 Provide just-in-time feedback 3.1 Teach learning strategies and skills 3.3 Teach students to track learning 4.3 Establish a sense of purpose

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<p>Embedded HLP 12: Systematically design instruction toward a specific learning goal.</p>	<p>Teacher Strategies</p> <ul style="list-style-type: none"> 1.1 Plan lessons with a purpose 1.2 Communicate expectations for learning 1.3 Model the learning process 1.4 Teach students to take the lead 1.5 Provide just-in-time support 1.6 Provide just-in-time feedback 2.1 Build on prior knowledge 2.2 Use challenging texts 2.3 Ask challenging questions 2.4 Build a foundation with memorization 2.5 Solidify learning through review 2.6 Learn content through reading and writing 3.1 Teach learning strategies and skills 3.3 Teach students to track learning 3.4 Encourage self-directed learning 5.1 Connect learning with students' experience <p>Principal Practices</p> <p>Center Conversations on Instruction</p>

Instruction in Behavior and Academics

The following HHS and related Principal Practices intersect all HLPs and are critical to the success of students in poverty and/or with disabilities.

- HHS 4.4 **Expect the best from every student** + Principal Practice 1: **Communicate expectations for academic success**
- HHS 4.5 **Building a learning community** + Principal Practice 4: **Facilitate collaboration and professional learning communities**
- Principal Practice 3: **Personalize professional development**

In addition to these 2 HHS and 3 Principal practices, for each of the following HLPs, the most closely related HHS are as follows:

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Domain and Practices	Strategy and Actions
<p>Pillar HLP 16: Use explicit instruction.</p>	<p>Teacher Strategies</p> <ul style="list-style-type: none"> 1.1 Plan lessons with a purpose 1.2 Communicate expectations for learning 1.3 Model the learning process 1.4 Teach students to take the lead 1.5 Provide just-in-time support 1.6 Provide just-in-time feedback 2.1 Build on prior knowledge 2.3 Ask challenging questions 2.4 Build a foundation with memorization 2.5 Solidify learning through review 2.6 Learn content through reading and writing 3.1 Teach learning strategies and skills 3.2 Engage students in conversation 3.3 Teach students to track learning 3.4 Encourage self-directed learning 4.2 Teach persistence 4.3 Establish a sense of purpose 5.1 Connect learning with students’ experience <p>Principal Practices</p> <p>Center Conversations on Instruction</p>

High-Leverage Practices for Students with Disabilities	Supporting Students in Poverty with High-Impact Instructional Strategies
Domain and Practices	Strategy and Actions
<p>Pillar HLP 7: Establish a consistent, organized, and responsive learning environment.</p>	<p>Teacher Strategies</p> <ul style="list-style-type: none"> 1.1 Plan lessons with a purpose 1.2 Communicate expectations for learning 1.3 Model the learning process 1.4 Teach students to take the lead 1.5 Provide just-in-time support 1.6 Provide just-in-time feedback 2.5 Solidify learning through review 2.6 Learn content through reading and writing 3.2 Engage students in conversation 3.3 Teach students to track learning 3.4 Encourage self-directed learning 4.1 Prioritize relationship building 5.1 Connect learning with students’ experience 5.3 Embrace families’ expertise and experience <p>Principal Practices</p> <p>Center Conversations on Instruction</p>
<p>Embedded HLP 9: Teach social behaviors (<i>What to Teach</i>)</p>	<p>Teacher Strategies</p> <ul style="list-style-type: none"> 1.3 Model the learning process 1.4 Teach students to take the lead 1.5 Provide just-in-time support 1.6 Provide just-in-time feedback 2.5 Solidify learning through review 3.2 Engage students in conversation 3.4 Encourage self-directed learning 4.1 Prioritize relationship building 4.2 Teach persistence 4.3 Establish a sense of purpose 5.1 Connect learning with students’ experience 5.2 Use stories to bridge cultures 5.3 Embrace families’ expertise and experience <p>Principal Practices</p> <p>Center Conversations on Instruction</p>

High-Leverage Practices for Students with Disabilities	Supporting Students in Poverty with High-Impact Instructional Strategies
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<p>Embedded HLP 14: Teach cognitive and metacognitive strategies to support learning and independence. <i>(What to Teach)</i></p>	<p>Teacher Strategies</p> <ul style="list-style-type: none"> 1.3 Model the learning process 1.4 Teach students to take the lead 2.3 Ask challenging questions 2.4 Build a foundation with memorization 2.5 Solidify learning through review 3.1 Teach learning strategies and skills 3.2 Engage students in conversation 3.3 Teach students to track learning 3.4 Encourage self-directed learning 4.2 Teach persistence <p>Principal Practices</p> <p>Center Conversations on Instruction</p>
<p>Embedded HLP 21: Teach students to maintain and generalize new learning across time and settings. <i>(What to Teach)</i></p>	<p>Teacher Strategies</p> <ul style="list-style-type: none"> 1.1 Plan lessons with a purpose 1.3 Model the learning process 1.4 Teach students to take the lead 1.5 Provide just-in-time support 1.6 Provide just-in-time feedback 2.1 Build on prior knowledge 2.3 Ask challenging questions 2.4 Build a foundation with memorization 2.5 Solidify learning through review 3.1 Teach learning strategies and skills 3.2 Engage students in conversation 3.4 Encourage self-directed learning 4.2 Teach persistence 4.3 Establish a sense of purpose 5.1 Connect learning with students' experience <p>Principal Practices</p> <p>Center Conversations on Instruction</p>
<p>Embedded HLP 13: Adapt curriculum tasks and materials for specific learning goals. <i>(How to Teach)</i></p>	<p>Teacher Strategies</p> <ul style="list-style-type: none"> 1.1 Plan lessons with a purpose 1.5 Provide just-in-time support 1.6 Provide just-in-time feedback 2.2 Use challenging texts 3.1 Teaching learning strategies and skills <p>Principal Practices</p> <p>Center Conversations on Instruction</p>

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Domain and Practices	Strategy and Actions
<p>Embedded HLP 15: Provide scaffolded supports. (<i>How to Teach</i>)</p>	<p><i>Following the planning of systematic and explicit instruction, instructional delivery should incorporate individualized scaffolded supports.</i></p> <p>Teacher Strategies</p> <ul style="list-style-type: none"> 1.1 Plan lessons with a purpose 1.2 Communicate expectations for learning 1.3 Model the learning process 1.4 Teach students to take the lead 1.5 Provide just-in-time support 1.6 Provide just-in-time feedback 2.4 Build a foundation with memorization 2.5 Solidify learning through review 3.1 Teach learning strategies and skills 3.3 Teach students to track learning 3.4 Encourage self-directed learning 4.2 Teach persistence 5.1 Connect learning with students' experience <p>Principal Practices</p> <p>Center Conversations on Instruction</p>
<p>Embedded HLP 17: Use flexible grouping. (<i>How to Teach</i>)</p>	<p>Teacher Strategies</p> <ul style="list-style-type: none"> 1.1 Plan lessons with a purpose 1.2 Communicate expectations for learning 1.4 Teach students to take the lead 2.6 Learn content through reading and writing 4.1 Prioritize relationship building <p>Principal Practices</p> <p>Center Conversations on Instruction</p>

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<p>Embedded HLP 18: Use strategies to promote active student engagement. (<i>How to Teach</i>)</p>	<p>Teacher Strategies</p> <ul style="list-style-type: none"> 1.1 Plan lessons with a purpose 1.2 Communicate expectations for learning 1.3 Model the learning process 1.4 Teach students to take the lead 1.5 Provide just-in-time support 1.6 Provide just-in-time feedback 2.1 Build on prior knowledge 2.2 Use challenging texts; 5.2 Use stories to bridge culture 2.3 Ask challenging questions 2.4 Build a foundation with memorization 2.5 Solidify learning through review 2.6 Learn content through reading and writing 3.1 Teach learning strategies and skills 3.2 Engage students in conversation 3.3 Teach students to track learning 3.4 Encourage self-directed learning 4.1 Prioritize relationship building 4.2 Teach persistence 4.3 Establish a sense of purpose 5.1 Connect learning with students' experience <p>Principal Practices</p> <p>Center Conversations on Instruction</p>
<p>Embedded HLP 19: Use assistive and instructional technologies. (<i>How to Teach</i>)</p>	<p><i>Assistive technology (AT) is for students with specific learning needs and is guided by the IEP team. AT will support students in the Tier 1 setting; however, it is outside of the scope of this document and what most teachers will do. Instructional technology is used for everyone and is guided by principles of UDL. The HIIPs most connected to this HLP focus on the use of instructional technology.</i></p> <p>Teacher Strategies</p> <ul style="list-style-type: none"> 1.1 Plan lessons with a purpose <p>Principal Practices</p> <p>Center Conversations on Instruction</p>

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Domain and Practices	Strategy and Actions
Embedded HLP 8/22: Provide positive and constructive feedback to guide students' learning (HLP 8) and behavior (HLP 22). <i>(How to Teach)</i>	<p>Teacher Strategies</p> <ul style="list-style-type: none"> 1.6 Provide just-in-time feedback 3.2 Engage students in conversation 3.3 Teach students to track learning (student) 3.4 Encourage self-directed learning (student) 4.2 Teach persistence 4.3 Establish a sense of purpose <p>Principal Practices</p> <ul style="list-style-type: none"> Center Conversations on Instruction

Intensify and Intervene

The following HIIS and related Principal Practices intersect all HLPs and are critical to the success of students in poverty and/or with disabilities.

- HIIS 4.4 **Expect the best from every student** + Principal Practice 1: **Communicate expectations for academic success**
- HIIS 4.5 **Building a learning community** + Principal Practice 4: **Facilitate collaboration and professional learning communities**
- Principal Practice 3: **Personalize professional development**

In addition to these 2 HIIS and 3 Principal practices, for each of the following HLPs, the most closely related HIIS are as follows:

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Domain and Practices	Strategy and Actions
<p>Pillar HLP 20: Provide intensive instruction for academics and behavior.</p>	<p>Teacher Strategies</p> <ul style="list-style-type: none"> 1.1 Plan lessons with a purpose 1.2 Communicate expectations for learning 1.3 Model the learning process 1.5 Provide just-in-time support 1.6 Provide just-in-time feedback 2.1 Build on prior knowledge 2.2 Use challenging texts 2.3 Ask challenging questions 2.4 Build a foundation with memorization 2.5 Solidify learning through review 3.1 Teach learning strategies and skills <p>Principal Practices</p> <p>Center Conversations on Instruction</p>
<p>Embedded HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans.</p>	<p><i>Functional behavioral assessments (FBA) and behavioral intervention plans (BIP) are a critical support for some students. The BIP is developed by the IEP team and is implemented across all settings. The BIP will support students in the Tier 1 setting; however, conducting an FBA is outside of the scope of this document and what most teachers will do.</i></p>

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