High-Leverage Practices Crosswalk

This document shows points of alignment between the following three important documents: High-Leverage Practices, High-Leverage Practices in Special Education, and Promoting Principal Leadership for the Success of Students With Disabilities.

High-Leverage Practices	High-Leverage Practices in Special Education	Related Professional Standards for Educational Leaders ***Promoting Principal Leadership for the Success of Students With Disabilities***
1) Leading a group discussion	Teach social behaviors (9)	Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student (4c) *Ensure that evidence-based approaches to instruction and assessment are implemented with integrity and are adapted to local needs*
	Teach cognitive and metacognitive strategies to support learning and independence (14)	
	Use strategies to promote active student engagement (18)	
2) Explaining and modeling content, practices, and strategies	Teach cognitive and metacognitive strategies to support learning and independence (14)	Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student (4c) *Ensure that evidence-based approaches to instruction and assessment are implemented with integrity and are adapted to local needs*
	Teach social behaviors (9)	
	Use explicit instruction (16)	
	Provide intensive instruction (20)	
	Teach students to maintain and generalize new learning across time and settings (21)	
3) Eliciting and interpreting individual	Use strategies to promote active student	Promote instructional practice that is

students' thinking	engagement (18) Provide positive and constructive feedback to guide students' learning and behavior (22)	consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student (4c) *Ensure that evidence-based approaches to instruction and assessment are implemented with integrity and are adapted to local needs*
4) Diagnosing particular common patterns of student thinking and development in a subject-matter domain	Systematically design instruction toward a specific learning goal (12) Adapt curriculum tasks and materials for specific learning goals (13)	Ensure instructional practice that is intellectually challenging, is authentic to student experiences, recognizes student strengths, and is differentiated and personalized (4d) *Ensure that evidence-based approaches to instruction and assessment are implemented with integrity and are adapted to local needs*
5) Implementing norms and routines for classroom discourse and work	Establish a consistent, organized, and respectful learning environment (7) Teach social behaviors (9)	Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student (4c) Cultivate and reinforce student engagement in school and positive student conduct (5e) *Ensure that students with disabilities (SWD) have opportunities to learn with their non-disabled peers to the greatest extent possible*

		Support teachers as they create productive and inclusive environments in their classrooms and throughout the school
6) Coordinating and adjusting instruction during a lesson	Provide scaffolded supports (15)	Ensure instructional practice that is intellectually challenging, is authentic to student experiences, recognizes student strengths, and is differentiated and personalized (4d) *Ensure that evidence-based approaches to instruction and assessment are implemented with integrity and are adapted to local needs*
7) Specifying and reinforcing productive student behavior	Provide positive and constructive feedback to guide students' learning and behavior (8) Conduct functional behavioral assessments to develop individual student behavior support plans (10)	Develop student policies and address student misconduct in a positive, fair, and unbiased manner (3d) Cultivate and reinforce student engagement in school and positive student conduct (5e) *Promote inclusive social environments that foster acceptance, care, and sense of value and belonging in adult-student and student-peer relationships*
8) Implementing organizational routines	Establish a consistent, organized, and respectful learning environment (7)	Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student (4c)

		Support teachers as they create productive and inclusive environments in their classrooms and throughout the school
9) Setting up and managing small group work	Use flexible grouping (17) Use strategies to promote active student engagement (18)	Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student (4c) *Ensure that evidence-based approaches to instruction and assessment are implemented with integrity and are adapted to local needs*
10) Building respectful relationships with students	Establish a consistent, organized, and respectful learning environment (7) Teach social behaviors (9)	Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community (5b) *Promote inclusive social environments that foster acceptance, care, and sense of value and belonging in adult-student and student-peer relationships*
11) Talking about a student with parents or other caregivers	Organize and facilitate effective meetings with professionals and families (2) Collaborate with families to support student learning and secure needed services (3)	Create means for the school community to partner with families to support student learning in and out of school (8e) *Create partnerships with families of SWD and engage them purposefully and productively in the learning and development of their children in and out of school*

12) Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction	Collaborate with families to support student learning and secure needed services (3) Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs (4)	Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning (3b) *Engage families to provide insight about their children's specific disabilities that allows teachers to better understand their needs, make educationally sound instructional decisions, and assist in interpreting and assessing student progress*
13) Setting long- and short-term learning goals for students	Identify and prioritize long- and short-term learning goals (11) Use assistive and instructional technologies (19)	Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student (4c) *Communicate high academic expectations for all students, including SWD; promote high-quality, intellectually challenging curricula and instruction; and provide opportunities for students with disabilities to achieve within the general education curriculum using a multi-tiered system of support*
14) Designing single lessons and sequences of lessons	Systematically design instruction toward a specific learning goal (12)	Ensure instructional practice that is intellectually challenging, is authentic to student experiences, recognizes student strengths, and is differentiated and personalized (4d)

		Ensure that evidence-based approaches to instruction and assessment are implemented with integrity and are adapted to local needs
15) Checking student understanding during and at the conclusion of lessons	Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes (6)	Ensure instructional practice that is intellectually challenging, is authentic to student experiences, recognizes student strengths, and is differentiated and personalized (4d) *Promote appropriate, clear, and valid monitoring and assessment systems in which teachers receive meaningful information about how students respond to instruction and information is relevant to instructional improvement*
16) Selecting and designing formal assessments of student learning	Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes (6)	Employ valid assessments that are consistent with knowledge of child learning and development and technical standards (4f) *Promote appropriate, clear, and valid monitoring and assessment systems in which teachers receive meaningful information about how students respond to instruction and information is relevant to instructional improvement*
17) Interpreting the results of student work, including routine assignments,	Collaborate with professionals to increase student success (1)	Use assessment data appropriately and within technical limitations to monitor student

quizzes, tests, projects, and standardized assessments	Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs (4) Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs (5)	progress and improve instruction (4g) *Promote appropriate, clear, and valid monitoring and assessment systems in which teachers receive meaningful information about how students respond to instruction and information is relevant to instructional improvement*
18) Providing oral and written feedback to students	Provide positive and constructive feedback to guide students' learning and behavior (8, 22)	Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student (4c) *Ensure that evidence-based approaches to instruction and assessment are implemented with integrity and are adapted to local needs*
19) Analyzing instruction for the purpose of improving it	Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes (6)	Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction (4g) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice (6e) *Promote appropriate, clear, and valid monitoring and assessment systems in which*

		teachers receive meaningful information about how students respond to instruction and information is relevant to instructional improvement *Work collaboratively with classroom teachers to help them develop their capacity for effective instruction*

Resources:

Council of Chief State School Officers & CEEDAR Center. (2017). *PSEL 2015 and promoting principal leadership for the success of students with disabilities*. Washington, DC: Council of Chief State School Officers. Retrieved from: http://ceedar.education.ufl.edu/wp-content/uploads/2017/01/PSELforSWDs01252017.pdf

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National Policy Board for Educational Administration. (2015). *Professional standards for educational leaders 2015*. Reston, VA: Author. Retrieved from: http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf

Teaching Works. (n.d.). *High leverage practices.* Retrieved from: http://www.teachingworks.org/work-of-teaching/high-leverage-practices

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