

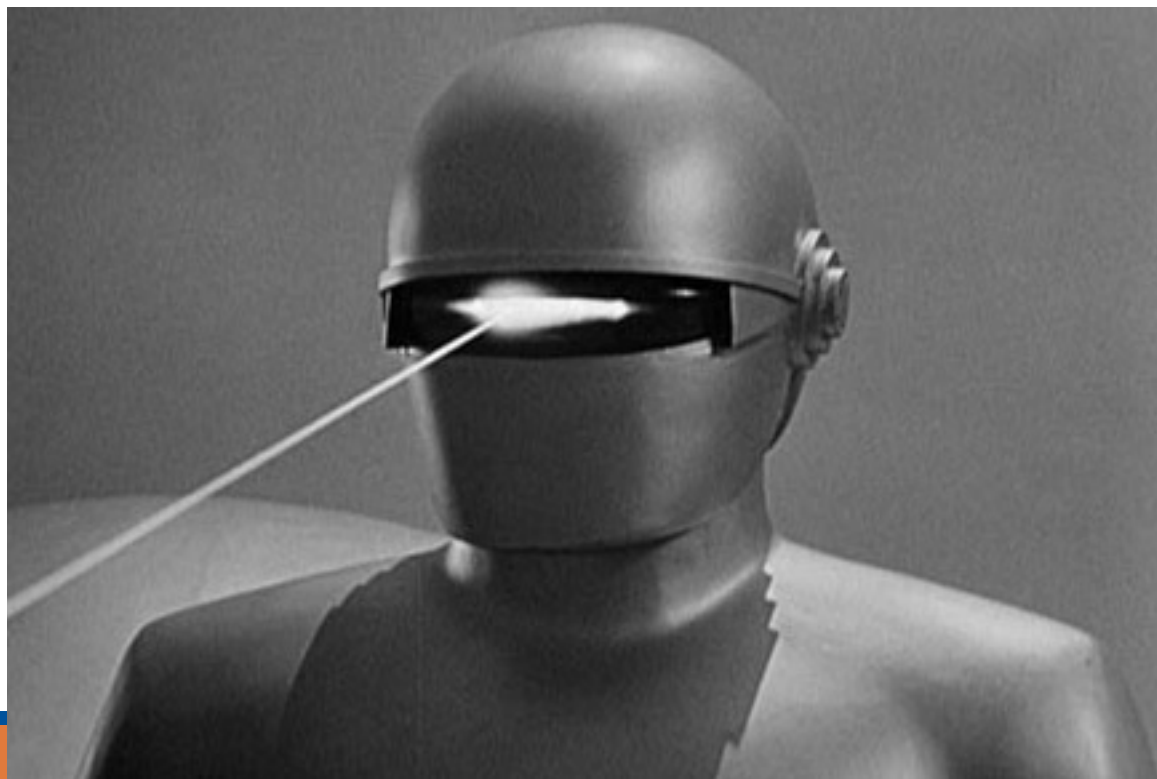
High-Leverage Practices in Special Education

A Professional Development Guide for School Leaders



Improving Instructional Practice

- Requires a laser-like focus on the critical features of effective performance



But, special educators play. . .

- so many different roles and teach so many different types of learners.
- And, they need to know so many different evidence-based practices.



CEC & CEEDAR

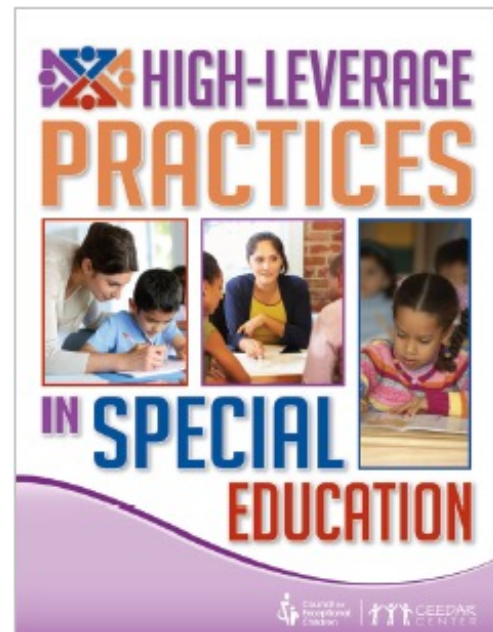
Put a stake in the ground.
We felt that if we were
going to improve practice,
we had to define those
practices that were most
fundamental to good
teaching and providing
students with disabilities
FAPE




Finally finished. . .

What Every Special Educator Needs to Know Day 1

- 22 High-Leverage Practices for special educators
 - Collaboration
 - Assessment
 - Social/emotional/behavioral
 - Instruction



22 High-Leverage Practices



High-Leverage Practices in Special Education

What Are HLPs?

"A set of practices that are fundamental to support...student learning, and that can be taught, learned, and implemented by those entering the profession" (Windschitl, Thompson, Braaten & Sroupe, 2012, p.880).

What Were Criteria for HLP Development?

- ❖ Focus directly on instructional practice.
- ❖ Occur with high frequency in teaching.
- ❖ Research based and known to foster student engagement and learning.
- ❖ Broadly applicable and usable in any content area or approach to teaching.
- ❖ Skillful execution is fundamental to effective teaching.

What Are the HLPs for Special Educators?

Collaboration

1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services.

Assessment

4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.


Social/Emotional/Behavioral


7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.

Instruction

11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward a specific learning goal.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.
20. Provide intensive instruction.
21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior.

Windschitl, M., Thompson, J., Braaten, M., & Sroupe, D. (2012). Proposing a core set of instructional practices and tools for teachers of science. *Science Education*, 96(5), 878-903.

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 CEEDAR
COUNCIL FOR EXCEPTIONAL CHILDREN

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www.highleveragepractices.org



High-Leverage Practices in Special Education

A foundation is insufficient without

OPPORTUNITIES TO PRACTICE



Practice opportunities must



Modeling



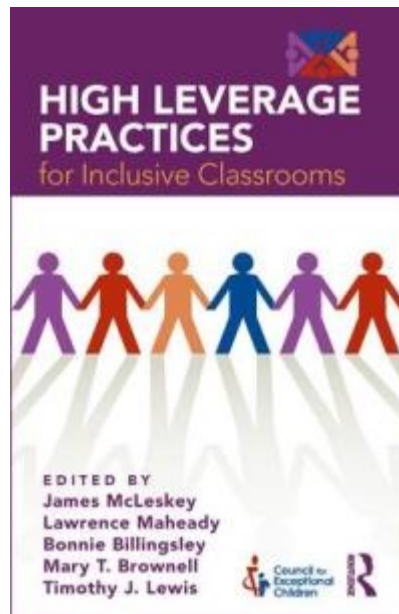
Feedback



Self-analysis

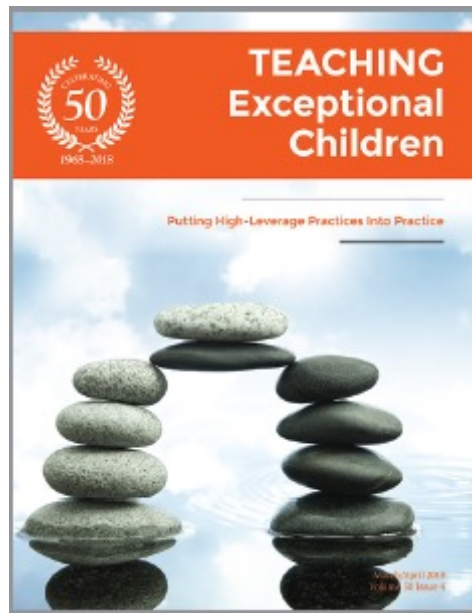
Need examples of HLPs in action

- High Leverage Practices for Inclusive Classrooms - Co-published, CEC & Routledge

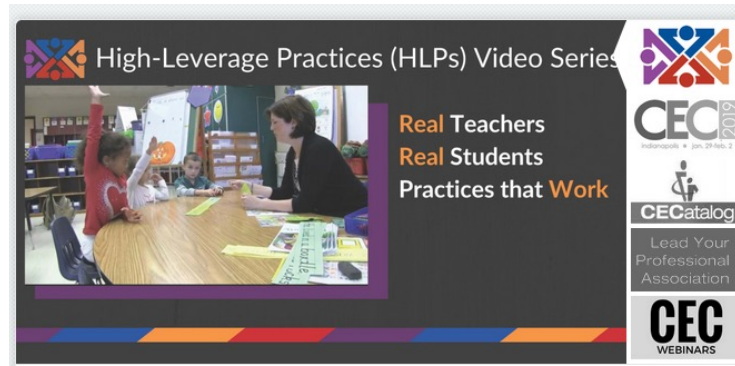


Need examples of HLPs in action

- *Teaching Exceptional Children* Special HLP Edition
– “Putting HLPs into Practice” – March/April 2018



High-Leverage Practices Videos



High-Leverage Practices in Special Education



Explicit Instruction

<https://highleveragepractices.org/701-2/>

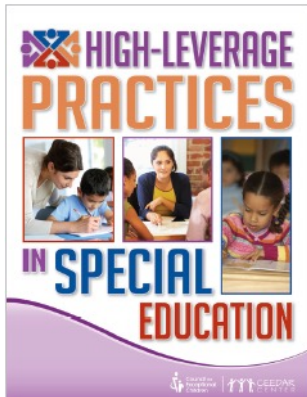
What's Next?

- National Professional Resources, Inc. and Council for Exceptional Children – Laminated Guides

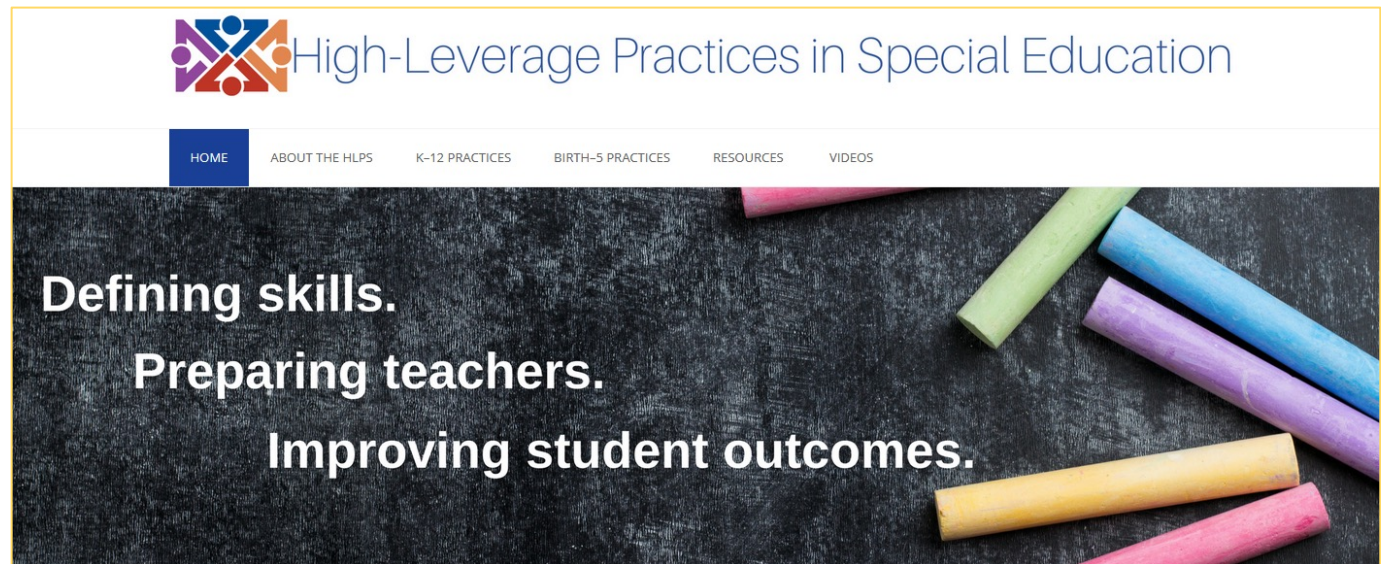


Where to Find HLP Resources

Book



www.HighLeveragePractices.org



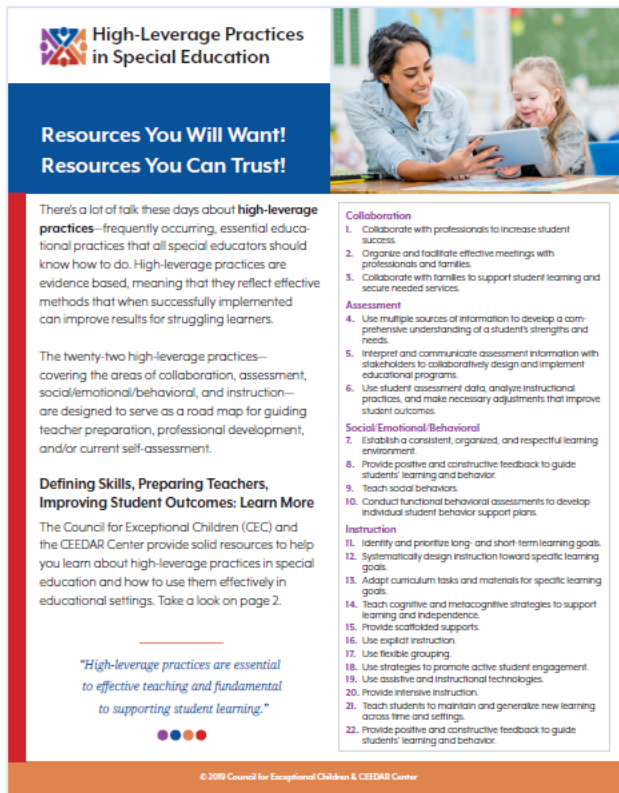
Models are a first step, but then. ..

- Teachers need to practice and receive feedback, and
- Learn to analyze their performance and its influence on students

CEEDAR and CEC



Who? What?



High-Leverage Practices in Special Education

**Resources You Will Want!
Resources You Can Trust!**

There's a lot of talk these days about **high-leverage practices**—frequently occurring, essential educational practices that all special educators should know how to do. High-leverage practices are evidence based, meaning that they reflect effective methods that when successfully implemented can improve results for struggling learners.

The twenty-two high-leverage practices—covering the areas of collaboration, assessment, social/emotional/behavioral, and instruction—are designed to serve as a road map for guiding teacher preparation, professional development, and/or current self-assessment.

Defining Skills, Preparing Teachers, Improving Student Outcomes: Learn More

The Council for Exceptional Children (CEC) and the CEDAR Center provide solid resources to help you learn about high-leverage practices in special education and how to use them effectively in educational settings. Take a look on page 2.

"High-leverage practices are essential to effective teaching and fundamental to supporting student learning."

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- Developed for school leaders implementing K-12 professional development
 - Special education administrators
 - Principals
 - Mentors and coaches
- Web-based guide
 - Can be downloaded
 - Use online
 - interactive tools/fillable forms
- **FREE!**

What is Included?

- Getting to Know High-Leverage Practices
- Sharing High-Leverage Practices
- Reflecting on High-Leverage Practices

Getting to Know High-Leverage Practices

Section 1: Getting to Know High-Leverage Practices

- Overview
- A Look at Collaboration
- A Look at Assessment
- A Look at Social/Emotional/Behavioral
- A Look at Instruction
- Bibliography of Selected Resources
- Resources You Will Want! Resources You Can Trust!

Sharing High-Leverage Practices

Section 2: Sharing High-Leverage Practices

- Professional Development Tools: Sharing (brief)
- A Leader's Guide to Agendas: Presentation Materials (tool)
 - Slide Presentation: Overview (tool) (slides)
 - Slide Presentation: A Look at Collaboration Practices (tool) (slides)
 - Slide Presentation: A Look at Assessment Practices (tool) (slides)
 - Slide Presentation: A Look at Social/Emotional/Behavioral Practices (tool) (slides)
 - Slide Presentation: A Look at Instruction Practices (tool) (slides)
- Professional Development Engagement Tools
 - A Walking Tour of www.highleveragepractices.org
 - Closing and Reflection
 - Dear Colleague ...
 - Glossary Review
 - Orientation: High-Leverage Practices in Special Education
 - Sharing Strategies That Reflect High-Leverage Practices
 - Using High-Leverage Practices Videos

Reflecting on High-Leverage Practices

Section 3: Reflecting on High-Leverage Practices

- Professional Development Tools: Reflection (brief)
- Professional Development Reflection Tools
 - Analyzing High-Leverage Practices: Current Status
 - Identifying Resources: Developing an Inventory
 - Learning from Colleagues
 - Reflecting on High-Leverage Practices: Next Steps
 - Taking the Next Step: Planning

Let's Look at the Tools!



Introducing High-Leverage Practices in Special Education



Welcome and Introductions

- **Purpose:** To introduce the twenty-two high-leverage practices that all teachers who instruct students with disabilities should know and use.
- **Goal:** Participants will gain a basic understanding of these practices and how they can learn more about them on www.highleveragepractices.org

Introduce the High-Leverage Practices

- **Orientation:** There's a lot of talk about high-leverage practices—what they are and why we need them
- **Slide Presentation:** High-Leverage Practices in Special Education: Overview
- **Conversation.**

Introduce www.highleveragepractices.org

- **Activity:** Walking Tour of the High-Leverage Practices Website: www.highleveragepractices.org
- **Watch Video:** *Welcome to Our New Series on High-Leverage Practices*

Next Steps and Wrap-up

- **Closing and Reflection**

Let's Look at the Tools!



AGENDA | 3-HOUR

Introducing High-Leverage Practices in Special Education



Welcome and Introductions

- **Purpose:** To introduce the twenty-two high-leverage practices that all teachers who instruct students with disabilities should know and use.
- **Goal:** Participants will gain a basic understanding of these practices and how they support the learning and behavior of students with disabilities. Participants will decide next steps for reflecting on how to use the practices with students with disabilities.

Introduce the High-Leverage Practices

- **Orientation:** There's a lot of talk about high-leverage practices—what they are and why we need them.
- **Slide Presentation:** High-Leverage Practices in Special Education: Overview
- **Conversation**

Introduce www.highleveragepractices.org

- **Activity:** Walking Tour of the High-Leverage Practices Website www.highleveragepractices.org
- **Watch Video:** *Welcome to Our New Series on High-Leverage Practices*

Focus on Practice Areas: A Closer Look at One or More Practice Areas

- **Slide Presentation**
- **Conversation**
- **Activity:** Watch Video of a High-Leverage Practice

Next Steps and Wrap-up

- **Closing and Reflection**

Let's Look at the Tools!

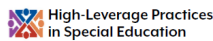
Analyzing Current Practice.

1. **Select one high-leverage practice.**
2. **Identify what the practice looks like in action.**
3. **Review the practice in relation to strategies you currently are using (e.g., lesson plan, meeting agenda, instructional delivery, classroom organization).**
What strategies are you currently using that reflect the practice?
What strategies do you want to consider using that you currently are not using?
4. **Consider changing your current practice.**
How do you predict students or other adults will respond? How will they benefit?
Will changing or enhancing your practice eliminate or solve a current challenge you are experiencing, or that your students may be experiencing? How so?
5. **Make a plan for getting verification that you are ready to implement changes to your practice.**
Who will you enlist as a peer coach? How will you go about seeking feedback from this individual? What kinds of support do you need from them?
How will you inform your administrator, mentor, or coach about your findings and implementation plans?

Let's Look at the Tools!

High-Leverage Practices Planning Form

- HLP Practice
- Goal
- Activities to Reach Goal
- Resources Needed
- Begin Date/End Date
- Outcomes



High-Leverage Practices
in Special Education

Taking the Next Step: Planning

Activity Overview

School leaders may find that some school staff members will want to analyze their own practices to determine the extent to which they reflect the high-leverage practices. Investigating all twenty-two practices may not be a realistic task, but teachers can select one or two practices to begin their self-discovery. The tool, "Analyzing My Current Practice," can be given to teachers as a guide.

Let's Look at the Tools!

Surveying Staff Members' Interest in High-Leverage Practices

Let's take the Survey!





High-Leverage Practices (HLPs) Video Series

SURVEY





High-Leverage Practices (HLPs) Video Series



[www.
highleverage
practices
.org](http://www.highleveragepractices.org)





High-Leverage Practices (HLPs) Video Series

#MYFIRSTCLASSROOM



Questions for you to discuss:

- Turn to your neighbor and consider the following questions:
 - How are you addressing high-leverage practices in your professional development plan?
 - What actions could you take in your program to use this HLPS Professional Development Guide?



Questions?



References

- McLeskey, J., Barringer, M., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M., Winn, J., & Ziegler, D. (2017). *High leverage practices in special education: The final report of the HLP Writing Team*. Arlington, VA: CEC & CEEDAR Center.