High-Leverage Practices in Special Education

A Professional Development Guide for School Leaders

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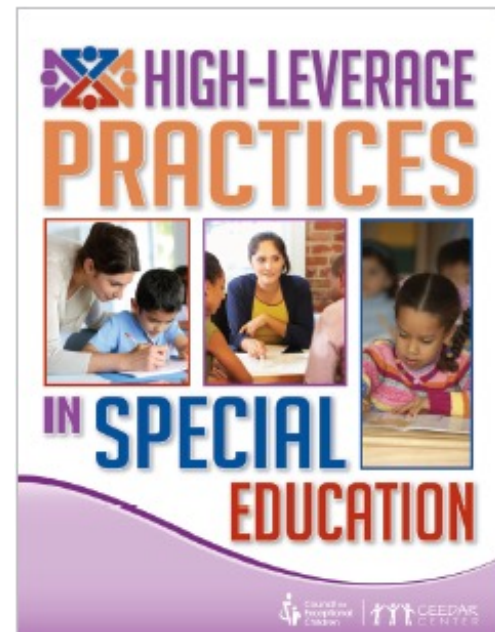IDEAs that Work

Improving Instructional Practice

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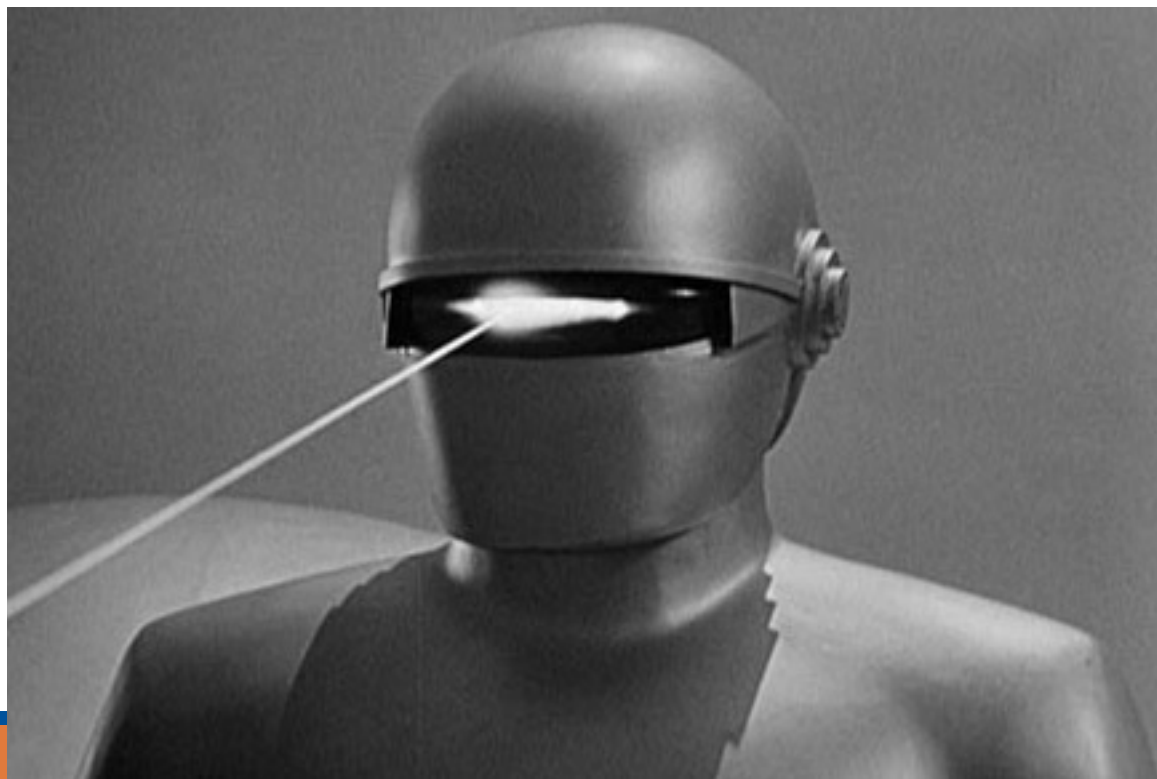
Finally finished. . .

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 & Stroupe, 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., & Stroupe, 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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www.highleveragepractices.org

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A foundation is insufficient without

OPPORTUNITIES TO PRACTICE

Practice opportunities must
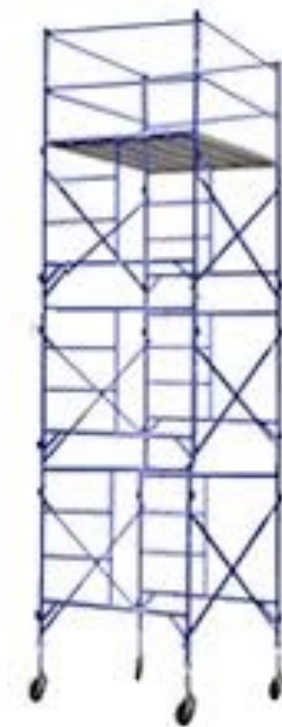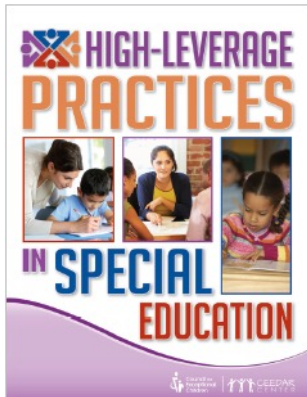

Modeling

Feedback

Self-analysis

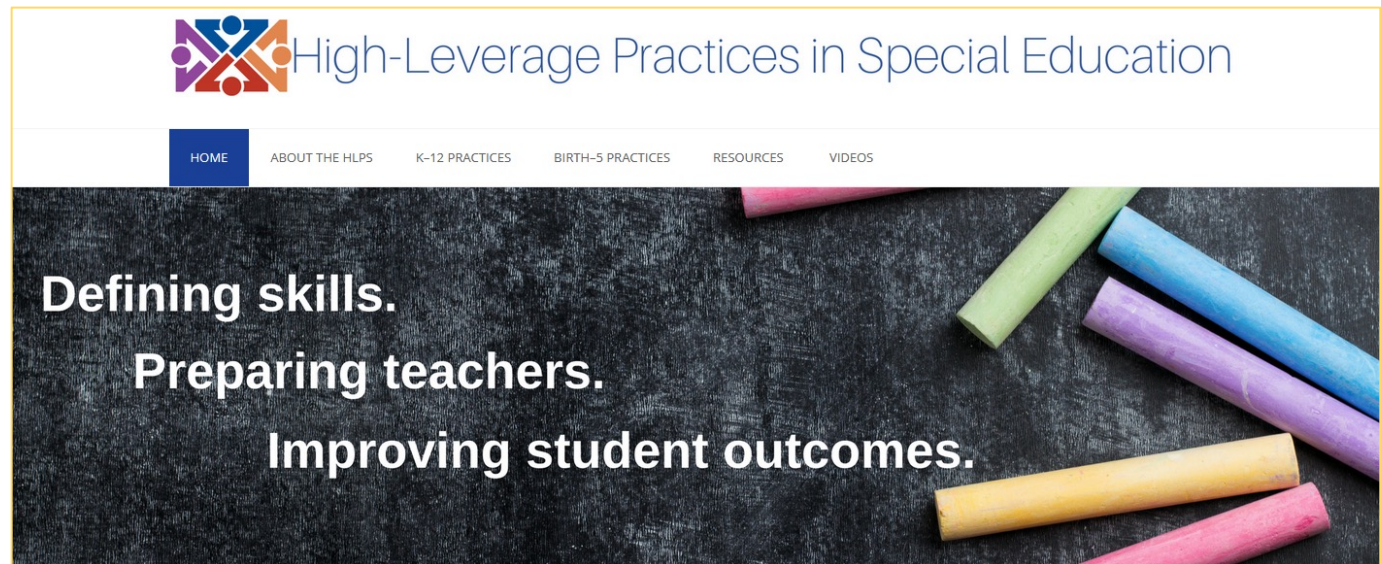# Practice opportunities must

- Be scaffolded to increase in complexity

Where to Find HLP Resources
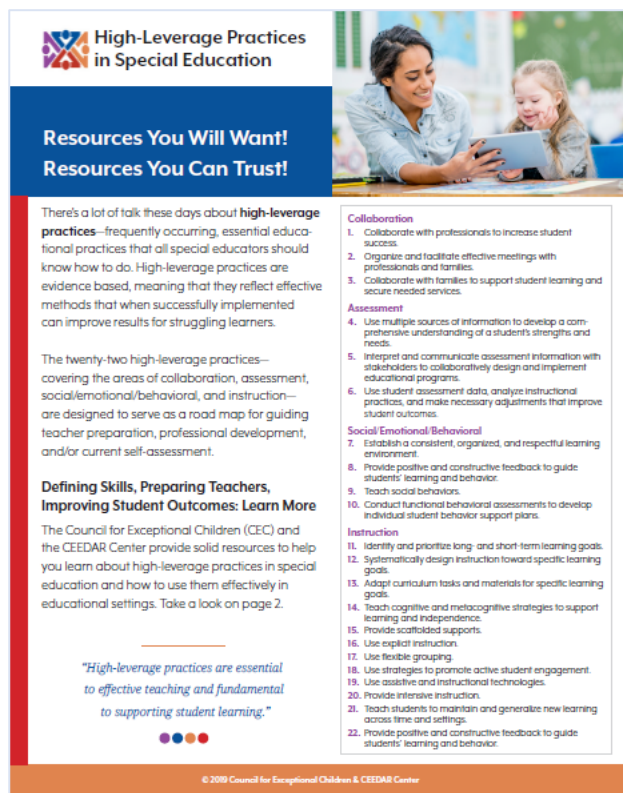
Book

www.HighLeveragePractices.org

Who? What?

- 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!

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What is Included?

- Getting to Know High-Leverage Practices

- Sharing High-Leverage Practices

- Reflecting on High-Leverage Practices

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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!

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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

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PD Guide at Varied Levels

School/District

Regional

State
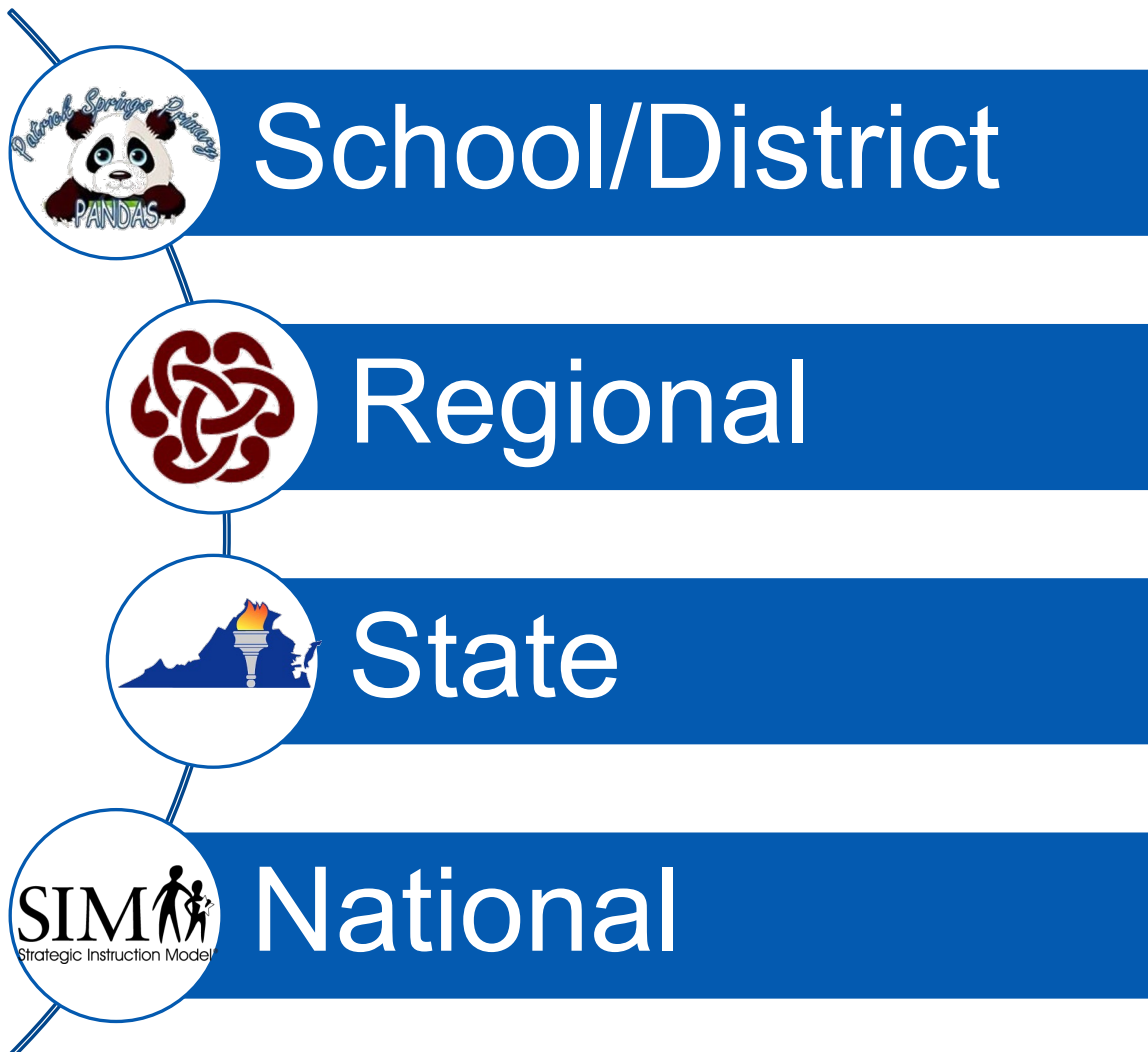
National

Getting to Know: Regional Level

T∗TAC HIGHLIGHTS...
Focused on Students with Disabilities

December/January 2018

This is the first in a series of four articles highlighting high-leverage practices.

https://www.ttac.vt.edu/Resources/Newsletters.html

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Sharing: Regional Level

Designing Instruction with Proven Practices

Dana McCaleb, Whitney Miller, Matt Newton, Mickey VanDerwerker, & Jocelyn Washburn

Reflecting: School Level

https://www.youtube.com/watch?v=QfP2MAtgj2k&feature=youtu.be

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Sharing & Reflecting: State Level

- Excellence in Co-Teaching Initiative
  - Co-teachers summarized each practice and developed a list of suggested ways they could use each practice in their classroom
- Training & Technical Assistance Centers
  - Coordinators state-wide apply the HLPs to their work in schools.

Getting to Know and Sharing: National Level

SIM Strategic Instruction Model®

Your Level of Familiarity
✓New to me
✓Heard of it…
✓Know a little
✓Know a lot!

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a comprehensive, **evidence-based** approach to **adolescent literacy** that addresses the needs of students to be able to read and understand large volumes of complex materials and to express themselves in writing

SIM — Strategic Instruction Model®

Content Enhancement Routines:
- Teacher routines
- Focus on critical content
- Co-constructed with students

Learning Strategies:
- Student centered
- Focus on independent use
- Explicit, direct instruction

Getting to Know and Sharing: National Level

Keynote: Paula Lancaster
The Intersection of SIM and
High Leverage Learning Practices:
Increasing the Power of
Teachers and Teaching

Professor of Special Education
Grand Valley State University

Getting to Know and Sharing: National Level

Let's Look at the Tools!

AGENDA | 1-HOUR

Introducing High-Leverage Practices in Special Education

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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**

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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**

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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?

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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.

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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 HLP Professional Development Guide?

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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.