

A Leader's Guide to Agendas: Presentation Materials

Purpose: This tool provides two sample agendas—one for a one-hour presentation, and one for a three-hour one—with suggestions for integrating professional development tools into the session.

Agendas: The Starting Point

Included in this tool are two sample agendas that can be used for a one-hour or three-hour presentation. A blank agenda also is included for presenters who are operating within a different time frame (e.g., two half-hour meetings, a two-hour presentation, an all-day session), when they may want to tailor the agenda to their participants' expressed needs, personal preferences, and so on.

The agendas reference different tools and activities for presenting content and engaging participants in learning. Following is a description of the major components for the agendas:

- Slides
- Videos
- Conversation starters and activities
- Handouts

Presenting Content: Slides

The sample agendas call for the use of slides. There is a set of slides for the general overview (see the tool, “Slide Presentation: Overview”). In addition, there are slide sets organized by the practice areas:

- Collaboration (see the tool, “Slide Presentation: A Look at Collaboration Practices”)
- Assessment (see the tool, “Slide Presentation: A Look at Assessment Practices”)
- Social/Emotional/Behavioral (see the tool “Slide Presentation: A Look at Social/Emotional/Behavioral Practices”)

- Instruction (see the tool, “Slide Presentation: A Look at Instruction Practices”)

Depending on time and focus, presenters can choose which practice areas to feature. At the end of the overview slide set is a blank slide (a PDF fillable form) that presenters can use to individualize their presentations (e.g., contact information, information on resources that are available to participants, etc.).

Talking points are provided for each set of slides. In some cases, optional conversation starters also are included.

Showing High-Leverage Practices in Action: Videos

The sample agendas call for the use of videos (see the tool, “Using High-Leverage Practices Videos”) found in the “High-Leverage Practices in Special Education Video Series” (<https://highleveragepractices.org/videos/>). Each video includes a short review of the research along with several brief segments showing general education and special education teachers implementing the practice.

Both agendas suggest showing the video, *Welcome to Our New Series on High-Leverage Practices* (6:28 minutes), which provides a summary of high-leverage practices and a description of the videos in the series. The three-hour agenda suggests using one or more of the following videos paired with an overview:

- *High-Leverage Practices #8 and #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior* (20:04 minutes) (social/emotional/behavioral and instruction practice areas)

- *High-Leverage Practice #12: Systematically Design Instruction Towards Learning Goals* (17:27 minutes) (instruction practice area)
- *High-Leverage Practices #16: Use Explicit Instruction* (18:52 minutes) (instruction practice area)
- *High-Leverage Practice #18: Use Strategies to Promote Active Student Engagement* (17:34 minutes) (instruction practice area)
- *High-Leverage Practice #7: Establish a Consistent, Organized, and Respectful Learning Environment* (20:14 minutes) (social/emotional/behavioral practice area)

Engaging Participants in Learning: Activities and Conversation Starters

Both agendas suggest incorporating conversation starters and activities into the professional development sessions. Presenters are encouraged to choose activities that fit with their facilitation style, the time schedule, session goals, and participants' needs and preferences. Activities are found online in the second section of the guide, "Sharing High-Leverage Practices" under "Professional Development Engagement Tools." Most tools include several suggestions that presenters can select for engaging participants in sharing their thoughts and reactions. Titles include:

- "Orientation: High-Leverage Practices in Special Education"
- "Using High-Leverage Practice Videos"
- "A Walking Tour of www.highleveragepractices.org"
- "Closing and Reflection"
- "Glossary Review" (optional)
- "Sharing Strategies That Reflect High-Leverage Practices" (optional)
- "Dear Colleague ..." (optional)

In general, except for the "Closing and Reflection" tool, which touches on next steps, reflection tools are found in the third section of the guide, "Reflecting on High-Leverage Practices." While, if time permits, these reflection tools may be integrated into the closing section of an introductory professional development session, they primarily are designed to be used after the session for encouraging thought and conversation about next steps for using high-leverage practices in educational settings.

Some tools include steps that enhance and/or extend the activity with the use of resources available from the Council for Exceptional Children's online store (www.pubs.cec.sped.org). Presenters are encouraged to consider reviewing these resources and making them available to their staff members for further study. These tools—which can be used as part of the session or to engage teams at an extended or follow-up learning event—include the following Council for Exceptional Children resources:

- *High Leverage Practices for Inclusive Settings* (book)
- *High-Leverage Practices in Special Education* (book)
- *High-Leverage Practices in Special Education: Reference Guides* (laminated guides)

Inform Colleagues

The "Dear Colleague ..." tool provides a way to distribute information about high-leverage practices to staff members. It can be digitally sent or printed and distributed. Here are some examples of how this tool might be used:

- A school leader may want to share information with the leadership team about high-leverage practices in preparation for a meeting in which the topic is on the agenda.
- A presenter may include the letter and flyer when informing staff members about an upcoming professional development opportunity on high-leverage practices.
- Organizers for a districtwide professional development event may include the information in participants' registration materials.
- An administrator may post the information on the school or district website to inform parents and the community about high-leverage practices.



The *TEACHING Exceptional Children* special issue (volume 50, number 4), “Putting High-Leverage Practices Into Practice,” is available on the High-Leverage Practices website at no charge (www.highleveragepractices.org/resources/).

Providing Resources: Handouts

Presenters often distribute various handouts throughout the session. While some presenters may prefer to distribute print copies, links also may be made available. Consider distributing the following options:

- Agendas provide a visual organizer for the session. They also offer a place to record notes and ideas from the session. The sample agendas include information that can be used as reference, such as presenter name and contact information.

- Briefs, found in the “Getting to Know High-Leverage Practices” section of this guide, provide a summary of content information and offer suggestions for further study.
- Copies of slides can be distributed. Participants may find them to be a good-note taking tool.
- The High-Leverage Practices flyer (found on the High-Leverage Practices website, in the tool, “Dear Colleague ...” and in the tool, “A Walking Tour of www.highleveragepractices.org”) provides participants with a full list of the twenty-two practices, information about the High-Leverage Practices website, and guidance on other resources that can help guide further study.

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**

Presented by: _____

Date: _____ Time: _____ Location: _____

Contact Number: _____



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**

Presented by: _____

Date: _____ Time: _____ Location: _____

Contact Number: _____





Introducing High-Leverage Practices in Special Education



Presented by: _____

Date: _____ Time: _____ Location: _____

Contact Number: _____

