

Reflecting on High-Leverage Practices: Next Steps



Purpose: This tool helps guide participants in determining how to pursue further study of high-leverage practices.

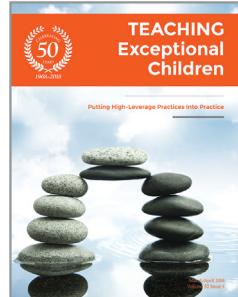
Suggestions for Getting Started With Next Steps

Research has demonstrated that there is nothing more important to improving outcomes for students with disabilities and others who struggle in school than improving the practice of their teachers. Obviously, you cannot learn how to use all high-leverage practices at once. But here are some suggestions for how to get started:

1. Consider your teaching role and your students' needs. Which high-leverage practices will be most useful in improving your practice and in meeting student needs? Pick one or two to start with. Create a plan to learn more.
2. Find out if other teachers are already using the high-leverage practices you want to learn more about. Ask them if they would be willing to guide your learning. For example, ask if you can schedule a time to talk with them and possibly observe their teaching. If possible, find out if they can observe your teaching and offer feedback.
3. Share your thoughts with team members (e.g., co-teachers, general education colleagues, grade-level teams, and subject-area teams) and determine if you can learn about several high-leverage practices together. Make a schedule and plan to support learning.
4. If your school or district has a coaching or mentoring program, ask these individuals to support you in expanding your skills.
5. Access resources on the practices. A good starting place is the High-Leverage Practices website (www.higleveragepractices.org), where you can find free resources, including written products,

videos, webinars, tools, and other materials. The document "Bibliography of Selected Resources" provides annotations and links for resources on the website. In addition, the Council for Exceptional Children's online publications store (www.pubs.cec.sped.org) offers several excellent resources that you can use to supplement your learning.

Check This Out!



TEACHING Exceptional Children (Special Issue, March/April 2018). This issue, "Putting High-Leverage Practices Into Practice," presents nine previously published articles that reflect and embody specific high-leverage practices. The articles align with the four core areas (collaboration, assessment, social/emotional/behavioral, and instruction) and are intended to be a springboard for discussion and instruction related to "how-to" guidance. The articles are designed to help teachers "see themselves" using the approaches and understand the positive results of using high-leverage practices. Availability information can be found at www.higleveragepractices.org/resources/



Consider having your school or district order the following titles:

- **High-Leverage Practices in Special Education** (2017). The book is the final product of the High-Leverage Practices Writing Team, a collaborative effort between the Council for Exceptional Children and the CEEDAR Center. It describes the development process for identifying the practices and presents a definition and research synthesis for each of the twenty-two practices within each interrelated area of practice (collaboration, assessment, social/emotional/behavioral, and instruction) that teachers should learn and master. A glossary of terms and a comprehensive reference list is included.
- **High Leverage Practices for Inclusive Classrooms** (2019). The book focuses primarily on Tiers 1 and 2 in a multi-tiered prevention system, or work that mostly occurs with students with mild disabilities in general education classrooms. Rich, practical information is presented on each of the twenty-two practices, such as a description of the practice, a case study to illustrate it, and a discussion of questions and issues that school-based teams should address when planning for implementation. Each chapter is filled with practical descriptions of how the practice might look in educational settings.
- **High-Leverage Practices in Special Education: Reference Guides**. These laminated quick-reference guides from National Professional Resources fold out to present strategies, tips, and

resources. The four guides cover the areas of high-leverage practices—collaboration, assessment, social/emotional/behavioral, and instruction. Teachers can use these to generalize their understanding of high-leverage practices and for support in implementing these practices with students.

In addition, the Council for Exceptional Children (and some of its divisions) offers conferences and conventions in which sessions may feature information on high-leverage practices. Also, the Council for Exceptional Children hosts a variety of webinars, some of which contain information related to the high-leverage practices. Consider attending and participating in these professional development events.

6. Teacher education programs are embracing high-leverage practices and building curricula that place them at the core of study. Investigate programs in your state or locality to see if they are implementing or have plans to implement high-leverage practices. Contact faculty involved in such programs and see if they can suggest professional development opportunities available for practicing teachers.

Planning Form

The planning form, “High-Leverage Practices Planning Form,” is included on the last page of this tool. In the examples found in Figures 1 and 2, the reader can see how teacher C. Lewis has filled out planning information for two goals under the high-leverage practice HLPI6.



High-Leverage Practices Planning Form

High-Leverage Practice (Scroll and Select One)

HLP16: Use explicit instruction.

Date: 1/21/19

Name: C. Lewis

Goal:

To learn about explicit instruction and how I might develop a plan for mastering the practice.

Activities to Reach Goal	Resources Needed
<ul style="list-style-type: none">- Develop background knowledge about the practice.- Do the readings listed.- Watch the video, “Use Explicit Instruction.”- Work through the IRIS Center module, “High-Quality Mathematics Instruction: What Teachers Should Know” (https://highleveragepractices.org/resources/).- Observe mentor teacher delivering a lesson using explicit instruction.	<ul style="list-style-type: none">- Synthesis section for HLP16 (https://highleveragepractices.org/wp-content/uploads/2017/06/Instructionfinal.pdf)- Article, “Big Ideas in Special Education” (https://journals.sagepub.com/doi/pdf/10.1177/0059917724412)- Chapter 16 in High Leverage Practices for Inclusive Classrooms- TEACHING Exceptional Children article, “Using Explicit and Systematic Instruction to Support Working Memory”- Video, “Use Explicit Instruction.”

Date Begun	Date Completed
2/1/19	3/1/19

Outcomes:

I have a general working knowledge of explicit instruction. I want to learn more about how I can develop and use it in my classroom. I am very comfortable with focusing content on critical outcomes, sequencing skills logically, designing organized and focused lessons, beginning lessons with a clear statement of goals and expectations, and providing step-by-step demonstrations.

Figure 1. Example of Filled-Out Planning Form for One Goal of HLP16



High-Leverage Practices Planning Form

High-Leverage Practice (Scroll and Select One)

HLP16: Use explicit instruction.

Date: 1/22/19

Name: C. Lewis

Goal:

Determine what I need to improve in my teaching when using explicit instruction.

Activities to Reach Goal	Resources Needed
<ul style="list-style-type: none">- Select a lesson plan and review and revise to include the sixteen key elements of explicit instruction described in chapter 16 of “High Leverage Practices for Inclusive Classrooms.”- Videotape myself delivering instruction. Review the video using the sixteen explicit instruction elements. Invite my mentor teacher to review my video and provide feedback.	<ul style="list-style-type: none">- “High Leverage Practices for Inclusive Classrooms.”- Video equipment.

Date Begun	Date Completed
3/4/19	3/29/19

Outcomes:

I want to learn more about the following explicit instruction strategies: how to deliver the lesson at a brisk pace, how to require frequent responses, how to help students organize knowledge, and how to provide distributed and cumulative practice.

Figure 2. Example of Filled-Out Planning Form for a Second Goal of HLP16



High-Leverage Practices Planning Form

High-Leverage Practice (Scroll and Select One)

Date: Name:

Goal:

Activities to Reach Goal	Resources Needed

Date Begun	Date Completed

Outcomes: