

Taking the Next Step: Planning



Purpose: This activity is designed to help planning teams decide where to focus efforts and/or identify entry points for expanding the use of high-leverage practices.

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.

Considerations when using this tool:

- Have teachers work with a partner who serves as a peer coach.
- Encourage teachers to choose one high-leverage practice at a time.
- Make available resources for teachers to deepen their knowledge of the practice and what to look for. One excellent source for describing how the practices might look is the book *High Leverage Practices for Inclusive Classrooms*. For example, the chapter on using explicit instruction lists sixteen steps that can serve as a focus for observation. All chapters provide summaries of what to look for when demonstrating the practices.
- Provide support and guidance. Offer to discuss what the teachers are learning. Invite their views about what they might need to improve or maintain their practice.



Surveying Staff Members' Interest in High-Leverage Practices

Our planning team is considering next steps for using high-leverage practices. We would like your thoughts and ideas to help inform our work. Please take some time to complete the following survey.

Knowledge and Use of High-Leverage Practices

- A. For each of the high-leverage practices, place a check mark (☑) next to those for which you would like to have more professional development.

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.



Surveying Interest in High-Leverage Practices (continued)

- 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 specific learning goals.
- 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.



Surveying Interest in High-Leverage Practices (continued)

- B. For those practices that you checked, list several professional development opportunities you would like to have available.**

- C. For those practices that you did not select, please briefly provide your reasons for not choosing them.**

- D. If we were to pick three practices for schoolwide adoption, what practices would you recommend we select? Provide your reasons why.**

- E. We welcome any additional comments you may have in helping us plan suggestions for professional development opportunities.**