

# Slide Presentation: Overview



**Purpose:** This tool provides talking points that can be used with the overview slides to introduce high-leverage practices in special education.

The “Slide Presentation: Overview” is to be used with the “Overview” slides to introduce high-leverage practices in special education. A blank slide at the end can be used to create personalized slides for such things as your contact information, resources that are available to participants in the school or district, a description of ongoing high-leverage practice activities that are already being used in the district, and so on. It is designed as a PDF fillable form that you can digitally populate.

In addition, suggested talking points are provided for each slide. Some optional conversation starters also are given that might be used during the presentation to engage participants in thinking about the topic.

The required amount of time will vary across presenters, depending on how many of the talking points are used, the number of conversation starters selected, and the style of the presenter. In general, the slide presentation (without conversation starters) will require a minimum of 8 to 10 minutes.

This professional development guide also includes sets of additional slides that can be used to look more deeply at a practice area (collaboration, assessment, social/emotional/behavioral, and instruction). You can integrate one or more of them into this overview slide set or use them at a later point in your presentation. They also include suggested talking points and optional conversation starters.

## Conversation Starters: Responding to an Overview of High-Leverage Practices

Use these conversation starters after an overview presentation on high-leverage practices to

engage participants in sharing their thoughts and reactions.

Pick several questions that you believe your participants might relate to. For example, if your group is composed of administrators and professional development leaders, you may want to focus on questions tailored more to their roles and responsibilities. If participants are mostly teachers, then you might want to focus more on how teachers see themselves using the practices with students with disabilities.

Also, if you are working with a large group, you may want to break out into small groups and allow participants to discuss several questions and then report back later to the full group. If your group is relatively small, you can pair participants for an initial dialogue.

The following questions can be used to invite conversation:

- Do you think the practices meet the criteria that the High-Leverage Practices Writing Team used to select them? Do some warrant more attention than others?
- Are there practices that you are unfamiliar with, or that you know very little about?
- Are there any practices you are surprised did not make the list? Why do you think they should be considered essential?
- Thinking long term, are there some practices that you think should be addressed first in a professional development plan?

- If you were to pick the top three practices to master, what would they be?
- Do you think that the twenty-two practices are equal in importance, or are some more essential than others?
- On a scale of one to five, with five being “extremely interested” and one being “extremely uninterested,” how interested are you in learning more about the practices? What are your thoughts related to your interest rating?



## Slide Presentation: Overview

### Talking Points and Optional Conversation Starters

#### Slides: Overview

##### Slide 1:

*Overview (Cover Page)*

##### Slide 2:

*What constitutes an effective special educator?*

*What instructional practices are best for fostering student engagement and learning?*

**Talking Points:** Answers to these two questions are central to the High-Leverage Practices in Special Education initiative led by the Council for Exceptional Children (CEC) and the Collaboration for Effective Educator Development, Accountability, and Reform Center, commonly known as the CEEDAR Center.

**Optional:** Activate participants' prior knowledge by asking them to share their thoughts and ideas about these two questions.

##### Slide 3:

*High-leverage practices are frequently occurring educational practices that all K-12 special educators should know how to do.*

**Talking Points:** These practices are evidence based, meaning that they reflect effective methods that when successfully implemented can improve results for struggling learners. The twenty-two practices represent the most important practices that

special educators should learn to use in their educational settings.

##### Slide 4:

*Current demands call for:*

- *Increasing achievement levels.*
- *Ensuring that all students are college or career ready upon high school completion.*

*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.*

**Talking Points:** Over the years, the roles and practices of special education teachers have evolved as the complexity of struggling learners has unfolded, along with the quest of how best to serve and improve outcomes for this diverse group of students. This complexity has come at a time when nationwide educators are faced with unprecedented accountability demands to increase achievement levels and ensure that all students are college or career ready when they complete high school. These demands require that teachers use the most effective available practices to improve student learning and behavior. The twenty-two high-leverage practices represent practices that are essential to effective teaching and fundamental to supporting student learning. They provide clear guidance for teacher preparation and professional development.



## Slide Presentation: Overview (continued)

Not surprisingly, interest in high-leverage practices is quickly gaining momentum across the United States as educators embrace them and work to ensure that all teachers who work with students with disabilities have learned and mastered the practices.

### Slide 5:

#### ***Identification of High-Leverage Practices***

##### ***The Council for Exceptional Children***

- ***Appointed a Writing Team***
- ***Set Criteria for Identifying Practices***
- ***Drafted a Set of Practices and Engaged in Consensus Building***

***In 2016 the CEC Board of Directors approved the list of twenty-two practices.***

**Talking Points:** In 2014, CEC appointed a High-Leverage Writing Team to develop a set of high-leverage practices in special education. Team members, who were mostly experienced teacher educators, determined parameters, such as identifying the four practice areas, and limiting the focus to K–12 special education teachers. They set criteria to ensure that practices were practical and useful for teacher preparation and professional development. For example, to be included practices had to focus directly on instructional practice; occur with high frequency in teaching; be based on research and known to foster important kinds of student engagement and learning; be broadly applicable and usable across all content areas and approaches to teaching;

be so important that skillfully executing them is fundamental to effective teaching; be able to be articulated and taught; and be able to be mastered by novices. The consensus-building process included reviews by teacher educators, teachers, and administrators. The final set of practices was approved by the CEC Board of Directors in 2016.

### Slide 6:

***The twenty-two high-leverage practices cover the areas of:***

- ***Collaboration***
- ***Assessment***
- ***Social/Emotional/Behavioral***
- ***Instruction***

**Talking Points:** To make the twenty-two practices more understandable and easier to use, they are organized around these four intertwined areas of practice. The high-leverage practices are designed to serve as a road map for guiding teacher preparation, professional development, and current self-assessment. *All* teachers who instruct students with disabilities can use these practices to improve student outcomes.

### Slide 7:

#### ***High-Leverage Collaboration Practices***

- 1. Collaborate with professionals to increase student success.***
- 2. Organize and facilitate effective meetings with professionals and families.***



## Slide Presentation: Overview (continued)

### ***3. Collaborate with families to support student learning and secure needed services.***

**Talking Points:** Effective special education teachers collaborate and communicate with a wide range of professionals, families, and caregivers to ensure that educational programs and related services are efficient and meeting the needs of each student with a disability.

**Optional:** Ask participants, “Do you engage in these activities on a regular basis?” “Are you surprised that a particular practice is considered to be high-leverage?” “Are there other activities that you engage in on a regular basis in which you must demonstrate collaboration?”

### **Slide 8:**

#### ***High-Leverage Assessment Practices***

***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.***

**Talking Points:** Effective special education teachers understand the strengths and needs of their students, are knowledgeable about

assessment, and are skilled in using and integrating data.

**Optional:** Ask participants, “Do you use these practices on a regular basis?” “Are you surprised that a particular practice is considered to be high-leverage?” “Are there other assessment skills that you use on a regular basis?”

### **Slide 9:**

#### ***High-Leverage Social/Emotional/Behavioral Practices***

***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.***

**Talking Points:** Effective special education teachers establish a consistent, organized learning environment to support student success and well-being.

**Optional:** Ask participants, “Do you engage in these practices on a regular basis?” “Are you surprised that a particular practice is considered to be high-leverage?” “Are there other activities that you engage in on a regular basis in which you must demonstrate social/emotional/behavioral skills?”



## Slide Presentation: Overview (continued)

### Slides 10, 11, 12:

#### *High-Leverage Instruction Practices*

- 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.**

**Talking Points:** Effective special education teachers are well versed in general education curricula and other contextually relevant curricula. They also use appropriate standards, learning progressions, and evidence-based practices in conjunction with specific individual education program (IEP) goals and benchmarks to prioritize long- and

short-term learning goals and to plan and deliver instruction.

**Optional:** Ask participants, “Do you use any of these practices on a regular basis?” “Are you surprised that a particular practice is considered to be high-leverage?” “Are there other instruction practices that you demonstrate on a regular basis?”

### Slide 13:

#### *CEC Resources on High-Leverage Practices*

- [www.highleveragepractices.org](http://www.highleveragepractices.org)
- **Books and other print materials**
- **Videos**
- **Webinars**
- **Professional development tools**

**Talking Points:** The High-Leverage Practices website houses numerous resources, including an introduction to high-leverage practices, links to publications and other resources, research syntheses for each area of practice, videos of high-leverage practices in action, webinars and presentations, and professional development tools to learn more about the practices.

**Optional:** Share the “Bibliography of Selected Resources,” found in Section I of the professional development guide. Explain that it features many resources found on the High-Leverage Practices website. Provide a few examples of the available resources.

**Optional:** If you have copies of CEC products (e.g., books, laminated guides, *TEACHING*



## Slide Presentation: Overview (continued)

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*Exceptional Children*), show them to participants. If you have multiple copies, consider distributing them and allowing small groups to peruse them.

**Optional:** Click onto the High-Leverage Practices website and do a mini-tour of the site. Focus on high-interest areas, such as videos. *Note:* If using the suggested activity, “A

Walking Tour of [www.highleveragepractices.org](http://www.highleveragepractices.org),” you could segue into it at this point.

### Slide 14:

#### **Contact**

***Council for Exceptional Children***

[www.cec.sped.org](http://www.cec.sped.org)