

# Professional Development Tools: Reflection

The aim of the Council for Exceptional Children's and CEEDAR Center's high-leverage practices initiative was not simply to create a list of practices, but also to inform, shape, and begin a conversation about effective special educator development. Across the United States, high-leverage practices are sparking great interest and a desire among educators to implement the practices in educational settings. Increasingly, educators are embracing the practices and seeking ways to learn more and become skilled in their delivery.

After sharing information on the practices, school leaders may experience this same enthusiasm from their staff members and decide to provide opportunities for reflection and extended conversation. Consider these examples:

- Teachers working in teams (e.g., grade level, subject area, disability, schoolwide) support one another in discussing how to use the practices in their classrooms.
- School improvement teams consider how to build a plan for implementing practices.
- Individual teachers integrate further study of the practices into their professional development plans, which might include self-reflection activities, attendance at workshops and conference sessions, reviewing additional resources, and seeking the counsel of master teachers who have expertise in using the practices.
- Mentor teachers and coaches design a strategy to help their colleagues develop high-leverage practice skills.

The purpose of this section is to provide you with professional development tools that support reflection and further conversation about possible next steps for high-leverage practices in the school or district setting. These tools are designed to be used as a follow-up to an introductory presentation. They are not intended to be used solely for skill development.

The professional development tools have been designed for flexible use. When deciding what tools to feature, school leaders, presenters, and facilitators are encouraged to select those that fit best with participants' needs, the time allotted for sharing the information, and long-term goals for considering the use of high-leverage practices. School leaders also are encouraged to adapt tools as necessary. [Note: The professional development tools are produced in PDF form, so you will need to be using version 11 or higher of Adobe Acrobat Reader. Mac users need to open the files in Adobe Acrobat Reader, and not in Preview. Similarly, PC users need to open the files in Adobe Acrobat Reader,

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*“Educators are launching initiatives that create opportunities for teachers and teacher candidates to practice high-leverage skills in authentic settings with support and feedback.”*





School leaders can use tools in the guide to encourage reflection about how participants might use high-leverage practices.

and not in Microsoft Edge. Acrobat Reader can be downloaded (free) from <https://get.adobe.com/reader>]

In some cases, a tool will feature an enhanced resource, such as a book, journal article, or reference tool available from the Council for Exceptional Children’s online publication store. While these enhancements are not necessary for the reflection activity provided in this professional development guide, school leaders may want to invest in them, as they do provide another level of quality and extended expertise.

## Reflection Tools

The following reflection tools are included in this section:

- “Reflecting on High-Leverage Practices: Next Steps.” This tool helps guide participants in determining how to pursue further study of high-leverage practices.
- “Taking the Next Step: Planning.” 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.
- “Identifying Resources: Developing an Inventory.” This tool focuses on identifying resources that exist in the school or district.
- “Analyzing High-Leverage Practices: Current Status.” This tool provides an opportunity to reflect on one’s current use of high-leverage practices.
- “Learning From Colleagues.” This activity uses examples of how school leaders introduced high-leverage practices to staff members as a springboard for reflection and discussion.



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