



Professional Development Tools: Sharing

The high-leverage practices provide a clear vision of effective teaching for students with disabilities that can inform the work of school leaders who provide professional development to special education teachers, and/or to those who work in beginning teacher induction and residency programs. School leaders who provide professional development to special education teachers—and, arguably, to *all* teachers who instruct students with disabilities—can use these high-leverage practices to select experiences that highlight how using the practices makes a difference in student success. This professional development guide takes the first step in providing knowledge and tools for introducing high-leverage practices to staff members.

The purpose of this section is to provide you with tools for conducting professional development that introduces high-leverage practices in special education. The tools are intended to be used by school leaders, including mentors and coaches, in both large- and small-group settings.

The professional development tools have been designed for flexible use. When deciding what tools to feature, presenters and facilitators are encouraged to select those that fit best with participants' needs, with the time allotted for sharing the information, and with long-term goals for the use of the practices. Presenters 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, 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 sample one-hour or three-hour presentations provided in this professional development guide, school leaders may want to invest in these enhancements as they provide another level of quality and extended expertise.

The tools included in this section are organized in the following way.

Professional Development Agendas—There are two sample agendas; one is designed for a one-hour presentation and the other is designed for three hours.

Professional Development Presentation Slides—The slides are organized by topic to enable presenters to choose what information they wish to cover. Each set of slides includes talking points presenters can draw from in crafting their presentations.

“High-leverage practices can inform the delivery of professional development to all staff members who work with students with disabilities.”



- “Presentation Slides: Introduction to High-Leverage Practices”
- “Presentation Slides: A Look at Collaboration Practices”
- “Presentation Slides: A Look at Assessment Practices”
- “Presentation Slides: A Look at Social/Emotional/Behavioral Practices”
- “Presentation Slides: A Look at Instruction Practices”

High-Leverage Practices Video Series—This video series is housed on the High-Leverage Practices website (www.highleveragepractices.org). They can be used to show participants what select practices look like in real classrooms, with real teachers and students.

Currently, the following videos are available for viewing:

- *Welcome to Our New Series on High-Leverage Practices* (6:28 minutes)
- *High-Leverage Practices #8 and #22: Provide Positive and Constructive Feedback to Guide Students’ Learning and Behavior* (20:04 minutes)
- *High-Leverage Practice #12: Systematically Design Instruction Towards Learning Goals* (17:27 minutes)
- *High-Leverage Practices #16: Use Explicit Instruction* (18:52 minutes)
- *High-Leverage Practice #18: Use Strategies to Promote Active Student Engagement* (17:34 minutes)



School leaders can use tools in the guide to encourage conversation about high-leverage practices and their use.

- *High-Leverage Practice #7: Establish a Consistent, Organized, and Respectful Learning Environment* (20:14 minutes)

[Check back frequently on the High-Leverage Practices website (www.highleveragepractices.org/videos/) for new videos.]

Professional Development Engagement Tools—There are a variety of tools (e.g., conversation starters, activities, enhanced activities) that presenters can select from to engage participants in thinking about high-leverage practices and their potential use. Engagement tools include the following titles:

- “Orientation: High-Leverage Practices in Special Education.” This activity can be used to engage participants in thinking about what they know, what they think they know, and what they want to know about high-leverage practices.
- “Using High-Leverage Practice Videos.” Suggestions are given for eliciting participant responses about what they have seen in the videos.
- “A Walking Tour of www.highleveragepractices.org.” This activity tool is used to introduce participants to the many features of the High-Leverage Practices website.
- “Closing and Reflection: What Participants Should Expect Next.” This tool provides suggestions for inviting participants to think about next steps for learning more about high-leverage practices.
- “Glossary Review.” This activity can be used to orient participants to some of the terms that will be used when discussing high-leverage practices in special education.
- “Sharing Strategies That Reflect High-Leverage Practices.” This activity—which uses an enhanced resource—can be used to engage small groups of participants in discussing select high-leverage practices.
- “Dear Colleague ...” The purpose of this tool is to inform others about high-leverage practices and invite them to become knowledgeable about them.



“High-leverage practices are frequently occurring, essential educational practices that all K–12 special educators should know how to do.”



Handouts—It is common for presenters to provide handouts to participants. Agendas and copies of presentation slides are examples of typical handouts. During the presentation, activity sheets and tools might be distributed that participants can keep for future reference. In addition, presenters might distribute one or more of the briefs found in the previous section, “Getting to

Know High-Leverage Practices,” and the two-page flyer, “High-Leverage Practices in Special Education: Resources You Will Want. Resources You Can Trust.” Because the professional development guide is online, you have the flexibility of sending links to these resources via email or other digital posting.



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Council for Exceptional Children | 2900 Crystal Drive, Suite 100
Arlington, VA 22202 | www.cec.sped.org

Reference: Council for Exceptional Children & CEEDAR Center. (2019). Introducing high-leverage practices in special education: A professional development guide for school leaders. Arlington, VA: Council for Exceptional Children & CEEDAR Center. www.highleveragepractices.org.

Permission is granted to reproduce/adapt this guide with acknowledgment. Warger, Eavy & Associates developed the guide.

The guide was supported from funds provided by the CEEDAR Center (Collaboration for Effective Educator Development, Accountability, and Reform) cooperative grant (H325A120003) supported by the Office of Special Education Programs (OSEP) of the U.S. Department of Education (DOE). Dr. David Guardino served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the DOE. No official endorsement by the DOE of any product, commodity, service, or enterprise mentioned in this document is intended or should be inferred.

