

# 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)

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- 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)

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- 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.**