

# Academic Equity for Students with Disabilities: High-Leverage Practices

Part 3: Collaboration and Assessment

## PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's  
Commitment  
to Least  
Restrictive  
Environment  
(LRE)

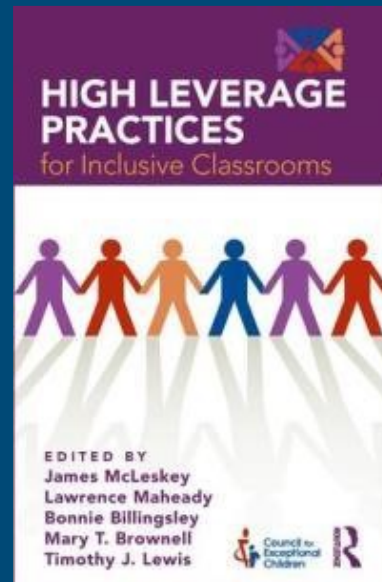
Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.



*Individuals attending this webinar must arrive on time and stay the duration of the workshop in order to receive Act 48 Professional Education hours.*

*Participants must complete all 3 webinars in this series to receive a total of 3 Act 48 hours.*





<https://highleveragepractices.org/>

## Learning Outcomes

- Describe and apply the three observable High Leverage Practices of assessment and the three Practices of collaboration within an inclusive educational setting.
- Explain the characteristics of a successful framework of collaboration that is inclusive of all stake holders.
- Discuss the process of data-based decision making to support students with disabilities within inclusive educational settings.
- Identify practical tools for collecting and analyzing, strengths and needs of HLP's within your current educational programming.

# Collaboration

What does collaboration look like in your school and what are some barriers?



## Collaboration

1. Collaboration with professionals to increase student success.
2. Organize and facilitate effective collaboration meetings with professionals and families.
3. Collaboration with families to support student learning and secure needed services.

## HLP#1

Collaboration  
with  
professionals  
to increase  
student  
success

- Collaboration with general education teachers, paraprofessionals, and support staff
- Collaboration with individuals or teams

## Reflection

If you want team members to gather and assist each other in identifying community-based services and resources that meet the needs of a child and family, who will you invite to be members of the collaborating team?

## HLP#2

Organize and facilitate effective meetings with professionals and families

- Meetings that identify clear and measurable student outcomes
- Develop a meeting agenda
- Building Relationships

## Reflection

What communication and group facilitation strategies do you use to enhance a team's functioning and interpersonal relationships?

### HLP#3

Collaboration  
with families to  
support  
student  
learning and  
secure  
needed  
services

- Ensure that families are informed about their rights.
- Communicate by considering such things as family background, socioeconomic status, language, culture, and family priorities.
- Work with families to self-advocate

## Reflection

How do you ensure collaboration with families and multiple professionals to plan for and implement supports and services for students with unique and complex needs?

## Reflection

What are the strategies you are using to continue the collaboration between professionals and families, without the ability to physically meet?



# Assessment

What types of assessment (benchmark, formative, summative, etc.) does your LEA use to inform educational programming?

## Assessment

1. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
2. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
3. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

## HLP#4

Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.

- Use a variety of assessment measures
- Use data-based decisions
- Multiple data sources

## HLP#5

Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.

- Communicate with stakeholders
- Understand how culture and language influence the data
- Collaborate to design assessment accommodations

## Reflection

What are some ways that you design and communicate assessment accommodations?

## HLP#6

Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

- Ongoing adjustments
- Progress monitoring
- Reflect on instruction
- Professional Development

## Summary

Effective instruction for students with disabilities depends on teachers who are adept at using assessment data to inform, guide, evaluate, and adjust instruction.

## Next Steps:

Tools to Guide Additional  
Professional Development  
and Action Planning



# Identifying Internal Needs

## 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.

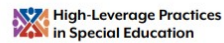
##### Assessment

- 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.

# Taking Action



## Reflecting on High-Leverage Practices: Next Steps

**Purpose:** This tool helps guide participants in determining how to pursue further study of high-leverage practices.

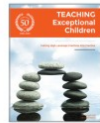
### Suggestions for Getting Started With Next Steps

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. Obviously, you cannot learn how to use all high-leverage practices at once. But here are some suggestions for how to get started:

1. Consider your teaching role and your students' needs. Which high-leverage practices will be most useful in improving your practice and in meeting student needs? Pick one or two to start with. Create a plan to learn more.
2. Find out if other teachers are already using the high-leverage practices you want to learn more about. Ask them if they would be willing to guide your learning. For example, ask if you can schedule a time to talk with them and possibly observe their teaching. If possible, find out if they can observe your teaching and offer feedback.
3. Share your thoughts with team members (e.g., co-teachers, general education colleagues, grade-level teams, and subject-area teams) and determine if you can learn about several high-leverage practices together. Make a schedule and plan to support learning.
4. If your school or district has a coaching or mentoring program, ask these individuals to support you in expanding your skills.
5. Access resources on the practices. A good starting place is the High-Leverage Practices website ([www.highleveragepractices.org](http://www.highleveragepractices.org)), where you can find free resources, including written products,

videos, webinars, tools, and other materials. The document "Bibliography of Selected Resources" provides annotations and links for resources on the website. In addition, the Council for Exceptional Children's online publications store ([www.pubs.cec.sped.org](http://www.pubs.cec.sped.org)) offers several excellent resources that you can use to supplement your learning.

**Check This Out!**



*TEACHING Exceptional Children* (Special Issue, March/April 2018). This issue, "Putting High-Leverage Practices Into Practice," presents nine previously published articles that reflect and embody specific high-leverage practices. The articles align with the four core areas (collaboration, assessment, social/emotional/behavioral, and instruction) and are intended to be a springboard for discussion and instruction related to "how-to" guidance. The articles are designed to help teachers "see themselves" using the approaches and understand the positive results of using high-leverage practices. Availability information can be found at [www.highleveragepractices.org/resources/](http://www.highleveragepractices.org/resources/)



### High-Leverage Practices Planning Form

#### High-Leverage Practice (Scroll and Select One)

HLP1: Collaborate with professionals to increase student success.

Date:  Name:

Goal:

Activities to Reach Goal	Resources Needed
<input type="text"/>	<input type="text"/>

Date Begun	Date Completed
<input type="text"/>	<input type="text"/>

Outcomes:

# Diving Deeper into HLPs



**Search**

Enter keyword

Search Reset

**Topics**

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

**Resource Types**

- Case Study
- Module

**Alignments**

- Loosely-A minimal connection; the focus of the resource is not the HLP
- Moderately-A closer connection; the focus of the resource includes the HLP
- Strongly-A clear connection; the focus of the resource is on the HLP

## High-Leverage Practices



Developed by the Council for Exceptional Children and the CEEDAR Center, high-leverage practices are 22 essential special education techniques that all K-12 special education teachers should master for use across a variety of classroom contexts. Learn more about these practices in the guidance document [High-Leverage Practices in Special Education](#).



This interactive alignment tool, developed in collaboration with CEEDAR, identifies which IRIS resources provide information on HLPs.

Assessment (12)	▼
Collaboration (9)	▼
Instruction (43)	▼
Social/Emotional/Behavioral (26)	▼

# Aligning Current Practices with HLPs

## Analyzing My Current Practice

Instructions: Use this activity to identify a high-leverage practice you would like to explore in relation to your current practice.

1. **Select one high-leverage practice.**

HLP1: Collaborate with professionals to increase student success.

2. **Identify what the practice looks like in action.**

3. **Review the practice in relation to strategies you currently are using (e.g., lesson plan, meeting agenda, instructional delivery, classroom organization).**

What strategies are you currently using that reflect the practice?

What strategies do you want to consider using that you currently are not using?

4. **Consider changing your current practice.**

What will you do differently?

## Analyzing My Current Practice (continued)

How do you predict students or other adults will respond? How will they benefit?

Will changing or enhancing your practice eliminate or solve a current challenge you are experiencing, or that your students may be experiencing? How so?

5. **Make a plan for getting verification that you are ready to implement changes to your practice.**

Who will you enlist as a peer coach? How will you go about seeking feedback from this individual? What kinds of support do you need from them?

How will you inform your administrator, mentor, or coach about your findings and implementation plans?

# Identify Your Inventory of Resources



High-Leverage Practices  
in Special Education

## Identifying Resources: Developing an Inventory



**Purpose:** This tool focuses on identifying resources in the school or district.

### Activity Overview

Many schools and districts have teacher centers or libraries that house instructional materials. When launching an initiative to consider using high-leverage practices, it is helpful to identify resources that are already available. The planning form, "Identifying Resources for High-Leverage Practices," offers a template for collecting resource information.

The goal is to create an annotated bibliography of all available resources. It also is helpful to identify which practice areas are addressed and to offer insights about potential usability.

The tool can be saved on a listserv or in a shared file. There should be a designated person who keeps the master list and another person who informs team or

staff members when a new resource is cited. Once an annotated bibliography is completed, someone should be designated to complete updates.

As a variation, this tool can be used to keep track of resources that are housed in the school. School leaders should periodically check on the usage of the resources. If a resource is constantly checked out, consider purchasing additional copies, or invite staff members who have reviewed the resource to make a presentation on the contents at an upcoming staff or team meeting.

Once the bibliography is completed, review it to determine any gaps. For example, are there adequate resources available for each of the practice areas? On a monthly basis, school leaders might solicit advice from staff members on the types of resources that might be added.



### Identifying Resources for High-Leverage Practices

The purpose of this form is to create a bibliography of available resources in your school and/or district. For each resource, include the citation, the high-leverage practice area(s) (collaboration, assessment, social/emotional/behavioral, and instruction—or *all* of them), resource type (e.g., book, manual, webinar, videotape, curriculum guide), and the location(s) where it can be found (e.g., teacher center, school website). It also is helpful for the reviewer to share his or her thoughts and ideas about the resources' usefulness and any other reactions to them.

#### Resource Citation

#### Location(s)

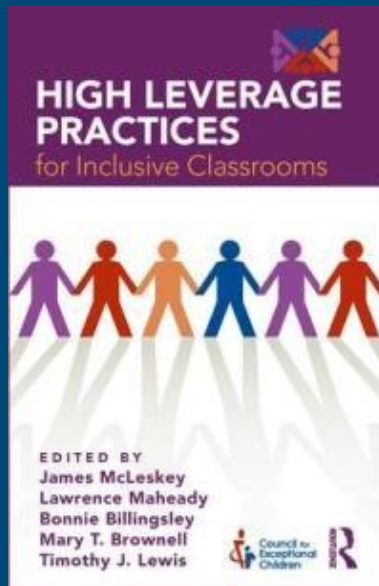
#### Resource Type

#### HLP Area(s)—Check all that apply

Collaboration  Assessment  Social/Emotional/Behavioral  Instruction

#### Thoughts on Use

#### Additional Comments



<https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/>



<https://highleveragepractices.org/>



# Q&A

time



## Act 48 Survey link:

<https://www.surveymonkey.com/r/HighLeverage04162020>

*If you have any questions or concerns regarding the survey, please email Kristen Olszyk at:*

***kolszyk@pattanpgh.net***



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