EFFECTIVE CLASSROOM SYSTEMS

COLLECTIVE TEACHER EFFICACY

Advanced Teacher Influence:

Cohesive Staff:

Goal Consensus:

Responsiveness of Leadership:

Teacher's Knowledge About One Another's Work:

Effective Systems of Intervention:

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–Leverages Practices in Special Education

ROLLOUT OF A PRACTICE

Week 1: Provide _____ on practice #1. Demonstrate, share a video. Begin implementation.

Week 2: Teachers practice strategies and _____. They meet in small groups to reflect on practice, successes and challenges, ask for support from peers and/or coach.

Week 3: Teachers _____ on fluency with the practice (teachers may record themselves) or ask for a peer or coach observation with feedback. They discuss in small group the best places to incorporate the practice in a lesson and rewrite the lesson plans.

Week 4: Meet again as a large group to _____ and experiences with practice 1. Provide professional learning on practice #2. Continue…

ECS MODULES					
	What will you measure? (data)	What will you do first, second, etc.? (action steps)	Who will take the lead? Who will help? (coaching)	When will you begin/hope to finish? (timeline)	What is the desired outcome/result? (progress monitoring)
Physical Environment HLP 7, 17, 18, 19					
Active Supervision HLP 4, 7, 8, 9, 15, 16, 17, 18, 21, 22					
Classroom Expectations HLP 7, 8, 9, 14, 15, 16, 21, 22					
Routine and Procedure HLP 7, 8, 9, 14, 15, 16, 21, 22					
Opportunities to Respond HLP 4, 6, 8, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22					

ECS MODULES					
	What will you measure? (data)	What will you do first, second, etc.? (action steps)	Who will take the lead? Who will help? (coaching)	When will you begin/hope to finish? (timeline)	What is the desired outcome/result? (progress monitoring)
Formative Assessment HLP 1, 4, 5, 6, 8, 11, 12, 13, 15, 21, 22					
Scaffolding HLP 6, 7, 9, 11, 12, 13, 14, 15, 16, 17, 21					
Acknowledgment and Behavior Specific Praise HLP 1, 3, 4, 7, 8, 8, 10, 18, 22					
Error Correction HLP 4, 5, 6, 7, 8, 9, 10, 15, 16, 18, 20, 21, 22					
Building Community through Feedback HLP 1, 2, 3, 4, 8, 22					