**High Leverage Practices for General Educators**

[**www.teachingworks.org/work-of-teaching/high-leverage-practices**](http://www.teachingworks.org/work-of-teaching/high-leverage-practices)

|  |  |  |
| --- | --- | --- |
| **Practice** | **In our Classrooms** | **SIM tools** |
| 1. Leading a group discussion
 |  |  |
| 1. Explaining and modeling content, practices, and strategies
 |
| 1. Eliciting and interpreting individual students’ thinking
 |
| 1. Diagnosing particular common patterns of student thinking and development in a subject-matter domain
 |
| 1. Implementing norms and routines for classroom discourse
 |
| 1. Coordinating and adjusting instruction during a lesson
 |
| 1. Specifying and reinforcing productive student behavior
 |
| 1. Implementing organizational routines
 |
| 1. Setting up and managing small group work
 |
| 1. Building respectful relationships with students
 |
| 1. Talking about a student with parents or other caregivers
 |
| 1. Learning about students’ cultural, religious, family, intellectual, and personal experiences and resources for use in instruction
 |
| 1. Setting long- and short-term learning goals for students
 |
| 1. Designing single lessons and sequences of lessons
 |
| 1. Checking student understanding during and at the conclusion of lessons
 |
| 1. Selecting and designing formal assessments of student learning
 |
| 1. Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments
 |
| 1. Providing oral and written feedback to students
 |
| 1. Analyzing instruction for the purpose of improving it
 |

**High Leverage Practices in Special Education**

[**www.highleveragepractices.org**](http://www.highleveragepractices.org)

|  |  |  |
| --- | --- | --- |
| **Practice** | **In our Classrooms** | **SIM tools** |
| 1. Collaborate with professionals to increase student success.
 |  |  |
| 1. Organize and facilitate effective meetings with professionals and families.
 |
| 1. Collaborate with families to support student learning and secure needed services.
 |
| 1. Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs.
 |
| 1. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
 |
| 1. Use student assessment, analyze instructional practices, and make necessary adjustments that improve student outcomes.
 |
| 1. Establish a consistent, organized, and respectful learning environment.
 |
| 1. Provide positive and constructive feedback to guide students’ learning and behavior. (Note this HLP focuses on behavior.)
 |
| 1. Teach social behaviors.
 |
| 1. Conduct functional behavioral assessments to develop individual student behavior support plans.
 |
| 1. Identify and prioritize long- and short-term learning goals.
 |
| 1. Systematically design instruction toward a specific learning goal.
 |
| 1. Adapt curriculum tasks and materials for specific learning goals.
 |
| 1. Teach cognitive and metacognitive strategies to support learning and independence.
 |
| 1. Provide scaffolded supports.
 |
| 1. Use explicit instruction.
 |
| 1. Use flexible grouping.
 |
| 1. Use strategies to promote active student engagement.
 |
| 1. Use assistive and instructional technologies.
 |
| 1. Provide intensive instruction.
 |
| 1. Teach students to maintain and generalize new learning across time and settings.
 |
| 1. Provide positive and constructive feedback to guide students’ learning and behavior. (Note this HLP focuses on instruction.)
 |