# 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)

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| **Practice** | **In our Classrooms** |
| 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)

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| **Practice** | **In our Classrooms** |
| 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.) |