

High Leverage Practices for General Educators
www.teachingworks.org/work-of-teaching/high-leverage-practices

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

High Leverage Practices in Special Education

www.highleveragepractices.org

Practice	In our Classrooms
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.	
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, analyze instructional practices, and make necessary adjustments that improve student outcomes.	
7. Establish a consistent, organized, and respectful learning environment.	
8. Provide positive and constructive feedback to guide students' learning and behavior. (Note this HLP focuses on behavior.)	
9. Teach social behaviors.	
10. Conduct functional behavioral assessments to develop individual student behavior support plans.	
11. Identify and prioritize long- and short-term learning goals.	
12. Systematically design instruction toward a specific learning goal.	
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. (Note this HLP focuses on instruction.)	