

PSD's High-Leverage Instructional Practices for **Special Educators**

PDE's Framework for Educator Effectiveness - [Teacher](#) or [NTPE](#)

Collaboration: *4b Maintaining Accurate Records 4c Communicating with Families 4f Showing Professionalism*

HLP 1: Collaborate with professionals to increase student success.

Focus Question: Is there evidence that the special educator collaborates with general education teachers, paraprofessionals, and support staff?

HLP 2: Organize and facilitate effective meetings with professionals and families.

Focus Question: Do meetings have participants w/ clearly identified roles and a clearly developed agenda w/ agreed upon measurable student outcomes?

HLP 3: Collaborate with families to support student learning and secure needed services.

Focus Question: Are families informed about and supported in advocating for their rights with consideration of, but not limited to; family background, socioeconomic status, language, culture, and family priorities?

Assessment: *1f Designing Student Assessments 3d Using Assessment in Instruction 4b Maintaining Accurate Records*

HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.

Focus Question: Are a variety of assessment measures used to make decisions based on student data?

HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.

Focus Question: Is there evidence of communication with all stakeholders?

Focus Question: Is there an understanding of how culture and language influence the data?

Focus Question: Were assessment accommodations designed collaboratively?

HLP 6: After special education teachers develop instructional goals, they evaluate and make ongoing adjustments to students' instructional programs.

Focus Question: Is there ongoing reflection of instructional practices, evidence of progress monitoring and adjustments made based on student performance?

Focus Question: Are Professional Development strategies being applied to support student learning?

Social Emotional & Behavioral: *2d Managing Student Behavior 3d Using Assessment in Instruction 4b Maintaining Accurate Records*

HLP 7: Provide positive and constructive feedback to guide students' learning and behavior.

Focus Question: Is the feedback being given goal-directed, constructive, immediate, respectful, and positive?

HLP 8: Teach social behaviors.

Focus Question: Are social and interpersonal skills being directly taught appropriate, addressing the learner's challenges, and being continued until mastery of skills is achieved and skills generalized.

HLP 9: Conduct functional behavioral assessments to develop individual student behavior support plans.

Focus Question: Is a Functional Behavioral Assessment (FBA) warranted based on observations of student behavior?

Focus Question: Based on the results of the FBA, is a positive behavioral support plan needed?

Focus Question: Is data being collected toward the measurable annual goals related to behavioral needs using consistent tools and according to a set schedule?

Instruction: *1e Designing Coherent Instruction 2b Establishing a Culture for Learning 3e Demonstrating Flexibility and Responsiveness*

HLP 10: Identify and prioritize long- and short-term learning goals & **HLP 11:** Systematically design instruction toward a specific learning goal.

Focus Question: Is direct instruction tailored to student needs based on the agreed upon long and short-term learning goals?

HLP 12: Adapt curriculum tasks and materials for specific learning goals.

Focus Question: Are the tasks being presented and materials used appropriate for the student's specific learning goals?

HLP 13: Teach cognitive and metacognitive strategies to support learning and independence.

Focus Question: Are cognitive and metacognitive strategies identified through the direct instruction curriculum being explicitly taught with fidelity?

HLP 14: Provide intensive instruction.

Focus Questions: Is instruction and practice being provided until mastery is shown?