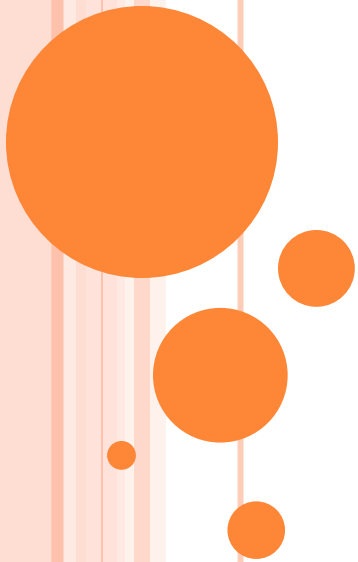


STUDENTS DO BETTER WHEN.....

**We use High Leverage
Practices**



LET'S FOCUS ON HLPs 1-3

COLLABORATION TODAY



HLP #1 COLLABORATE WITH PROFESSIONAL TO INCREASE STUDENT SUCCESS

- Collaboration with **general education teachers, paraprofessionals**, and **support staff** is necessary to support students' learning toward measurable outcomes and to facilitate students' social and emotional well-being across all school environments and instructional settings (e.g., co-taught).
- Collaboration with individuals or teams requires the use of **effective collaboration behaviors** (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional or behavioral plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning.



Who?

SCHOOL COLLEAGUES: TEACHER, COUNSELOR, LIBRARIAN, WHO ELSE



HLP #2

ORGANIZE AND FACILITATE EFFECTIVE MEETINGS: PROFESSIONAL AND FAMILIES

- ❑ Teachers **lead and participate in a range of meetings** (e.g., **meetings with families**, individualized education program [IEP] teams, individualized family services plan [IFSP] teams, instructional planning) with the purpose of identifying clear, measurable student outcomes and developing instructional and behavioral plans that support these outcomes.
 - ❑ **They develop a meeting agenda,**
 - ❑ **Allocate time to meet the goals of the agenda, and**
 - ❑ **Lead in ways that encourage consensus building** through positive verbal and nonverbal communication, encouraging the sharing of multiple perspectives, demonstrating active listening, and soliciting feedback.
- 

EFFECTIVE AND EFFICIENT.....



HLP# 3 COLLABORATE WITH FAMILIES TO SUPPORT LEARNING AND SECURE NEEDED SERVICES

- **Teachers collaborate with families** about individual children's needs, goals, programs, and progress over time and ensure families are informed about their rights as well as about special education processes (e.g., IEPs, IFSPs).
- Teachers should **respectfully and effectively communicate** considering the background, socioeconomic status, language, culture, and priorities of the family.
- **Teachers advocate for resources to help students** meet instructional, behavioral, social, and transition goals. In building positive relationships with students, teachers encourage students to self-advocate, with the goal of fostering self-determination over time. Teachers also work with families to self-advocate and support their children's learning.



ADVOCATE FOR RESOURCES

**□ What are some
of those
resources?**

