Figure 7.5: Implementing High-Leverage Practices

Best Practice	Strategy	Description or Example
Provide positive and constructive feedback to guide students' learning and behavior.	For students to be able to use feedback, it should be specific enough for them to understand what they are doing right and how to improve. Receiving feedback about short-term goals, such as learning targets, provide an opportunity for students to make connections about their learning and the strategies that are most helpful to them. Student goal-setting should include: • Helping students have clear and meaningful targets • Establishing small yet meaningful goals • Creating a process for providing specific feedback • Frequent progress monitoring	**Student Goal-Setting and Feedback Matrix** **Make It:** **S**pecific, Targeted, and Strategic **M**easurable **A**ttainable **R**esults Oriented **T**ime Bound Date: _____ Student Name: _____ Teacher Name: _____ Subject: _____ *Table: Student Goal / I can… ; Timeline; Learning Targets; Activity, Quiz, or Self-Assessment; Grade, Mastery Percentage, or Specific Feedback (blank rows)* The tool in figure 7.6 (page 204) includes a short-term goal or *I can* statement, timeline, and learning targets. There may be several incremental steps or *I can* statements for students to take in mastering a learning target. There is a place for students to track their own progress with grades or by self-assessing their learning. Students or teachers can log feedback with notes in the far right column. Teams are encouraged to amend the tool as needed for individual students.

Best Practice	Strategy	Description or Example
Teach cognitive and metacognitive strategies to support student learning and independence.	*Cognitive strategies* help students think strategically and organize their learning. These strategies help students create a plan or sequence for their learning. *Metacognitive strategies* help students monitor and think about how they learn. As students receive feedback and monitor their own progress, they begin to understand how certain strategies help them. They will then use these strategies as they acquire new information. Metacognitive strategies include: • Checklists • Rubrics • Structured note taking • Graphic organizers • Think alouds	Figure 7.7 (page 206) explains the features of this unit organizer in greater detail. This tool incorporates cognitive and metacognitive strategies. The organization of the tool allows students to see the sequence of targets they will have to master in the unit of instruction, which gives them a framework or organization for their learning. As students rate themselves and document their proof of learning, they better understand the strategies and processes that help them be successful.
Use strategies to promote active student engagement.	Students are more actively engaged in school when they become partners in the learning process, which includes giving them a voice, offering choice, and empowering them to make decisions.	Strategies include: Voice—Provide opportunities for students to voice ideas for school improvement (for example, culture, safety, building environment). Choice—Choices in learning as well as in school life greatly increase engagement. Learning menus, choice boards, and project-based learning all provide opportunities for student choice in learning. Cafeteria menu options, location of lockers and parking spaces for seniors, and the selection of the school play are low-cost and easy ways to incorporate student choice in the daily life of the school. Empowerment—Giving students opportunities to solve real-world problems in their community and school are valuable experiences that engage students in school life.

Best Practices	Strategy	Description or Example
Teach students to maintain and generalize new learning across time and settings.	Students with academic and behavioral challenges have difficulty transferring skills and strategies learned in the intervention setting to other classes or building locations. Generalizing strategies to all settings takes practice. Providing structures, such as checklists or other tools is helpful in developing the habit of regularly using a new skill.	**Strategy Journal** At the end of each class, record whether or not you successfully used the following strategies. **List Strategies to Remember** 1. 2. 3. 4. 5. | Class	Journal
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		  The strategy journal in figure 7.8 (page 208) provides students with a checklist of the skills to practice each day and a way to make a quick note indicating how they practiced the strategy at the end of each class.

Source: Adapted from McLeskey, J., Barringer, M.-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., et al. (2017, January). High-leverage practices in special education. *Arlington, VA: Council for Exceptional Children. Accessed at http://ceedar.education.ufl.edu/wp-content /uploads/2017/07/CEC-HLP-Web.pdf on August 11, 2019.*