

DRAFT:

Connecting the NEPF Standards and Indicators to the High Leverage Practices in Special Education

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One of the overall purposes of Nevada’s Educator Performance Framework (NEPF) is to identify effective instructional practices in an effort to help students meet achievement targets and performance expectations. It was developed in collaboration with Nevada’s educators and nationally recognized researchers to align with five high-leverage instructional principles that reflect the practice of effective teaching in the classroom.

The High Leverage Practices in Special Education (McLeskey, et al., 2017) are a set of the “most critical practices that every K–12 special education teacher should master” (p. 15). These essential practices were identified through consensus by practitioners and higher education professionals during the 2015-2016 academic year. They were designed to be applicable across all content areas, grades, educational settings, and student abilities/areas of need represented in the field of special education. The document published in collaboration with the Council for Exceptional Children and the CEEDAR Center outlines 22 practices that fall within the domains of collaboration, assessment, social emotional and behavioral practice, and instruction.

The present document highlights the alignment between these High Leverage Practices (HLPs) and the NEPF Teacher Instructional Practice and Professional Responsibilities Standards and Indicators in an attempt to support educators’ application of the NEPF as best practices for students with disabilities. The first page provides a visual overview of the alignment between the NEPF and the HLPs. Subsequent pages more explicitly identify the HLPs that align with each NEPF standard and associated indicators. The third column on those pages provides a sampling of high-quality examples-in-action of teachers effectively engaging students with disabilities in the effective practices identified by the NEPF and the HLPs.

This document is not intended as a replacement for the NEPF Teacher Instructional Practice and Professional Responsibilities Standards and Indicators. Instead, it should be used in conjunction with the NEPF Rubrics, Tools, and Protocols, to inform instructional practices, conversations between the educator and evaluator, and professional growth. Potential uses for the document include the identification of high quality instructional practices to ensure that all students’ needs are being addressed. Additionally, it may be used to help identify NEPF Standards and Indicators that align with practices currently employed in classrooms to support students with disabilities. Finally, please note that this document is not intended to be an all-inclusive list of practices to support students with disabilities, but serves to initiate and support conversations about best practices to meet their needs.

DRAFT: Connecting the NEPF Standards and Indicators to the HLPs

Nevada Educator Performance Framework	High-Leverage Practices in Special Education by Council for Exceptional Children &																					
	Collaboration			Assessment			Social/Emotional/Behavioral Practices				Instruction											
	HLP1: Collaborate with professionals to increase student success	HLP2: Organize and facilitate effective meetings with professionals and families.	HLP3: Collaborate with families to support student learning and secure needed services.	HLP4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.	HLP5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational	HLP6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.	HLP7: Establish a consistent, organized, respectful learning environment	HLP8: Provide positive and constructive feedback to guide students' learning and behavior.	HLP9: Teach social behaviors.	HLP10: Conduct functional behavioral assessments to develop individual student behavior support plans.	HLP11: Identify and prioritize long and short-term learning goals.	HLP12: Systematically design instruction toward a specific learning goal.	HLP13: Adapt curriculum tasks and materials for specific learning goals.	HLP14: Teach cognitive and metacognitive strategies to support learning and independence.	HLP15: Provide scaffolded supports.	HLP16: Use explicit instruction.	HLP17: Use flexible grouping.	HLP18: Use strategies to promote active student engagement.	HLP19: Use assistive and instructional technologies.	HLP20: Provide intensive instruction.	HLP21: Teach students to maintain and generalize new learning across time and settings.	HLP22: Provide positive and constructive feedback to guide students' learning and behavior.
STANDARD 1: New Learning is Connected to Prior Learning and																						
Indicator 1: Teacher activates all students' initial understandings of new concepts and skills																						
Indicator 2: Teacher makes connections explicit between previous learning and new concepts and skills for all students																						
Indicator 3: Teacher makes clear the purpose and relevance of new learning for all students																						
Indicator 4: Teacher provides all students opportunities to build on or challenge initial understandings																						
STANDARD 2: Learning Tasks have High Cognitive Demand for Diverse																						
Indicator 1: Tasks purposefully employ all students' cognitive abilities and skills																						
Indicator 2: Tasks place appropriate demands on each student																						
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Indicator 4: Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socioeconomic status																						
STANDARD 3: Students Engage in Meaning- Making through Discourse and other strategies																						
Indicator 1: Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students																						
Indicator 2: Teacher provides opportunities for all students to create and interpret multiple representations																						
Indicator 3: Teacher assists all students to use existing knowledge and prior experience to make connections and recognize																						
Indicator 4: Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students																						
STANDARD 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning																						
Indicator 1: Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have																						
Indicator 2: Teacher structures opportunities for self-monitored learning for all students																						
Indicator 3: Teacher supports all students to take actions based on the students' own self-monitoring processes																						
STANDARD 5: Assessment is Integrated into Instruction																						
Indicator 1: Teacher plans on-going learning opportunities based on evidence of all students' current learning status																						
Indicator 2: Teacher aligns assessment opportunities with learning goals and performance																						
Indicator 3: Teacher structures opportunities to generate evidence of learning during the lesson of all students																						
Indicator 4: Teacher adapts actions based on evidence generated in the lesson for all students																						

Note: Green fill indicates direct alignment between the HLP and NEPF indicators. Blue and yellow fills indicate that the HLP is not directly aligned with any NEPF indicator, but the NEPF can be used to support, or in conjunction with, the identified HLP.

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STANDARD 1: Commitment to the School																						
Indicator 1: The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.																						
Indicator 2: The teacher takes an active role in building a professional culture that supports school and district initiatives.																						
Indicator 3: The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.																						
STANDARD 2: Reflection on Professional Growth and Practice																						
Indicator 1: The teacher seeks out feedback from instructional leaders and colleagues, and uses a variety of data to selfreflect on his or her practice.																						
Indicator 2: The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.																						
role in mentoring colleagues and pursues teacher leadership																						
STANDARD 3: Professional Obligations																						
Indicator 1: The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.																						
Indicator 2: The teacher models integrity in all interactions with colleagues, students, families, and the community																						
Indicator 3: The teacher follows policies, regulations, and procedures specific to role and responsibilities.																						
STANDARD 4: Family Engagement																						
facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.																						
Indicator 2: The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.																						
Indicator 3: The teacher informs and connects families and students to opportunities and services according to student needs.																						
STANDARD 5: Student Perception																						
Indicator 1: The students report that the teacher helps them learn.																						
Indicator 2: The students report that the teacher creates a safe and supportive learning environment.																						
Indicator 3: The students report that the teacher cares about them as individuals and their goals or interests.																						

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NEPF Standards and Indicators	Aligned High Leverage Practices	Examples in Action
Standard 1 New Learning is Connected to Prior Learning and Experience		
Indicator 1: Teacher activates all students' initial understandings of new concepts and skills	HLP 9, 11, 12, 15, 16, 19, 21	<p>Primary classroom serving students with intellectual disabilities: During a reading lesson, the teacher starts a K-W-L chart. The teacher then questions students about their prior knowledge (K- what they know) about the characters, theme or setting for non-verbal students the teacher provides visuals or realia that pertain to the characters, theme or setting of the story. Students can then "show" what they know by using the realia, pictures and/or some augmentative communication device. Teacher records students prior knowledge on the K-W-L chart.</p> <p>Intermediate classroom serving students with intellectual disabilities: Teacher gives a differentiated pre-test to a month-long unit of instruction. Group A: Students can read/comprehend questions independently, and give answers verbally, or with sign language or assistive technology. Pretest can be read to the student if needed. Group B: A field of three written choices, images, or objects to choose from or match, to demonstrate understanding upon questioning. Teacher uses pre-test results to design instruction, with consideration for background knowledge, culture, and special needs of each student.</p> <p>Middle school math resource room. The students are being taught a lesson on multiplicative thinking and fraction relationships. The class performs bell work together that consists of ten questions of varying difficulty focusing on various math concepts. They are answering questions involving: decimals, place value, multiplication, algebraic substitution, patterns, probability, and word problems. Students work in small groups to solve the bell work and then they come to the dry-erase board to solve assigned problems. The teacher assigns problems based on the individual abilities of each student while providing responsive support to students in need. The class discusses the answers and the teacher provides visual and verbal cues to address all learners. The teacher bridges prior learning from the previous day to new concepts of today. Students who have difficulty with the new concepts are using manipulatives to extend learning. The teacher provides one-on-one intervention to address all levels of instruction and individual learning levels.</p>

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NEPF Standards and Indicators	Aligned High Leverage Practices	Examples in Action
Standard 1 New Learning is Connected to Prior Learning and Experience		
Indicator 2: Teacher makes connections explicit between previous learning and new concepts and skills for all students	HLP 9, 11, 12, 15, 16, 19, 21	<p>Teacher conducts pre-assessment to ascertain early childhood students understanding of shapes. During this, students may orally name the shape, bring an actual object like a plate from the dramatic play (this is a circle), or share a Picture Exchange Communication System (PECS) card. The teacher then engages students at their instructional level to identify new shapes in a mode specific to the student.</p> <p>Students with significant cognitive disabilities have been taught to calculate items purchased and restock items as products are sold in the Student Store. In the classroom, students then use mathematical expressions writing or using manipulatives to solve problems. For instance, x items were sold at .50 per item=\$2.00. Solve for x.” Teacher explicitly makes the connection to their Student Store experience.</p> <p>Prior to community-based instruction (CBI) class, the teacher assesses her students with significant cognitive impairments by using the Internet to show images of items that will be available at the store they will be visiting. Through verbal and nonverbal cues, she determines in which items the students demonstrate the most interest. She then makes an individualized shopping list for each student to use during the CBI. Student shopping lists vary by the pre-assessment observation. Some will include only pictures, a combination of pictures with words, or words only.</p>

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NEPF Standards and Indicators	Aligned High Leverage Practices	Examples in Action
Standard 1 New Learning is Connected to Prior Learning and Experience		
Indicator 3: Teacher makes clear the purpose and relevance of new learning for all students	HLP 9, 11, 12, 15, 16, 19, 21	<p>An early childhood special education classroom is learning about communities. The teacher provides clear examples of what a community is and how the student fits into the community. The teacher provides pictures or realia to give the concept a concrete representation. The teacher also defines the community is where the students live, eat, sleep, or go to school in an effort to make the concept relevant to them on a personal level.</p> <p>During a reading lesson, using a K-W-L chart, the teacher discusses with students what they have learned about the characters, theme or setting. For non-verbal, minimally verbal, and verbal students, the teacher provides visuals or realia that pertain to the characters, theme or setting of the story. Students can then “show” what they have learned by using the words, realia, pictures and/or augmentative communication device. Teacher records students' information on the K-W-L chart.</p> <p>Students are shown a video of an in-store monetary transaction. Students learn to exchange money using the “One Dollar More” method (giving the next dollar amount up in cash so as to avoid giving change or losing large amounts). Students practice dollar up in student store and then the teacher sends home an activity, for parents to supervise and support, for a money exchange at a store the family frequents.</p> <p>Students with intellectual disabilities using a functional curriculum work at Goodwill. While in class, the teacher references this job to ensure that the purpose and relevance are clear to the students. The teacher then asks the students to sort color tags to prepare for pulling those color tagged clothes at work.</p> <p>Students are beginning a unit on Johnny Appleseed. The teacher tells the class that they will be learning about the parts of an apple and gives each student a mini-workbook. They are able to color the apple, trace words to describe each part with prompts highlighted. On the last page, the teacher asks the class to describe what they already know about apples. One student grabs her red crayon and points to it, saying “red”. Another student says “worms”. The teacher asks the student to tell more about what is meant by worms. The student says she ate an apple with a worm. The final student writes that the apple is “crunchy and sweet”.</p>

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NEPF Standards and Indicators	Aligned High Leverage Practices	Examples in Action
Standard 1 New Learning is Connected to Prior Learning and Experience		
Indicator 4: Teacher provides all students opportunities to build on or challenge initial understandings	HLP 9, 11, 12, 15, 16, 19, 21	<p>While learning about communities in an early childhood special education classroom, a student brings a picture of Disneyland to the group. The teacher credits the student’s idea, but guides them to a better understanding of the concept by explaining that Disneyland is a part of someone’s community, but not our Nevada community because we can’t walk there. The teacher continues by stating that it is some place very special to which we go sometimes.</p> <p>After a reading lesson, the teacher uses a K-W-L chart to review with students. The teacher indicates what they knew before, during and after the story about the characters, theme, or setting. For non-verbal students, the teacher provides visuals or realia that pertain to the characters, theme or setting of the story. This information is then tied to other stories they have read with similar characters, themes or settings. Assistive and augmentative technology is accessible so students can freely respond to questions. Teacher uses these to illicit responses from choices.</p> <p>Teacher uses a digital platform (such as Unique Learning System) that is leveled and designed for multiple exposures to all information to assure all students are given an opportunity to acquire the knowledge and demonstrate mastery in a variety of ways, and through a variety of means of communication. Data collected in the program is used to appropriately introduce challenging material to the student.</p>

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Instructional Practices

NEPF Standards and Indicators	Aligned High Leverage Practices	Examples in Action
Standard 2 Learning Tasks have High Cognitive Demand for Diverse Learners		
Indicator 1: Tasks purposefully employ all students' cognitive abilities and skills	HLP 5, 9, 12, 13, 15, 16, 18, 19, 20	<p>Teacher addresses students' individual needs through small group instruction. Students are grouped based on similar cognitive abilities and skills are chosen based on those abilities. During a reading lesson, one pair of students is locating words that have the /sh/ sound by highlighting the words. Another pair of students is pointing to pictures of words that start with /t/. The last group is sorting items by their ending sounds.</p> <p>During a math lesson, the teacher uses a variety of options to represent and engage with their content related to an understanding of monetary values. Some students represent any amount under \$20.00, in writing. Some use play money to produce dollar amounts up to \$20. Some identify numbers on \$1,\$5, \$10, \$20 bills. Some identify coin value. Some identify coin names. Some match. Some are given an errorless choice.</p> <p>Grade level or modified content curriculum is used to employ all students' cognitive abilities and skills. During reading groups, students are divided into groups of four. Group 1 goes on the computer and listens to reading. Group 2 works on word sorts. Group 3 finds sight words in books that have already been read. Group 4 works on high frequency word games. All groups are grouped heterogeneously for cooperative learning.</p> <p>For a written expression exercise in language arts, the teacher stimulates students' engagement through their imagination. Using the projector, the teacher displays a painting of an interior scene of a child sitting on an older man's lap in a rocking chair in front of a fireplace with a table behind them with leftover food items on it. The teacher asks students to look closely and state what they see and what is happening in the painting. Together the students point out several details like shadows, a broom in the corner, dim sunlight coming from the side of the picture etc. After an interesting discussion where all students were engaged, the teacher asks them to pull out their writing notebooks and write about what they thought had happened right before this painting was captured. After the students had completed their journal entry, the teacher taught a mini lesson about inferring or making an "educated guess" by guessing or predicting what may have happened in the past. She cited the journal entry where students had written stories to fill in the "before" in the painting.</p>

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NEPF Standards and Indicators	Aligned High Leverage Practices	Examples in Action
Standard 2 Learning Tasks have High Cognitive Demand for Diverse Learners		
Indicator 2: Tasks place appropriate demands on each student	HLP 5, 9, 12, 13, 15, 16, 18, 19, 20, 21	<p>The early childhood special education works one-on-one with a student during discrete trial training to teach color names. The teacher and student are at a table. The teacher presents real objects or pictures depending on the level of student. The teacher requests an item from the student. The student must identify and select the correct item out of a field of three. The student hands the correct item to the teacher. The teacher reinforces the student for selecting the correct response. This is done multiple times during the session.</p> <p>Students watch an interactive video. Throughout the video, questions are asked regarding the video content. Students get up, walk to the Smart Board, and select the correct answer. Comprehension is checked as the student tells the class why they think they have chosen the correct answer. To further meet the learning needs of the students, the teacher adapts the lesson by pairing the students according to their skills. When the video prompts, the teacher gives students a few minutes to talk to their partner about the answer. One student is directed to select the answer on the screen while the other student explains the answer.</p> <p>During morning circle, the early childhood special education teacher greets each student individually by name. Each student responds to the prompt using their individual modes of communication. One student hands the teacher their PECS card that says “good morning”. Three students verbally say “good morning” back to the teacher. Two nonverbal students use a pre-programmed Big Mac to say “good morning”. Teacher says “turn to your neighbor and say good morning”. Students look next to them and use the same greeting method.</p> <p>In an inclusive 6th grade English class of 24 students, the teacher reviews metacognitive prompts and reflective question types. The teacher models questions using leveled prompts. Students practice asking and answering the reflective questions in partners. The teacher then shows a ten-minute motivating news show. The video is paused. The teacher summarizes the first story on the board. Students move into groups where they get a list of metacognitive question prompts to use as they discuss the news story. The prompts are leveled as easy, moderate, and hard questions. Students each take a turn discussing the film by choosing the prompt at their cognitive level. The video continues with another news story. Students get back to their group and discuss the next story, using the metacognitive question prompts.</p> <p>Consideration of the least intrusive prompt is used in determining when and how to place a demand on a student in a given moment. The teacher chooses between proximity control, verbal, nonverbal/gestural, or a pairing, making all effort to avoid behavioral escalations. Tasks are differentiated based on IEP goals, adaptations, and modifications.</p>

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Standard 2 Learning Tasks have High Cognitive Demand for Diverse Learners		
Indicator 3: Tasks progressively develop all students' cognitive abilities and skills	HLP 5, 9, 12, 13, 15, 16, 18, 19, 20, 21	<p>In an early childhood special education classroom, the teacher and students build a bulletin board to build understanding of their thematic focus, community. First, the children create and post their houses. Then they create the police station, fire station, restaurants, etc. and add vehicles and any fine-tuned details. The activity demonstrates all the pieces of the community together in a visual representation collectively created.</p> <p>In an intermediate classroom for students with intellectual disabilities, all students learn classroom rules including "Calm Body." Non-verbal students learn to ask for a break with a calm body using a picture exchange program. The program begins with a simple picture exchange then advances to a sentence strip beginning with "I want," and a picture of one or all of an item, multiple items, parts of speech, and/or courtesies. Advanced students progress to the use of a digital communication device with software such as ProLoQuo to put together sentences that can be "spoken" through the device.</p> <p>In a high school self-contained classroom, multiple groups of individual and small groups are working on individualized goals related to calendars. One group reviews the days of the week and the names of months. A second works on finding specific dates in each month. A third works on writing dates shown to them. The teacher circulates to assist and provide prompts by pointing to specific parts of the calendar.</p> <p>The Special Education teacher adjusts instruction according to data based on informal assessments such as CBM, Core Phonics, QSI, and informal assessments. For example, one student's IEP goal is to increase reading words per minute and comprehension to build towards grade level expectations. He is currently 2 grade levels below his same age peers. When working on reading in small, leveled groups, the student reads isolated words to build speed and accuracy. Weekly measures help determine his first quarter benchmarks and will inform instruction during Q2.</p> <p>In a primary self-contained classroom, students sit at a table around a picture of boys running on a playground. The teacher asks students to identify who is in the picture and what they are doing. The teacher works with the children to write the simple sentence, "The boys are running." The students choose a marker and go to the "writing wall" where each child has a work space with the same picture and writing prompt. The children stand in front of their space and the teacher assists the children to use letter-sounds to fill in the writing prompts and write the simple sentence. Some students need their words lightly written for them and then they trace. After each student is finished, the teacher has the student read what they have written. With each week, the writing tasks increase incrementally in difficulty.</p>

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Standard 2 Learning Tasks have High Cognitive Demand for Diverse Learners		
Indicator 4: Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socioeconomic status	HLP 7, 9, 12, 15, 16, 19	<p>An early childhood special education teacher has a lesson plan designed ahead of time and is well prepared before instruction. The teacher has systematically designed instruction to allow students to work towards their individual goals. Scaffolding and accommodations are apparent in the design and implementation. Upon initiation of the lesson, the teacher provides all students with whole group goals and individual goals based on the needs of students identified as English learners, students with special needs, or with gifts and talents.</p> <p>In an intermediate resource classroom, the teachers provide appropriate supports and differentiation in order to challenge each student to be successful.</p>

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NEPF Standards and Indicators	Aligned High Leverage Practices	Examples in Action
Standard 3 Students engage in meaning-making through discourse and other strategies		
Indicator 1: Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	HLP 8, 9, 17, 18, 19, 20, 22	<p>During an opportunity for discourse, one child uses the Picture Exchange Communication System (PECS). The child exchanges cards with their partner to voice his/her opinion.</p> <p>During whole group, a child who only verbalizes the last word(s) a person says to them is asked to answer a multiple choice question. The instructor deliberately reads the correct choice last so the answer given is correct. The entire class gives praise to the student for participating. Teacher gives praise for attending. On the next turn, the same student is prompted by the instructor to repeat a correct answer a peer has just given (“What did John say?”). The peer may be prompted to repeat the answer for the student to hear and repeat.</p> <p>Teacher has questions prepared before the lesson so that appropriate support can be provided to ensure all students are included in discourse. Sentence frames, response choices, communication devices can be used so that all students are able to participate. Teacher models appropriate sentence structure. Peer responses can be used as an example when done correctly. The teacher begins conversations with students (s)he knows will reply appropriately, then has other students copy and practice the model. The teacher relies on the gradual release model (I do, we do, you do) to ensure that proper discourse is modeled and well-established.</p>
Indicator 2: Teacher provides opportunities for all students to create and interpret multiple representations	HLP 9, 13, 18, 19, 20	<p>In an early childhood special education classroom, the teacher purposefully designs centers around a given theme selected based off student interest. During October, students have the opportunity to explore the insides of a pumpkin in the sensory area, read and look at books about harvests in the library, then work as farmers in the Dramatic Play area. While at these centers, students demonstrate learning through hands-on engagement and by using PECs cards, drawing, writing, or signing.</p> <p>Sixth grade students are starting a new story in the literature book. The teacher writes the new vocabulary words on the board and gives the page number. The teacher offers one definition for each word. He then asks students to add to that definition. A few students use their book to look up the word. Several students discuss their understanding together before offering their definitions. The teacher encourages those students not writing or discussing to draw what they think the words mean.</p> <p>During Math, the teacher uses a variety of manipulatives (e.g. tiles, blocks, MathRack, Assistive Technology) to demonstrate operations. Students have access to this selection of manipulatives as they work independently.</p> <p>Students are allowed to demonstrate their answers through multiple modalities. Students can respond verbally, point to a picture, match items, write, use an augmentative communication device, or draw pictures.</p>

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Standard 3 Students engage in meaning-making through discourse and other strategies		
Indicator 3: Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	HLP 9, 18, 19, 20, 21, 22	<p>Teacher uses token boards systematically and effectively to help students connect classroom-appropriate behavior to a well-designed classroom management system and reward structure.</p> <p>When teaching a lesson about positive and negative slope, the teacher references the movie <i>Ice Age</i> to connect learning to prior knowledge or popular culture. She begins by showing the trailer for <i>IceAge 2</i> then explains that when Scrat goes up the mountain to get the acorn, he was happy and excited (positive slope). When he falls down the mountain and loses the acorn, he was sad (negative slope).</p>
Indicator 4: Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students	HLP 7, 8, 9, 17, 18, 19	<p>In early childhood special education, students work in groups based on interests. They often create learning activities themselves based on supplies they use. Collaboration and engagement include oral and gestural, signing, PECs, or augmentative communication devices.</p> <p>Students in a high school resource math/geometry class are grouped together based on their IEP goals. A small group of students is seated together to focus on plotting points on a coordinate grid. Teacher assigns each student a role, such as graph maker, shape maker, and thought leader. Various accommodations are made using low and high assistive technology. Teacher structures the activity so that students are to make an X-Y axis with ten plots each way. Students collaborate to plot points to build a shape and describe the shape made (sides, vertices, and degrees). Teacher generates questions and prompts throughout the lesson.</p> <p>During lunchtime, a group of students with intellectual disabilities are provided the opportunity to help each other with handwashing by pressing the faucet button or getting napkins for each other to dry their hands.</p> <p>In a fourth-grade general education classroom, the general and special education teacher co-teach a lesson on Hatchet. Before implementing the lesson, the teachers embed curricular adaptations and heterogeneous grouping arrangements into the plan. The teachers allow students to answer a series of guided reading questions in a variety of ways. Students could answer the question in a narrative, drawing, a computer-animated cartoon, graphic organizer, or video, as well as individually or in a group.</p> <p>Teacher has set up a “cool-down area” for students who are known to frequently exhibit disruptive and/or destructive behavior. While at this area, the student may set up a carrel to continue participating with class in a way that promotes more positive opportunities for all.</p>

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NEPF Standards and Indicators	Aligned High Leverage Practices	Examples in Action
Standard 4 Students engage in metacognitive activity to increase understanding of and responsibility for their own learning		
Indicator 1: Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it	HLP 9, 14, 19, 22	<p>In an early childhood special education classroom, the teacher purposefully structures each question of the day and story to highlight the theme being discussed. After engaging in the Question of the Day, she begins circle time by explaining what the theme is and why they are learning about it. Throughout the day, the theme is reinforced across all learning centers. Students can verbalize or use PECs to show their learning.</p> <p>During a lesson on street signs, the teacher verbalizes that they are important for safety. As each sign is projected on the board, the teacher asks students where they might see each sign, and asks why the sign is important and how it is used. The teacher asks yes/no questions and facilitates multiple modes of expressive communication when necessary (symbols, Assistive Technology, etc.). Students are then asked to engage in street sign 'Red Light, Green Light' where one student shows a sign, the rest engage in the activity indicated by the sign, and a last moderates to say whether or not they have followed the direction.</p> <p>At the beginning of a lesson about communities, the teacher introduces the objective of the lesson written on the board that relates to the NVACS or individual goals. The teacher explains in student-friendly terms about what communities are and why the students are learning about them. The teacher uses pictures to support her explanation of the objective. During the lesson, the teacher refers back to the objective so that students are making the connection about the importance of communities and why they are learning about them. After the lesson, teacher again refers to objective and asks students to state why they were learning about communities. Answers can be shared verbally, using augmentative device, with printed pictures, or student drawings.</p> <p>During a lesson on adding/subtracting decimals with fifth graders in the resource room, the teacher asks, "What would be a good reason for knowing how to calculate decimals?" One student responds, "It could be used to count money." Several students respond with "Ahhh..." indicating that they hadn't made the connection that money is represented by decimals. The teacher suggests additional ideas like fixing cars.</p> <p>Students are beginning math stations where they are learning different ways to think about and solve the same math problem, $23-14=$ ____ . The teacher monitors the stations and helps students complete the activities. When the timer rings, the students clean up and sit in a group area. The teacher reviews what they have learned and then asks each student to tell or repeat at least one thing they learned.</p>

DRAFT: Connecting the NEPF Standards and Indicators to the HLPs

NEPF Standards and Indicators	Aligned High Leverage Practices	Examples in Action
Standard 4 Students engage in metacognitive activity to increase understanding of and responsibility for their own learning		
Indicator 2: Teacher structures opportunities for self-monitored learning for all students	HLP 9, 14, 19	<p>In the early childhood special education classroom, the teacher reads a book on friendship bracelets then demonstrates how to engage in a bead-stringing activity during circle time. At the fine motor center, the teacher has posted images of students engaging in bead stringing intended to serve as prompts and direction cards. She has also placed several sample pattern cards in the box of beads. As students engage in the bead stringing activity, several pull out the pattern cards and place the same colored beads on top. One child reverses a bead and his peer points to the picture to indicate the mistake. The child corrects and continues.</p> <p>A non-verbal student uses a token board as learning tasks are completed. The teacher has trained the student to place his own tokens on the board s they are earned. When the teacher sees the student successfully engage in this practice, she provides verbal praise. If the student attempts to add a token without having completed an activity, the teacher engages in the least intrusive prompt to have the student self-correct. When the token board is full, the student exchanges it for a break demonstrating awareness of the appropriate behavior.</p> <p>The teacher has students in the resource room create a folder where they self-manage their own progress on each unit. Students collect and record data for each unit using a pre/post-test chart to document which concepts they have mastered and which concepts they need to establish as their learning goals. They also are provided multiple opportunities to generate evidence of learning throughout the unit and can self-select which artifacts they add to their folder.</p>
Indicator 3: Teacher supports all students to take actions based on the students' own self-monitoring processes	HLP 9, 14, 19, 22	<p>In an early childhood special education classroom, the students are responsible for selecting and moving through their learning centers. They select their first activity by placing indicating towards an image on the selection board as they leave from circle time. When they arrive at the center, they place their names on the label. After the student feels they have successfully completed their activity, they clean up, take their name card, and move to the next center.</p> <p>Teacher uses a broad classroom management system, such as a classroom currency, in addition to an array of individualized self-monitoring systems where needed (token boards, computer-based, charts, etc.), for students to earn participation in a special activity.</p> <p>The teacher provides students with a checklist of expectations during a task or lesson. Students receive tokens for following expectations or corrective feedback when not following expectations. Students are also asked to analyze their own actions as to if they were following expectations. When it is time for the class to receive a reinforcement break, the students tally up their tokens and select their reinforcement activity from those available based off of how many tokens they have earned.</p>

DRAFT: Connecting the NEPF Standards and Indicators to the HLPs

NEPF Standards and Indicators	Aligned High Leverage Practices	Examples in Action
Standard 5 Assessment is integrated into instruction		
Indicator 1: Teacher plans on-going learning opportunities based on evidence of all students' current learning status	HLP 4, 6, 9, 10, 11, 12, 19	<p>For a student who has very few means of communicating their needs, teacher assesses the student on the use of a Picture Exchange Communication System. The student is able to hand a card to the teacher. The teacher extends the student's learning by moving to sentence strips.</p> <p>The teacher reviews students' IEP goals and extant progress data regularly to make ensure a focus on students' needs. The teacher writes and uses IEP Present Levels, Accommodations, and Goals and Benchmarks, to design instruction. Quick checks for understanding are documented on progress data forms or narrative sheets located in the room for easy access to note student skills. The teacher reviews previously taught material as needed and takes advantage of "teachable moments" throughout the day that are connected to the identified goals.</p> <p>High school students are learning Pre-Vocational skills. The teacher has taught how to complete a job application and build a resume. Based off of their successful engagement in these activities, the teacher focuses on interview skills. First, she models how to interview for a job and engages students in discussion around questions like, "what do you think an interviewer wants from an interviewee?" The students then watch a PBS video of three different interviews. After the interviews, the teacher asks, "If you were the interviewer, would you hire them? Why or why not?" The students role play, each as the interviewee and interviewer. The teacher assesses student learning while watching the role play to determine if additional learning opportunities are required.</p> <p>General and special education teachers co-teach a second and third-grade combination reading class. After three months of observing and collecting data on students, it was clear that the students varied in their fluency and reading skills. Based on test scores from MAPs, Easy CBM, and AIMS Web, the instructors assigned students to ability groups based on their skill sets. Each instructor across kindergarten through third was assigned an average of five groups. The special education teacher reviewed the IEP goals for the students to make sure their IEP goals aligned with the outcomes of their leveled reading groups. Both reading and behavioral goals were considered when reviewing students' group assignments. As a result, some students were moved to more appropriate groups based on their IEP needs.</p>
Indicator 2: Teacher aligns assessment opportunities with learning goals and performance criteria	HLP 4, 5, 6, 9, 10, 11, 12 15, 19	<p>The early childhood special education teacher embeds assessment into daily observation of designed activities. Knowing that one student have individualized goals to sort by color, she purposefully sits at the dramatic play center with the student and asks her to set the table with only green plates, utensils, and foods.</p> <p>Teacher can be seen observing students before, during, and after instruction. The teacher writes objective narratives on clipboards posted around the room. These clipboards have each students' IEP goals related to that center activity. For example, the sand box has a clipboard with fine motor and social skills goals posted.</p> <p>The intermediate special education teacher unwraps the grade level reading comprehension standard to build an assessment that will serve as a pre- and post-test for the upcoming unit. This assessment purposefully includes questions at each level of the unwrapped standard to fully understand where students need additional instruction to reach mastery.</p>

DRAFT: Connecting the NEPF Standards and Indicators to the HLPs

NEPF Standards and Indicators	Aligned High Leverage Practices	Examples in Action
Standard 5 Assessment is integrated into instruction		
Indicator 3: Teacher structures opportunities to generate evidence of learning during the lesson of all students	HLP 4, 5, 6, 9, 10, 11, 12, 19	<p>The early childhood special education teacher purposefully designs the classroom environment to include a fine motor, pre-mathematics, pre-writing, library, and dramatic play centers. In each of these, the teacher places materials that align with target goals and standards. As the students engage in the activities, she takes pictures and documents their current mastery level related to the activity and associated goals, and standards.</p> <p>The teacher provides a variety of hands-on activities, writing tools, listening opportunities, and translators that provide all students the opportunity to demonstrate their learning during the lesson and for assessments. This allows assessments and lessons to be tailored made to fit the needs of the individual student. The teacher may be asking the student to point, say, write or demonstrate the knowledge or skill. When, teachers provide many different opportunities, it allows all students to be reached.</p> <p>During whole group time, the teacher assesses the skill of attending. Teacher targets a student who has the most difficulty attending, communicating, and being still. The teacher points to a word on the board and verbally prompts the student to look at the board and demonstrate attention and/or communicate the word according to the students' abilities.</p>
Indicator 4: Teacher adapts actions based on evidence generated in the lesson for all students	HLP 4, 6, 9, 10, 11, 12, 13, 15, 19, 22	<p>The early childhood special education teacher has noticed that there are several students who do not engage appropriately during circle time. Some sit too closely to other students, move frequently around the large carpet areas, or lay down. Because of this observation, she implements the use of colored shape mats on which students are to sit that she sets out at a given distance from one another around the circle time area.</p> <p>Based off of the students end-of-year MAPs scores and the grade level NVACS, the intermediate resource teacher writes her first week of lesson plans. After meeting the students and giving them a pre-assessment, she spends the evening adjusting and rewriting her lesson plans.</p> <p>While engaging in a discussion around what employers may be looking for in an interview with high school students learning pre-vocational skills, the teacher realizes that the students are unfamiliar with the purpose and process of interviews. She changes her lesson mid-course and finds videos of people engaging in interviews and other Internet resources to fill this gap.</p> <p>Upon seeing a student show frustration in a way that is known to signal an escalation in behavior, the teacher adjusts the environment, lessons, and materials as needed for the student e.g. asks questions that are easy to answer, shortens the duration between tokening, or stops instruction and prompts for relaxation techniques that are known to be successful for the student.</p>

DRAFT: Connecting the NEPF Standards and Indicators to the HLPs

Professional Responsibilities

NEPF Standards and Indicators	Aligned High Leverage Practices	Examples in Action
Standard 1: Commitment to the School Community		
<p>Indicator 1: The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.</p>	<p>HLP 1, 5, 6, 9, 10, 19</p>	<p>Teacher is a part of the IEP team. She writes present levels that document the student’s current progress and suggests goals to meet the student’s individual needs. The teacher collaborates with all members of the team to coordinate services for students (i.e. SLP, OT, PT, etc.).</p> <p>Teacher works with staff to set up and design pre-vocational opportunities for students in the cafeteria or Student Store. Teacher collaborates with staff and service providers to design worksheets and assessments for related to the Student Store activity.</p> <p>Teacher discusses the effectiveness of a Behavior Intervention Plan (BIP) with the general education teacher, required staff, and peripheral service providers such as the student’s bus driver. Teacher adjusts the BIP as necessary.</p> <p>Teacher participates in an MTSS committee and collaborates with other teachers and administrators on instructional strategies and supports for meeting the needs of students throughout the school.</p> <p>Teacher sends emails with dates and access to materials for multi-disciplinary team meetings to all required colleagues (including families and related service providers) in a timely manner, making sure all can attend. Teacher communicates effectively, notifies parents, and conducts the meeting in a professional manner.</p>
<p>Indicator 2: The teacher takes an active role in building a professional culture that supports school and district initiatives.</p>	<p>HLP 9, 10, 19</p>	<p>The teacher leads PLCS and Structure Teacher Planning Time meetings. The teacher works closely with section/department leader on special education best practices, and supports IEP team members with instructional best practices for the student.</p> <p>Teachers plan, instruct, assess, and monitor the goals the students have to support the School Improvement Plan. This can be social/behavioral goals on their IEP that students have to ensure campus safety.</p> <p>Teacher participates in school and district wide committee to improve instructional outcomes for students with disabilities.</p>

DRAFT: Connecting the NEPF Standards and Indicators to the HLPs

NEPF Standards and Indicators	Aligned High Leverage Practices	Examples in Action
Standard 1: Commitment to the School Community		
Indicator 3: The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.	HLP 5, 7, 8, 9, 10, 19	<p>The early childhood special education teacher uses learning centers to promote positive, interpersonal relationships among students and between students and staff members. Centers require students to learn to use communication (no matter if it's PECS, sign language, or vocabulary) in order to function and share resources in centers. Centers provide opportunities for students to create projects together (i.e. making building in the block center, or cooking in the dramatic play center).</p> <p>The teacher ensures that classroom procedures and instructional routines are clear and consistent. The teacher has procedures for transition, entering/exiting, academic work time, stations/centers, etc.</p> <p>Middle school self-contained teacher facilitates weekly meetings as the special education department lead. After reviewing the schoolwide expectations in place to ensure and support learning and safety, the teacher collaborates with others in the department, administrators, and/or community members to address social, emotional and behavioral concerns of students on an IEP.</p> <p>The teacher writes a Behavior Intervention Plan or Crisis Plan for a student who is known to be violent, to self-harm, or to elope from the campus. The teacher shares the document with relevant staff and discusses the protocol for behavioral escalation, adjusting as necessary.</p>

DRAFT: Connecting the NEPF Standards and Indicators to the HLPs

NEPF Standards and Indicators	Aligned High Leverage Practices	Examples in Action
Standard 2: Reflection on Professional Growth and Practice		
Indicator 1: The teacher seeks out feedback from instructional leaders and colleagues, and uses a variety of data to self-reflect on his or her practice.	HLP 1, 9, 19	<p>The planning of Individualized Education Programs (IEP) is structured to include all staff and family members that support the target student. Peer collaboration is required to build and implement IEPs. After the completion of the IEP, the teacher self-reflects on this collaborative experience and asks for feedback from participating colleagues.</p> <p>The special education teacher pushes into the general education classroom to observe the lesson. While watching, the teacher reflects on how it aligns with the planned supports in the resource room.</p> <p>After co-teaching, the general and special education teachers meet to reflect on the success of the lesson and revise future plans.</p> <p>Daily data on response prompting is graphed in line graph form. The teacher uses that data to reflect on instructional practice and make changes to antecedents, motivation, or other stimuli as the data indicate. The teacher consults and collaborates with colleagues including occupational therapists, physical therapists and speech and language pathologist for data collection and instructional decisions.</p> <p>Teacher discusses behavioral concerns with special education facilitator or administrator who then initiates a referral for additional supports like behavior mentors, strategists, or social workers. In addition, the teacher seeks out staff members on campus who have knowledge and expertise in positive behavioral supports. Teacher reflects on what he/she can do to help reduce maladaptive behavior.</p>
Indicator 2: The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.	HLP 9, 19	<p>Teacher takes a class offered by the Assistive Technology (AT) department to learn effective ways to teach the use of the Picture Exchange Communication System (PECS) that has been approved for a student. The teacher shows members of the staff who commonly come into contact with the student how to work with the PECS materials provided by AT.</p> <p>Teacher takes a class related to Positive Behavioral Intervention Supports (PBIS) and challenging behaviors to better support her students with behavioral needs. She designs behavior plans based on her new knowledge and the students' needs and communicates them clearly with the rest of the staff.</p>

DRAFT: Connecting the NEPF Standards and Indicators to the HLPs

NEPF Standards and Indicators	Aligned High Leverage Practices	Examples in Action
Standard 2: Reflection on Professional Growth and Practice		
Indicator 3: The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities	HLP 5, 9, 19	<p>Self-Contained teacher provides district-level professional development to all teachers of students with autism. Professional development has a focus on meeting the social emotional needs of students with autism in self-contained and inclusive classrooms.</p> <p>Teacher of a special program provides district- level professional development on the use of switches in the classroom. Training teachers on the multiple uses of switches in the classroom setting including domestic, recreation, and self-help activities.</p> <p>A Self-Contained teacher advises Resource Room teachers on methods for working with a student who has an individualized Behavior Intervention Plan that involves a token board and a specific methodology. Teacher regularly consults with Resource and Gen Ed staff, sharing expertise and possible interventions.</p> <p>Special education teacher completes district professional development mentor course and serves as a site mentor to other special education teacher(s).</p> <p>Special education teacher take a lead teacher role for student intern(s) completing bachelors or masters level course work to gain teacher licensure.</p>

DRAFT: Connecting the NEPF Standards and Indicators to the HLPs

NEPF Standards and Indicators	Aligned High Leverage Practices	Examples in Action
Standard 3: Professional Obligations		
Indicator 1: The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.	HLP 2, 3, 5, 7, 9, 10, 19	<p>The early childhood special education teacher offers monthly family engagement days in which all parents and children are invited to participate in activities that teach parents how to support their children at home. During the latest Family Day, the teacher read a story about a picky eater, modeled how parents can engage in dialogic reading with their students, and then led a snack construction activity during which students and parents built apple cars and monkey cracker snack. Before leaving, printed directions for dialogic reading and fun healthy snack ideas were given to the parents to take home.</p> <p>The teacher establishes daily communication with families of students with challenging behavior in a mutually agreed upon format. The teacher and parents work together, adjusting student interventions and revising Behavior Plans based on what is determined to be working. Teacher shares literature about classes and community services with all families. Students and families are observably treated with dignity and respect.</p> <p>Parents are established as equal members of the IEP team. The IEP team collaboratively creates goals to assist the student to be successful.</p>
Indicator 2: The teacher models integrity in all interactions with colleagues, students, families, and the community"	HLP 2, 3, 5, 7, 9, 10, 19	The teacher demonstrates a 'can do' attitude at all times with students, families, staff, and the community by taking their class to a Special Olympics event and inviting parents to attend. All appropriate student supports are in place at the event, including following partnership agreements/volunteer agreements.
Indicator 3: The teacher follows policies, regulations, and procedures specific to role and responsibilities.	HLP 2, 3, 5, 7, 9, 10, 19	<p>Teacher adheres to all timelines/deadlines for all school, district, state, and federal mandates (IEPs, BIPs, lesson plans, required reports, student progress reports, data collection, student assessment, seizure logs, NAA testing, etc.).</p> <p>Teacher complies with FERPA and maintains confidentiality of all student information.</p>

DRAFT: Connecting the NEPF Standards and Indicators to the HLPs

NEPF Standards and Indicators	Aligned High Leverage Practices	Examples in Action
Standard 4: Family Engagement		
Indicator 1: The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.	HLP 2, 3, 4, 5, 9, 10, 19	<p>Special education teacher communicates information on individual student needs including behavior, healthcare, social emotional skills, academics, related services and personal care needs. Teacher ensures that daily communication is in a mutually agreed upon format in a language understandable by the family.</p> <p>Teacher collaborates with a parent to set up a reward system for acceptable behavior. It is agreed that the parent will take the student to their favorite restaurant on Friday as a reward for successful behavior at school throughout the week. Teacher and parent communicate regularly about goals, interventions and success rates.</p> <p>Teacher uses questionnaires/surveys/feedback forms to establish a rapport with parents and gain parent input for future meetings.</p> <p>Teacher digitally captures student goal achievement and shares at daily and during the annual IEP.</p> <p>During the IEP meeting, the teacher sends and presents information in the family’s native language and provides the support of a professional interpreter.</p>
Indicator 2: The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.	HLP 2, 3, 4, 5, 9, 10, 19	Teacher engages families as an equal partner in the development of their child's IEP.
Indicator 3: The teacher informs and connects families and students to opportunities and services according to student needs.	HLP 2, 3, 4, 5, 6, 9, 10, 19	<p>Teacher distributes the Transition Services Planning handbook from the Nevada Disability Advocacy & Law Center to the parents of their students, to be used as a comprehensive planning guide for all stages of their child’s growth and development.</p> <p>Teacher sends home information on trainings available to parents (Assistive Technology, Positive Behavioral Supports, etc.).</p> <p>Teacher maintains on-going, open communication with families to determine needs and identify possible wrap-around supports.</p> <p>Teacher connects families with community resources accordingly: BVR/DRC, RTC, food banks, social security, medical professionals, etc.</p>

DRAFT: Connecting the NEPF Standards and Indicators to the HLPs

NEPF Standards and Indicators	Aligned High Leverage Practices	Examples in Action
Standard 5: Student Perception		
Indicator 1: The students report that the teacher helps them learn.	HLP 7, 8, 9, 10, 11, 18, 19, 22	<p>During an IEP meeting, the student is asked to share what he likes and dislikes about school. The student shares how he feels that the special education teacher facilitates getting him help when he needs it and she encourages him to solve his problems using learned strategies.</p> <p>The teacher regularly requests student feedback via a variety of tools including anonymous surveys, student-led interviews, or checklists to identify what is going well at school or could be changed.</p> <p>A non-verbal student’s parents inform the multidisciplinary team that for the first time their child is happily getting ready for school in the morning, and is getting on the bus without escape or avoidance behavior, a goal on the student’s IEP.</p> <p>A student with intellectual disabilities who has been resistant to coming to school is now coming to school regularly and participating willingly. Parents report they see a difference in their child’s skills and behaviors.</p>
Indicator 2: The students report that the teacher creates a safe and supportive learning environment.	HLP 7, 8, 9, 10, 17, 18, 19	<p>The classroom set-up / layout is designed to ensure that all materials and areas are accessible to all students, including those in wheelchairs. The classroom decor is inviting yet avoids over-stimulation.</p> <p>Given a school climate assessment, students indicate that the special education teacher makes students feel safe by always allowing them to come to his classroom during lunch and other breaks. Students indicate that the special education teacher supports their learning by making sure they have the supplies and accommodations that they need to succeed.</p> <p>At open house, a parent tells the teacher that they are happy about the classroom management program because their child tells them they feel safe and have had opportunities to succeed and grow.</p>
Indicator 3: The students report that the teacher cares about them as individuals and their goals or interests.	HLP 3, 7, 8, 9, 10, 11, 19, 22	<p>Teacher engages in person-centered planning so that the student is involved in and/or drives the development of the IEP and transition-planning process.</p> <p>During an IEP meeting, the teacher shares the results of the student interview, interest inventory, and preference assessment. The teacher discusses how the students’ interests and preferences are taken into account when developing instruction and reinforcement for the students learning plan. The teacher develops goals for self-monitoring and self-advocacy along with the acknowledgement of student voice.</p> <p>Teacher engages positively with all students throughout the day. Teacher uses encouraging words and positive, specific praise with students. Student smiles, hugs, and seeks out teacher.</p>

DRAFT: Connecting the NEPF Standards and Indicators to the HLPs

References Cited in the [NEPF Literature Review for the Five High-Leverage Instructional Principles](#) Specific to Individuals with Disabilities:

Reference	Type	Summary
Kozulin, A., Gindis, B., Ageyev, V. S., & Miller, S. M. (2003). <i>Vygotsky’s educational theory in cultural context: Learning in doing: Social, cognitive and computational perspectives</i> . New York, NY: Cambridge University Press.	Theoretical	This text comprehensively covers all major topics of Vygotskian educational theory and its classroom applications. Particular attention is paid to the Vygotskian idea of child development as a consequence, rather than premise, of learning experiences. Such a reversal allows for new interpretations of the relationship between cognitive development and education during different phases of the human lifespan. The book introduces new perspectives on atypical development, learning disabilities, and assessment of children’s learning potential. Classroom applications of Vygotskian theory are discussed in the book, as well as teacher training and the changing role of a teacher in a sociocultural classroom. Relevant research findings from the United States, Western Europe, and Russia are brought together to clarify the possible new applications of Vygotskian ideas in different disciplinary areas.
Sawyer, R. J., Graham, S., & Harris, K. R. (1992). Direct teaching, strategy instruction, and strategy instruction with explicit self-regulation: Effects on the composition skills and self-efficacy of students with learning disabilities. <i>Journal of Educational Psychology</i> , 84(3), 340.	Empirical	This article extends previous research on components of effective strategy instruction operationalized in an approach referred to as self-regulated strategy development (SRSD). Comparisons were made among learning-disabled students in four conditions (SRSD, SRSD without goal setting and self-monitoring, direct teaching, and practice control) at posttest, generalization, and two maintenance probes. Normally achieving (NA) peers constituted a social validation condition. Full SRSD resulted in significantly greater schematic structure scores at generalization as compared with the other instructional conditions. At posttest, both SRSD conditions resulted in significantly greater schematic structure scores as compared with the practice control condition. Comparisons with NA peers indicated that all instructional conditions had a meaningful effect. No differences among conditions were found for self-efficacy.
Slife, B. D., Weiss, J., & Bell, T. (1985). Separability of metacognition and cognition: Problem solving in learning disabled and regular students. <i>Journal of Educational Psychology</i> , 77(4), 437-445.	Empirical	This study investigated whether metacognition is a separate factor from cognition by measuring the effects of metacognitive factors in problem solving while attempting to hold relevant cognitive factors constant. Twenty four 2nd through 6th graders who were disabled in mathematics were matched to twenty four regular students on the basis of both students’ performance on the same set of ten mathematics problems and their achievement test scores in mathematics. The two groups also did not significantly differ on IQ scores. Results show that the learning disabled students were less skilled in two forms of metacognition with respect to the set of problems: (a) knowledge about cognition, or in this case knowledge about their problem-solving skills; and (b) regulation of cognition, or in this case the ability to monitor their problem-solving performance. Implications of the results and the adequacy of the matching methodology are discussed.

High Leverage Practices:

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center. Retrieved from: <http://ceedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>