



Ready, Set, Go

Success for All

A news brief linking people and resources to support quality practices in the education of all students



Collaborate, Communicate, Cultivate: Using High-Leverage Practices to Increase Student Achievement

As educators, we work to improve student outcomes. To do so, we must focus our energy on using approaches that are based on research and proven to increase student achievement. The Council for Exceptional Children (CEC), in partnership with the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center, has identified 22 High-Leverage Practices (HLPs) that provide an array of research-based foundational tools for teachers. *The high leverage practices* have been identified as important to effective teaching and fundamental to supporting student learning. Within the *high leverage practices*,

collaboration amongst professionals, families, and caregivers allow for a comprehensive and student-centered learning experience.

Get Ready to collaborate with all stakeholders to meet student needs. All stakeholders must share the commitment that collaboration is more powerful than efforts in isolation. Essential components of collaborative partnerships include:

- Effective, positive, and clear communication, which allows all team members (including families) to exchange information and identify common goals for the student.
- “Honoring and respecting cultural diversity and differing communication styles and preferences” (McKleskey, et al., 2017).
- Collaboration among educators to meet every student’s needs. By sharing work responsibilities, decision-making, and accountability, students are ensured the best education possible.

Set collaboration in motion by learning more about [High-Leverage Practices in Special Education: Collaboration](#) and promoting these seven principles:

- Communication
- Professional Competence
- Respect
- Commitment
- Equality
- Advocacy
- Trust

The effective application of these principles enhances student outcomes, allows for greater engagement, promotes less stress, and builds stronger partnerships.

Go

For more information about how collaborative high leverage practices can enhance your students’ outcomes, check out these resources!

Online Resources

- [High-Leverage Practices in Special Education- Available to Download for Free!](#)
- [High-Leverage Practices: Online Modules from the CEEDAR Center](#)
- [I’m Determined! Critical Decision Points for Families of Children with Disabilities](#)

Books

Fisher, D., Frey, N., Almarode, J., Flories, K., & Nagel, D. (2019). *PLC+: Better decisions and greater impact by design*. Thousand Oaks, CA: Corwin.

Friend, M. (2019). *Co-teach: Building and sustaining effective classroom partnerships in inclusive schools* (3rd ed.). Washington, DC: Marilyn Friend.

Gregory, G., & Kuzmich, L. (2007). *Teacher teams that get results: 61 strategies for sustaining and renewing professional learning communities*. Thousand Oaks, CA: Corwin.

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (2019). *High leverage practices for inclusive classrooms*. New York, NY: Routledge.

Murawski, W. W., & Spencer, S. (2011). *Collaborate, communicate, & differentiate! How to increase student learning in today's diverse schools*. Thousand Oaks, CA: Corwin.

References

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, Jackson, D., M., 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.

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