High Leverage Practices for Supporting ALL Learners

Part 2: Assessment

2019 | Division of Teaching and Learning

High-leverage Practice Series Overview

Overview of High Leverage Practices

- The High Leverage Practices for Inclusive Classrooms are 22 critical practices every K–12 teacher should master and be able to demonstrate. The selected practices are used frequently in classrooms and have been shown to improve student outcomes if successfully implemented.

- The HLPs are organized around four aspects of practice:

- **Collaboration**

- **Assessment**

- **Social/emotional/behavioral**

- **Instruction**

Objectives for the Series

This training series will provide LEAs with support to develop capacity among all educators serving students with disabilities to implement evidence-based, high-leverage practices that correlate with improved academic and social-emotional outcomes for all learners, regardless of disability status.

Objectives for Part 2: Assessment

Today, we will:

- identify formal and informal assessment tools and strategies used to collect information on students' present levels of academic and functional performance and identify their strengths and needs for support.

- apply knowledge of these tools and strategies to integrate assessment data to create a comprehensive learner profile.

- identify the key elements of data-based instructional strategies

- work collaboratively to develop a shared set of sample data-based instructional plans to address students' academic and behavioral needs.

Today's Agenda

- High-leverage Assessment Tools

- Creating a Learner Profile

- Data-based Instructional Plans

- Using Data-based Instructional Strategies
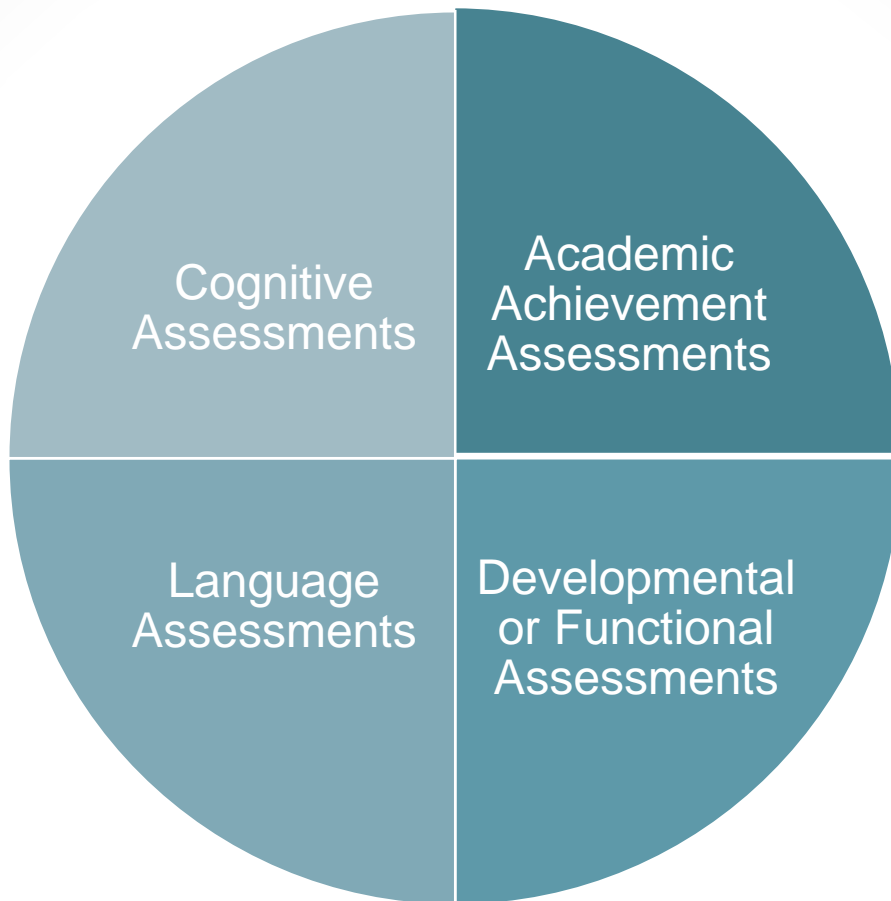
High-leverage Assessment Tools

Formal Assessment

Triangulate

Informal Assessment Data

Other Essential Information

Formal Assessments

Formal assessments provide comprehensive information about a student's present levels of performance in domains that are critical to academic success (Benedict, Cornelius, and Acosta, 2019.)

The circle diagram contains four quadrants labeled: Cognitive Assessments, Academic Achievement Assessments, Language Assessments, Developmental or Functional Assessments.
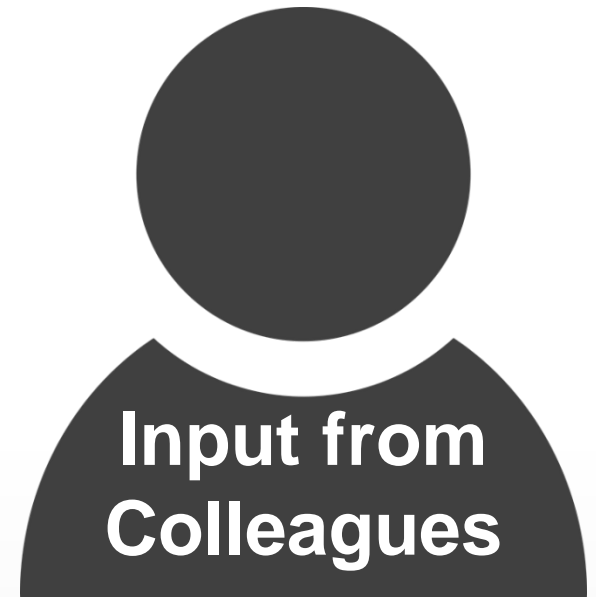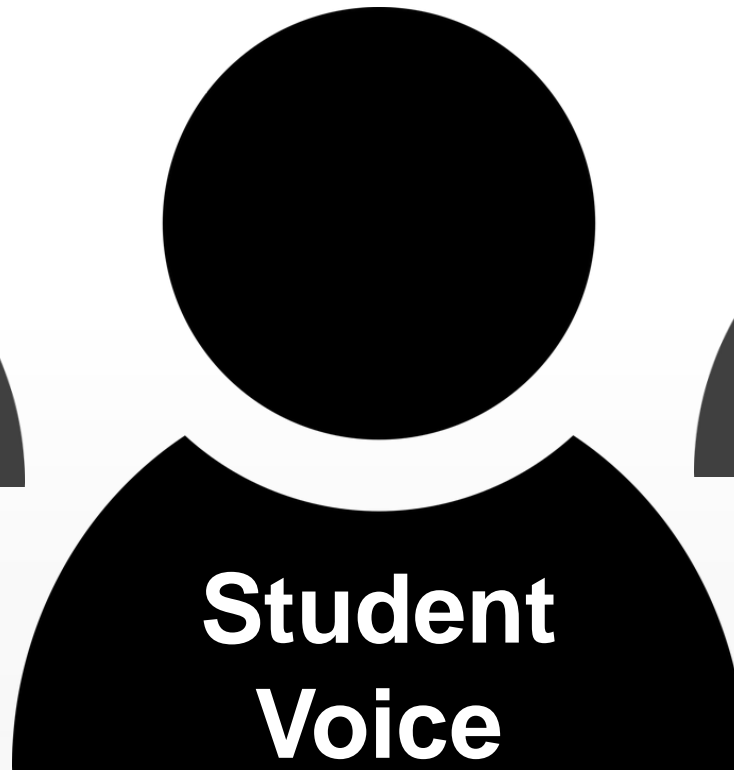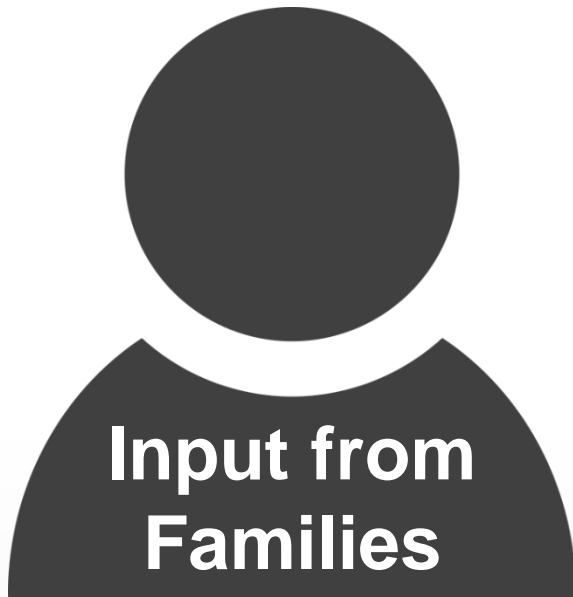
Some Ways to Use Informal Assessment

✓ Measure mastery of lesson or unit learning objectives

✓ Monitor progress

✓ Inform instruction

✓ Gather student feedback

✓ Conduct error analysis

✓ Observe behavior or interaction

Informal Assessments

"Informal assessments are also known as formative assessments, or assessments *for* learning." (Benedict, Cornelius, and Acosta, 2019.)
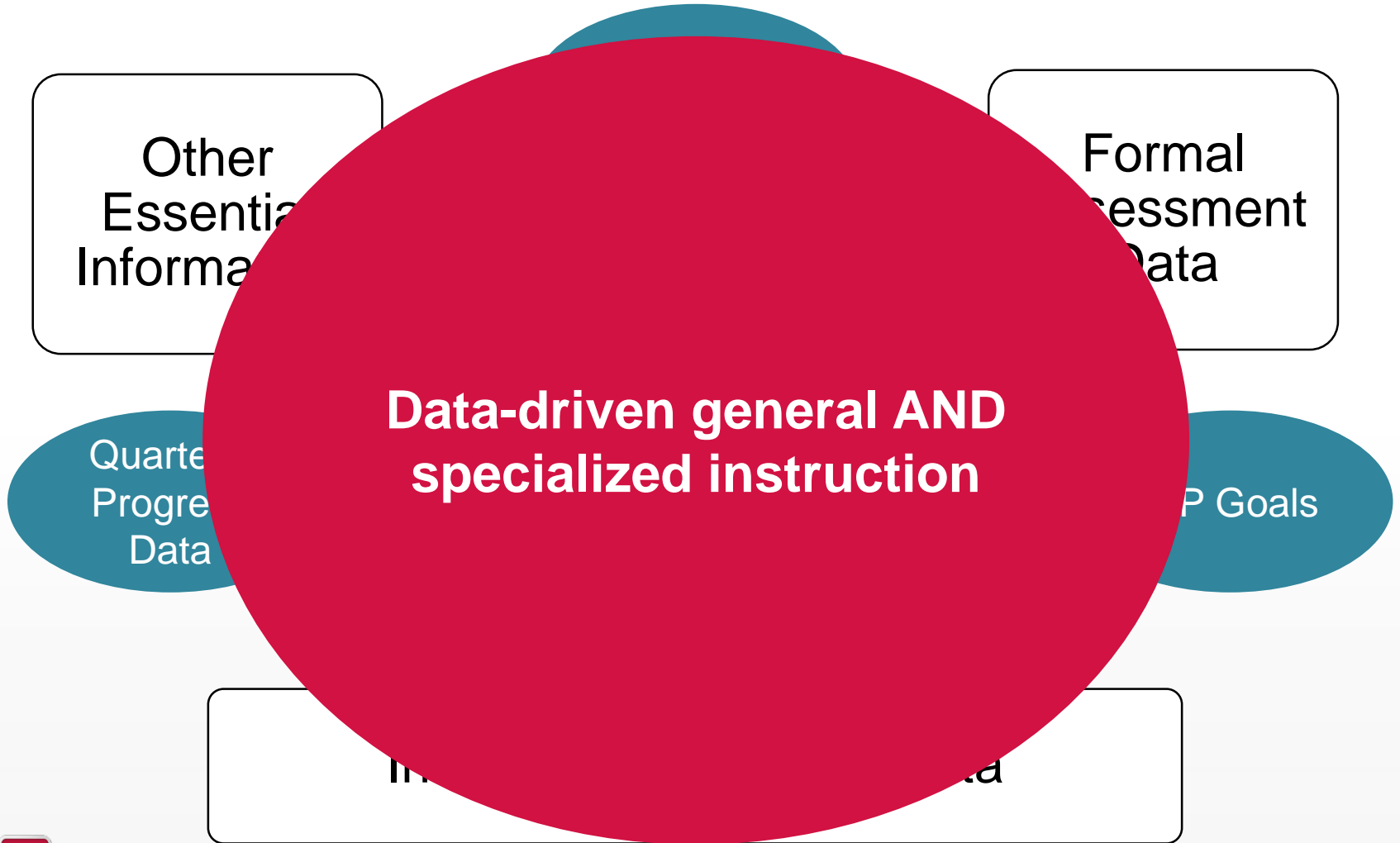
Other Essential Information

Input from Families

Student Voice

Input from Colleagues

Creating a Learner Profile

Bringing It All Together …

Other Essential Information

Formal Assessment Data

Quarterly Progress Data

IEP Goals

Data-driven general AND specialized instruction

… One Step at a Time

1. Take inventory of available data. Use the Comprehensive Learner Profile Checklist as a resource.

2. Identify what's missing. Prioritize areas of demonstrated need.

3. Gather the missing information.

4. Use the data to create the student's Comprehensive Learner Profile.

5. Share the profile. Use it to individualize instruction and supports.

6. Update the profile as needed, at least once per quarter and with every new IEP.

Task 1: Gather the Data

Using the student case study for Genesis in your workbook:

1. Take inventory of available data. Use the Comprehensive Learner Profile Checklist as a resource.

2. Identify what's missing. Prioritize areas of demonstrated need.

3. Describe how you will gather the missing information.

4. Be ready to share your list of missing data, the areas you have prioritized for further assessment, your rationale for selecting these areas, and which tools you will to assess these areas.

Break!

Task 2: Build a Learner Profile

1. Review the following resources in your workbook:
    - Student case study for Genesis
    - Supplemental Student Data Set for Genesis
    - Comprehensive Learner Profile Template

2. Use the data and the Comprehensive Learner Profile Template to create a profile for Genesis.

Data-based Instructional Plans
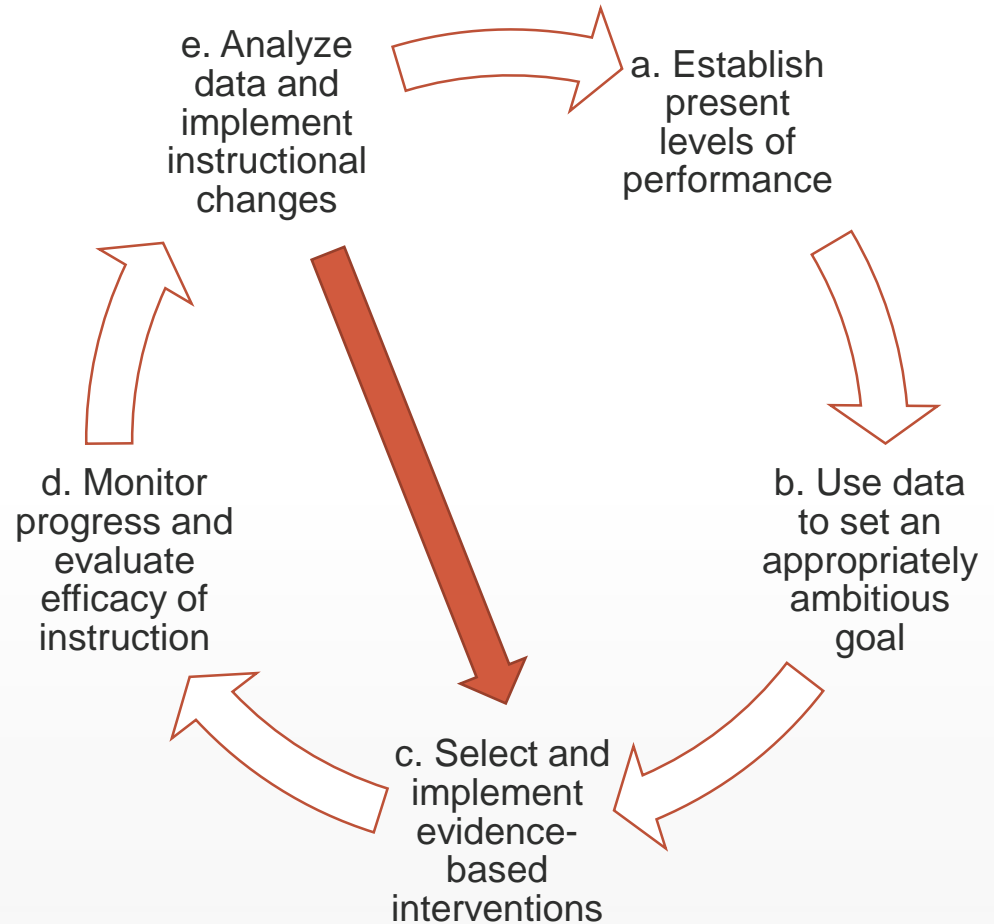
Task 3: Revise a Lesson Plan

1. Review the following resources in your workbook:
    - Supplemental Student Data Set for Genesis
    - Sample Comprehensive Learner Profile for Genesis
    - Sample Lesson Plan

2. Use the Sample Comprehensive Learner Profile and Supplemental Data Set for Genesis to revise the Sample Lesson Plan.

3. Be ready to share your responses to the guiding questions on the Sample Lesson Plan with the group.

Using Data-based Instructional Strategies

What is Data-based Instruction (DBI)?

- Data-based Instruction (DBI) is an individualized and structured approach to reflecting upon and revising instruction in response to evidence of student learning.

e. Analyze data and implement instructional changes

a. Establish present levels of performance

b. Use data to set an appropriately ambitious goal

c. Select and implement evidence-based interventions

d. Monitor progress and evaluate efficacy of instruction

Sustaining Data-based Instruction (DBI)

1. Start small.

2. Create routines and protocols that make DBI a habit.

3. Collaborate with your colleagues to integrate data-driven decision-making into your existing work streams.

4. Engage students in the process.

5. Be patient and persistent.

Resource Workshop

Recall our objective:

Participants will work collaboratively to develop a shared resource library of effective practices for putting these principles into action through their interactions with families of students with disabilities (SWDs).

Shared Resource Library

Task 4: Build a Resource

In order to successfully sustain DBI, you must create routines and protocols that make DBI a habit and integrate data-driven decision-making into your existing work.

Work with your group to create a resource that helps you to integrate DBI into <u>one</u> of the following tasks:

- Checking readiness to learn during attendance and warm-up task

- Circulating among students to provide support during independent or small-group work

- Grading exit tickets after a lesson that introduces new content

Resource Fair

Explore the resources that we have collaborated to create today.

- Which tools can support quick wins at your LEA?

- Which tools will support long-range improvements?

- What are some additional needs?

Teaching and Learning PD Bulletin
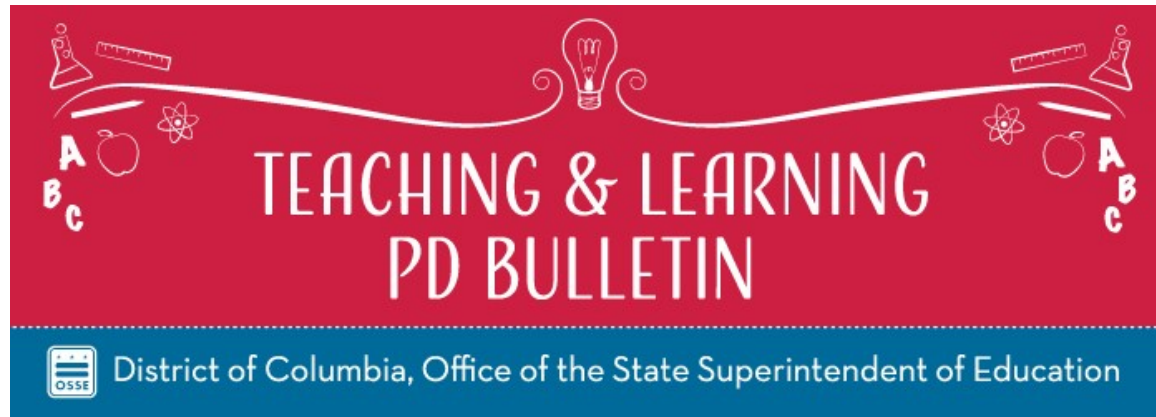
Subscribe here using your school-based email address. Please share this subscriber link with your fellow educators and colleagues today!

To connect with a member of the OSSE Teaching and Learning team, view our contact information here.

To view a full calendar of all upcoming professional development training opportunities, visit www.osse.dc.gov/events.

FIND US

ADDRESS:

1050 First St. NE

Washington, DC 20001

POC:

Angela Awonaike

Angela.Awonaike@dc.gov

Jennifer Carpenter

Jennifer.Carpenter@dc.gov

GET SOCIAL

facebook.com/ossedc

twitter.com/ossedc

youtube.com/DCEducation

www.osse.dc.gov

Thank you!