HLP 6: Highlight Tool

HLP 6: Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments that Improve Student Outcomes

Here's What It Is:

- On-going data collection and analysis from multiple sources
- Observations of student academic and behavioral progress
- Self-assessment of classroom instruction
- Retention of effective instructional practices
- Data-Based Individualization (DBI)

When Do I Use It?

- When monitoring student progress
- When setting short- and long-term goals
- When determining the effectiveness of instruction
- When establishing present level of progress

Here's What It Looks Like:

- Example of CBM screening (2:00)
- Curriculum Based Measurements: General Overview (13.27)

Resources to Extend Learning:

What Works Clearinghouse

University of Missouri: Evidence Based Intervention (EBI) Network

National Center for Intensive Intervention

High Leverage Practices

The Iris Center

Here Are the My Work Plans:

Curriculum Based Measurements (CBM)

- Create a structure for progress monitoring
  View CBM video 2:00 – 3:12
- Determine a target (aim line) for goal achievement
  View CBM video 3:50 -4:20
- Determine the rate of progress/improvement
  View CBM video 5:23 – 7:13
- Identify the rate of consistency to determine if intervention is needed
  View CBM video 8:27 – 11:55

Video: Curriculum Based Measurements: Basic Overview

Suggested Activities:

- Use universal screening tools to gain understanding of student progress (check division requirements)
- Select appropriate resources for intervention
- Use on-going progress monitoring tools to guide decision making and data collection.
- Use various sources of data to make informed decisions about areas of student need. Examples could include:
  - Anecdotal records, formative, summative, observational data, attendance records

Find additional HLP Highlight Tools on TTAC Online.

Compiled by: Ratzlaff, J. Sekinger, M., & Martin, C. 2020 GMU, TTAC

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Teacher Checklist for Effective Instructional Decision Making

Directions: Review the components of the checklist below to use as a guideline to implement your instructional practices for student goals as part of data-based decision-making process.

Student Name: _____

IEP Goals: _____

Guiding Questions	Considerations
1. What is my students' present level of performance?	• Curriculum Based Assessments (CBM) to determine academic proficiency in a skill set (see reference below)
2. What are my long-term goals?	• Median scored recorded as a result of multiple (at least 3) grade-level CBMs (reading and math) • Goal to help close the gap between students' score and score of same-age peers • Use a graphic program to plot baseline and goal (e.g. Microsoft Excel)
3. What interventions are needed to accomplish these goals?	• Diagnostic measure to identify strengths and needs • Evidence- based Interventions based on data to target skill (What Works Clearinghouse, National Center of Intensive Intervention) • Implementation of intervention with fidelity
4. How am I monitoring progress towards these goals?	• On-going monitoring to ensure growth towards goal • Observational notes to inform decision-making
5. What methods am I using to determine the effectiveness of my instruction?	• Evaluation of weekly data collection (usually 6 -10 data recordings) • Are data points above or below goal line? • Does the trend indicate progress towards goal?
6. Do I need to change my instruction? What additional information is needed?	• Did I provide effective intended intervention? • Did I implement the intervention with fidelity? • Was the student engaged during instruction?

Adapted from Leadership Guide for HLP #6

References

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Hosp, M.K., Hosp, J.L., & Howell, K.W. (2007). The ABC's of CBM: A practical guide to curriculum-based measurement, New York, NY: Guilford Press.

McLeskey, J. (Ed.) (2019). High leverage practices for inclusive classrooms. New York: Routledge.

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