



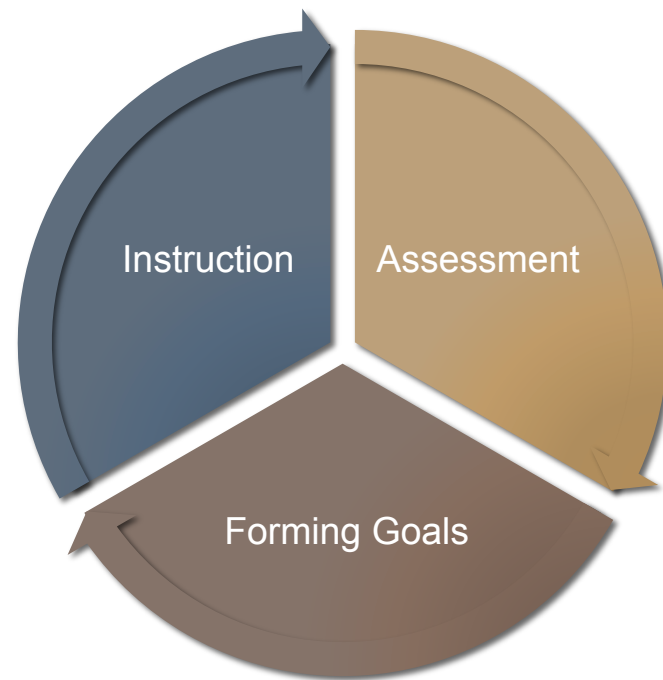
TEACHER EFFECTIVENESS: HOW DO WE USE ASSESSMENT FOR MEANINGFUL INSTRUCTION

Home Instruction Schools

November 4, 2014

Goals of Today

Meaningful Instruction depends on an ongoing cycle of assessment, planning, and reassessment



Student Progress

Protocol For New Student

- Investigate the New Case:
 - After Meeting the student you **MUST** contact the school to inform them that you are instructing the student
 - Please view the **Effective Communication Presentation** on the Teacher Effectiveness Section of the Home Instruction Website
 - When you contact the school, you must request **Topics of study during the duration and Materials for instruction**
 - All students must be assessed within **48** hours using a formal assessment option
 - Using the school contact with the formal assessment baseline you should plan you instruction accordingly
 - If you need materials from Home Instruction, you can request books through the HI website, but you **MUST BE SPECIFIC!**

Home Instruction Assessments

- Currently Home Instruction Schools offers multiple assessment/instructional tools:
 - Scantron
 - Study Island
 - i-Ready
 - Brigance Assessment of Basic Skills
 - SANDI (New in 2014, for a limited number of students)
 - Achieve3000
 - eScience3000
 - Previous State Assessment (Grade 3-8 exams, Regents Exams)

“Teacher Informal Assessment” or “Teacher Observation” is not sufficient when we have these formal options available

Home Instruction Assessments (con't)

- As of 10/28/14 Home Instruction Teachers have:
 - Given 695 Assessments to 250 students in Scantron
 - Enrolled 64 students in Study Island
 - Had 98 students complete 547 activities in Achieve3000
 - Had 79 students enrolled in i-Ready and completed 16 assessments
 - Enrolled 26 Students in eScience3000
 - Have begun completing the Fall Brigance for Alternate Assessment Students

This Means We have DATA!!

Using Assessment Data to Plan Instruction

You will have 20 minutes for the next activity

1. You will review sample data from the different programs we have available.
2. As a group, you will answer the question:

Based on the assessment data available, what am I going to do with this student for the next month of lessons?

Using Assessment Data to create Goals

- You may be asked to provide goals that will be included on a student's IEP
- Some examples of goals Home Instruction has received:
 - “[Student] will read better”
 - “[Student] will complete a paragraph long written piece”
 - “[Student] will eye gaze”
 - “[Student] will answer 8th grade math problems”

SMART Goals

- A student's IEP is a legal document that provides guidelines relating to instruction for that student
- IEP Goals should be clear to anyone with a basic knowledge of the student
- Poorly written IEP goals can lead to inappropriate instructional strategies
- Changing goals for a student's IEP is a time consuming and difficult process (generally only once per year)
- It is imperative that we create well written goals based on formal assessment data

SMART Goals

- All IEP goals should be SMART:
 - S - Specific
 - M - Measureable
 - A - Attainable (Achievable)
 - R - Realistic (Relevant)
 - T - Timely (Time Bound)

Specific

- Teachers must use the Assessment data available, and pick an area of focus
- When picking this area of focus, the teacher must be direct and clear in the task that the student will complete
 - Non-specific: “A” will write an essay
 - Specific: “A” will write an informative essay

Measureable

- The teacher must state how they plan to measure student progress.
 - Non Measureable: “A” will complete an informative essay
 - Measureable: “A” will create an informative essay based on multiple documentary sources

Attainable

- The goal must be realistic to the student's content level knowledge and ability
 - Non Attainable: Stating an Alternate Assessment student will complete the Global History regents Curriculum
 - Attainable: "A" will use images and comics (cartoons) as documentary evidence for an informative essay

Realistic

- The goal must fit in the student's educational plan
- Why are you having the student complete this task?
 - Non Realistic: "A" will write an informative essay as a multi page term paper in 2 months
 - Realistic: "A" will complete a 3-5 paragraph essay in order to answer essay questions in the 10 grade Global History Curriculum

Timely

- Goals must be time-bound
- How long will it take before you expect the student to achieve the goal you have laid out?
- Can your goal be broken down into short term objectives/goals?

Goals as a Planning Tool

- SMART Goals are an effective planning tool for ALL students
- You can write a smart goal for any student and use that goal to measure student progress
- A SMART goal should be able to answer the Who? What? Where? When? Why? How? questions for the student.

Smart Goals in Practice

- You will have 20 minutes for the next activity

Based on the data and the plan that you have completed, create 2-3 SMART goals for your student.

“(Child) will (State Goal) with (Assessment Gauge) within (time frame)”

SMART Goals can be broken to Short Term Objectives

- **“ELA:**
- Present Level of Performance: James is performing below average in ELA, including both reading and writing skills, specifically with his reading decoding skills and his basic writing punctuation skills.
- **Annual ELA Goal (Reading) (4): James will consistently use Clarifying / ‘W’ questions (What, Where, Why and When) to improve his reading comprehension skills by January 1st, 2012.**
- Short Term Objective 1:
James will correctly complete graphic organizers that utilize Clarifying / ‘W’ questions with 90% accuracy at the completion of every reading story by January 1st, 2012.
- Short Term Objective 2:
James will verbally answer Clarifying / ‘W’ questions with 90% accuracy when teacher prompted 2 times per story by January 1st, 2012.

SE SIS Blanks

When CSE creates an IEP for a Home Instruction student, they have little time, information, or interaction with the student compared to the HI teacher.

When filling out these blank pages you are providing a clear picture of the student to all those involved.

You should fill out sections, AS IT RELATES TO EDUCATION/INSTRUCTION

STUDENT NAME:	DISABILITY CLASSIFICATION:
DATE OF BIRTH: LOCAL ID#:	PROJECTED DATE OF ANNUAL REVIEW:
PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL, AND FUNCTIONAL NEEDS EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)	
ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILL AND INFORMATION AND LEARNING STYLE:	
STUDENT STRENGTHS, PREFERENCES, INTERESTS:	
ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:	
SOCIAL DEVELOPMENT THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:	

MEASURABLE ANNUAL GOALS			
The following goals are recommended to enable the student to be involved in and progress in the general education curriculum, address other educational needs that result from the student's disability, and prepare the student to meet his/her postsecondary goals			
ANNUAL GOALS	CRITERIA	METHOD	SCHEDULE
WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	MEASURE TO DETERMINE IF THE GOAL HAS BEEN ACHIEVED	HOW PROGRESS WILL BE MEASURED	WHEN PROGRESS WILL BE MEASURED

REPORTING PROGRESS TO PARENTS
Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents:

ALTERNATE SECTION FOR STUDENTS WHOSE IEPs WILL INCLUDE SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (REQUIRED FOR PRESCHOOL STUDENT AND FOR SCHOOL-AGE STUDENTS WHO MEET ELIGIBILITY TO TAKE NEW YORK STATE ALTERNATE ASSESSMENT)			
MEASURABLE ANNUAL GOALS			
THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM, FOR A PRESCHOOL CHILD, IN APPROPRIATE ACTIVITIES, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND, FOR A SCHOOL-AGE STUDENT, PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.			
ANNUAL GOALS	CRITERIA	METHOD	SCHEDULE
WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	MEASURE TO DETERMINE IF THE GOAL HAS BEEN ACHIEVED	HOW PROGRESS WILL BE MEASURED	WHEN PROGRESS WILL BE MEASURED
SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):			
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REPORTING PROGRESS TO PARENTS
Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents:

Progress Reports

- Home Instruction Teachers may be asked to complete a Progress report for students
- All progress reports and blank pages for creating goals are available on the Home Instruction Schools Website, on the Forms page
- Make sure you are completing the appropriate report!
- Progress reports are instrumental for updating a student's IEP

Home Instruction Progress Reports

NYC Department of Education
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SCHOOL PROGRESS REPORT

Name: _____ Date: A.S.A.P.
 D.O.B.: _____ HD: _____ SD: _____ Region: _____
 Program: Home Instruction Admission Date: _____
 OSIS# _____

Dear _____
 Please forward an update of the child's present status in the following areas: (if scores are unavailable, please provide teacher estimation)

ACADEMIC ACHIEVEMENT:
 Teacher estimate of Grade Level in Math: _____ in Reading: _____
MATH: Strengths: _____
 Weaknesses: _____

READING: Decoding Ability: _____
 Comprehension: _____
 Strengths: _____
 Weaknesses: _____

WRITING: Ability in Written Expression: _____

LANGUAGE: Comprehension and usage and how does he/she respond to oral language: _____

CONTENT AREA ASSESSMENT: _____

SOCIAL/EMOTIONAL: How does child react to frustration and failure: _____

INTERPERSONAL RELATIONSHIPS: _____

Does the child have any interests or talents? _____

ATTENDANCE: (Total # of days of excused absence) _____
 Please state your comments regarding student's attendance _____

HIGH SCHOOL STUDENTS ONLY:

RCTS Passed: Math _____ Reading _____ Writing _____
 Projected Graduation Date: _____ Diploma Goal: Regents _____ Local _____ IEP _____
 High School Credits _____ as of _____

Use the reverse side for any additional comments. Your prompt attention to this matter would be greatly appreciated.

Signed: _____ (Teacher)
 _____ (Supervisor)

ACADEMIC

AA- Low

AA- HIGH

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HOME INSTRUCTION SCHOOLS PROGRESS REPORT

NAME: _____ Date Due: _____ Admit Date: _____
 D.O.B.: _____ OSIS# _____ HD: _____ SD: _____ Region: _____

Dear _____
 Please forward an update of the child's present status in the following areas:
COGNITIVE SKILLS: (Teacher's Assessment): _____

COGNITIVE DEVELOPMENT:
 Attends to books read aloud by others oWith Support oWithout
 Participates in Classroom Activities oWith Support oWithout
 Reads some words oWith Support oWithout
 Reads simple stories aloud oWith Support oWithout
 Understands use of objects: □ 1-4 □ 5-8 □ 9-16 □ 17-32 □ 33+ oWith Support oWithout
 Understands quantitative concepts: □ Big/Small □ one/one more oWith Support oWithout
 Identifies: □ body parts □ colors □ shapes oWith Support oWithout
 Classifies: □ Objects oWith Support oWithout

FINE MOTOR SKILLS: Teacher's Comments: _____
 Teaches objects placed in hand oWith Support oWithout
 Holds objects placed in hand oWith Support oWithout
 Reaches objects placed in close proximity oWith Support oWithout
 Grasps objects oWith Support oWithout
 Releases objects oWith Support oWithout
 Uses objects effectively (pencil, crayons, etc.) oWith Support oWithout

GROSS MOTOR SKILLS: Teacher's Comments: _____
 Sits supported oWith Support oWithout
 Can sit independently oWith Support oWithout
 Can stand oWith Support oWithout
 Can walk oWith Support oWithout
 Can move head side to side oWith Support oWithout
 Can roll a ball oWith Support oWithout
 Can throw a ball oWith Support oWithout

RECEPTIVE EXPRESSIVE LANGUAGE: MODE OF COMMUNICATIONS:
 Objects Pictures Eye Gaze Verbal Communication Device
 Gestures Auditory Other
 Teacher's Comments: _____

SENSORY SKILLS: STUDENT is: Visually Impaired Hearing Impaired Both
 Uses eyes to track objects/people/pictures toward auditory stimuli
 Will explore objects with fingertips with tactile stimuli
 Turns eyes/head towards auditory stimuli
 Will explore in olfactory stimuli (smell)
 Teacher's Comments: _____

SOCIAL/EMOTIONAL SKILLS:
 Able to work well/cooperative oWith Support oWithout
 Attempts to task oWith Support oWithout
 Unable to attend to task when given challenges oWith Support oWithout
 Teacher's Comments: _____

INTERPERSONAL RELATIONSHIPS:
 Works well with: Teachers Caretakers Parent/Guardian Siblings Others
 Teacher's Comments: _____

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HOME INSTRUCTION SCHOOLS PROGRESS REPORT

NAME: _____ Date Due: _____ Admit Date: _____
 D.O.B.: _____ OSIS# _____ HD: _____ SD: _____ Region: _____
 Dear _____

Please forward an update of the child's present status in the following areas:

REPORT OF PROGRESS (1-5):
 5 - Goal Met 4 - Progress made; goal not yet met 3 - Little progress made 2 - No progress made 1 - Not applicable at this time

PERSONAL DATA RESPONSES (VERBALLY/AC/REVISED) - HELP SKILLS:
 Age: _____
 Address: _____
 Full Name: _____
 Date of Birth: _____
 Telephone Number: _____
 Parent's/Teacher's Name: _____
 Teacher's Comments: _____

LISTENING AND SPEAKING: _____
 Listens attentively to the teacher
 Able to repeat or repeat information.
 Offers new and appropriate ideas during discussion.
 Listens to and follows oral directions of one or more steps.
 Teacher's Comments: _____

FUNCTIONAL WORD RECOGNITION: _____
 Number Labels
 Number Words
 Direction Words
 Informational Signs
 Basic Sight Vocabulary
 Warning and Safety Signs
 Teacher's Comments: _____

MATHEMATICS SKILLS: _____
 Rule Counting
 Counting objects
 Recognizes numbers
 Recognizes basic money
 Understands ordinal numbers
 Recognizes and names shapes
 Understands decimal numbers
 Teacher's Comments: _____

READING RELIABILITY: _____
 Identifies appropriate letters
 Associates sounds with letters taught to date.
 Chooses to look at or read books when given the opportunity.
 Teacher's Comments: _____

INTERPERSONAL RELATIONSHIPS: _____
 Works well with: Teacher Caretakers Parent/Guardian Siblings Others
 Teacher's Comments: _____

STUDENT'S ATTENDANCE: Present _____ Absent _____
 Please list any attendance issues that are related to the student: _____

Please briefly describe the child's major strengths, weakness, and/or ability to do academic tasks, etc: _____

Completing Progress Reports

- Teachers should complete progress reports based on student progress towards goals
- Take 10 minutes, Complete a progress report for the student you have been working with.

Wrap - Up

- Although you have worked with one specific level of student, the skills here apply to any student you may instruct on Home Instruction
- Using assessment to roughly plan a month at a time can help determine what resources you may need for instruction.
- Creating goals and completing Progress Reports is a tool to help you provide meaningful instruction to ALL students on Home Instruction

