Moving Your Numbers

Teacher Preparation Guide

Using Assessment and Accountability to Increase Performance for Students With Disabilities as Part of District-wide Improvement

NATIONAL CENTER ON EDUCATIONAL OUTCOMES

In collaboration with:
Council of Chief State School Officers (CCSSO)
National Association of State Directors of Special Education (NASDSE)
Supported by:
U.S. Office of Special Education Programs

About Moving Your Numbers

Moving Your Numbers: Improving Learning for Students with Disabilities as Part of District-wide Reform, examines how school districts with vastly different demographics increase the performance of students with disabilities and other at-risk learners as part of whole-district reform efforts. Case studies of featured districts, as described in the full report, provide evidence that students with disabilities, like all other students, can learn at higher levels when adults focus their collective efforts on improving instructional practice, consistently implement core work across the district, and use assessment and accountability as a lever for ongoing system and student learning and improvement.

Moving Your Numbers identifies six essential practices that must be in place to improve the performance of students with disabilities. Evidence suggests that these six practices, when used in an aligned and coherent manner, are associated with higher student achievement. These practices are *use data well, focus your goals, select and implement shared instructional practices (individually and collectively), implement deeply, monitor and provide feedback and support*, and *inquire and learn.*

Moving Your Numbers was initiated and is supported through the National Center on Educational Outcomes (NCEO) under the leadership of Dr. Martha Thurlow, NCEO Director; Rachel Quenemoen, NCEO Senior Research Fellow; and Dr. Laurene Christensen, NCEO Research Associate. Dr. Deborah Telfer, School of Education and Allied Professions Grant Center, University of Dayton, coordinates the development and review of *Moving Your Numbers* on behalf of NCEO. NCEO was established in 1990 to provide national leadership in designing and building educational assessments and accountability systems that appropriately monitor educational results for all students, including students with disabilities and English Language Learners (ELLs).

This *Higher Education Guide to Moving Your Numbers* was written by Marged Howley, Oz Educational Consulting and Dr. Aimee Howley, Educational Studies Department, Ohio University. The document should be cited as:

> Howley, M., & Howley, A. (2012). *Higher education guide to Moving Your Numbers: Guide for teacher preparation programs.* Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Photographs used in this publication have been provided courtesy of the districts featured and the Ohio Department of Education.

Additional case studies of featured districts will be added to the *Moving Your Numbers* website as they are developed. Go to www.MovingYourNumbers.org for the complete report and additional tools and resources, and to submit success stories.

NCEO is supported primarily through Cooperative Agreements (#H326G050007, #H326G11002) with the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education. Additional support for targeted projects, including those on ELL students, is provided by other federal and state agencies. The Center is affiliated with the Institute on Community Integration in the College of Education and Human Development, University of Minnesota. Opinions expressed in this publication do not necessarily reflect those of the U.S. Department of Education or Offices within it.

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OVERVIEW

This higher education guide connects the report, ***Moving Your Numbers***, to the curriculum of teacher preparation programs. It makes the connection by (1) showing how the booklet fits with curricula in such preparation programs (i.e., programs to prepare candidates for various teaching roles), (2) providing discussion questions based on the case studies presented in the booklet, (3) suggesting activities that draw on and extend the content of the case studies, and (4) presenting additional resource materials for exploring the essential educational practices that the booklet targets.

Moving Your Numbers provides teacher preparation programs with real-world examples of districts in which a focus on the education of *all* children—including those with disabilities—guides educators' thinking and practice. These exemplar districts contrast with other districts in which *low expectations* about certain students' capabilities limit those students' opportunities for learning and eventually depress their academic achievement. Recent policy language characterizes this outcome as *the achievement gap*, and remedying achievement gaps has become a critical concern in many school districts.

Depending on the district, achievement data may reveal gaps between the achievement of students without major learning challenges and (1) students with disabilities, (2) students from economically disadvantaged backgrounds, (3) students from disadvantaged racial and ethnic groups, and (4) students who are learning English as a second language. In some districts, only some achievement gaps are evident; in others all four represent a source of concern. Whatever the nature of the achievement gaps a district faces, two insights are critical to the remedy. The first targets commitment: *closing achievement gaps occurs only in districts that commit energy and resources to the effort.* The second targets inclusiveness: *closing achievement gaps occurs only when educators take responsibility for providing effective, responsive instruction to all students.*

These insights undergird all initiatives directed toward the improvement of educational outcomes for students from marginalized groups. In recent years, educators have called these initiatives by different names and positioned them to address somewhat different aims: inclusion, Response to Intervention, culturally responsive pedagogy, and instruction of English Language Learners (ELLs) to name a few. Despite some important distinctions, the commonalities of these initiatives override their differences. These commonalities include (1) high expectations for all students; (2) systematic provision of high-quality feedback to students, teachers, and school leaders; (3) a rich set of opportunities for meaningful learning; and (4) the use of scaffolding to create bridges between what students already know and what they need to learn.

Focusing on districts whose reform efforts support widespread use of these instructional practices, ***Moving Your Numbers*** shows how high-quality education for students with disabilities can serve as a cornerstone for system-wide reform. Such efforts depend on three non-negotiable assumptions about the education of students with disabilities. These are:

- Successful outcomes (including college and career readiness) for students receiving special education services requires their inclusion in standards-based reform efforts and their participation in statewide assessment and accountability systems.
- Improving the educational outcomes of students receiving special education services, as for any other student group, requires a sustained focus on teaching and learning, aligned actions across the district, and continuous monitoring of the degree of implementation of such actions to assess the impact on student learning.
- Students receiving special education services are as different from each other as the members of any other group; assuming pre-determined levels of achievement based on

disability status limits these students' opportunity to learn and diminishes the collective responsibility of adults to provide high quality instruction aligned with grade-level content to these students.

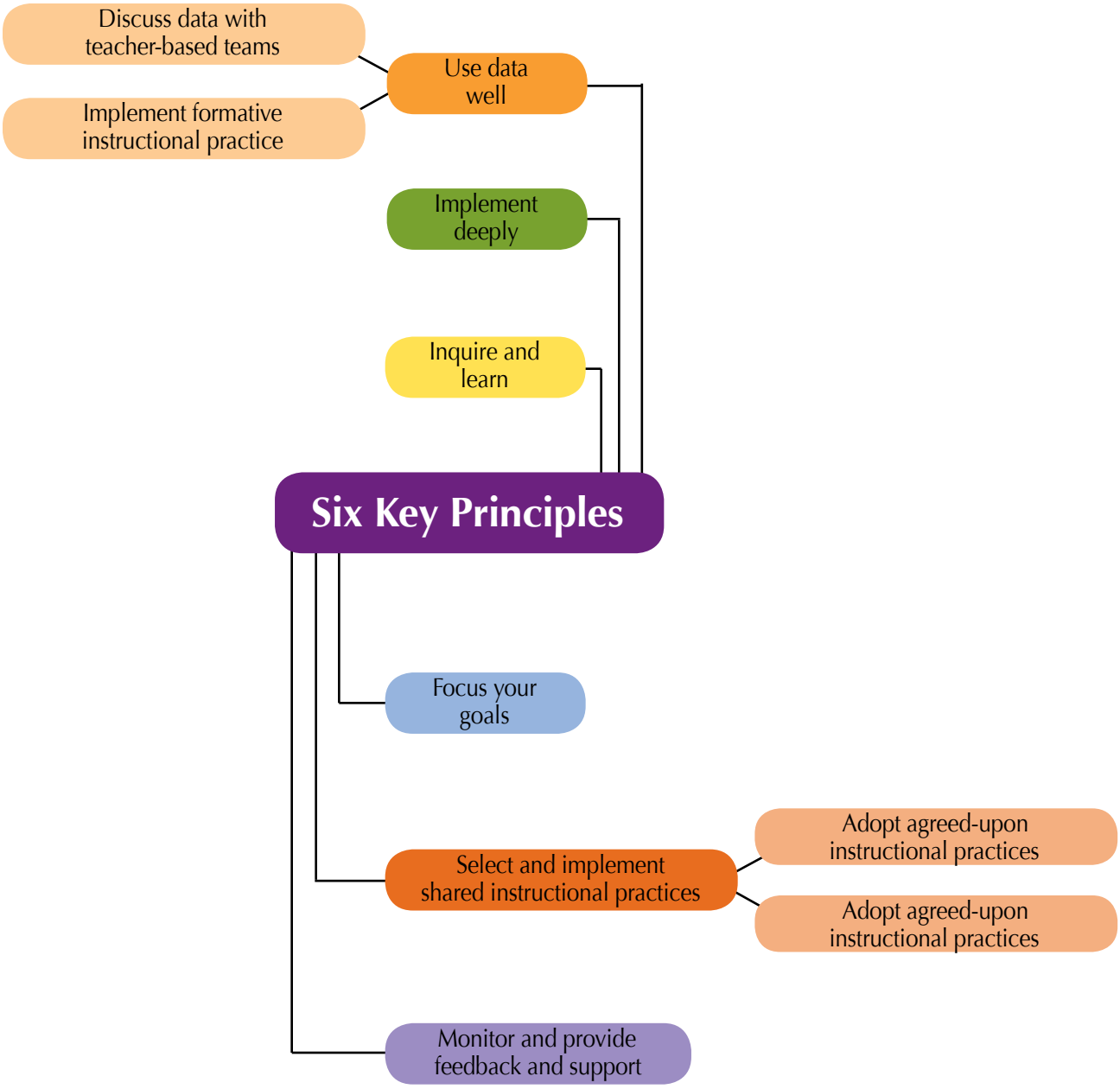
In addition, they depend on a realistic appraisal of the struggle that deep reform entails—a perspective put forward in a fourth assumption: Consistent, high quality implementation of effective practices is a challenge for many districts.

The districts showcased in ***Moving Your Numbers*** also subscribe to a particular evidence-based perspective on leadership—distributed leadership. This approach organizes educators into teams for the purpose of planning, using, and monitoring locally responsive instructional practices on behalf of all students. Educators on such teams hold themselves and one another accountable for using effective practices, collecting and analyzing data in appropriate ways, and staying the course. Six principles guide this approach:

1. Use data well;
2. Focus your goals;
3. Select and implement shared instructional practices;
4. Implement deeply;
5. Monitor and provide feedback and support; and
6. Inquire and learn (at the district, school, and teacher team level).

A diagram, one demonstrating the direct applicability of these principles to the role of the teacher, is presented on the following page.

Six Key Principles:
A Starting Point for Beginning Teachers



Although all six principles are important for teachers, two in particular are especially germane to beginning teachers. These teachers need immediately to **become active participants in teacher-based teams**—to participate in team meetings and to adopt the instructional practices that their teams decide to implement. They also need immediately to join with team members **to analyze and make instructional decisions on the basis of data** as well as to use formative instructional practices to increase the precision of their teaching. As they become more experienced, teachers will learn to direct focus on targeted standards, implement instructional strategies deeply, participate with colleagues in monitoring and supporting systemic implementation of agreed-upon strategies, and take leadership for sustaining a culture of inquiry.

Finding a Place for *Moving Your Numbers* in the Teacher Preparation Program

The case studies presented in ***Moving Your Numbers*** and the accompanying activities provided in this guide might be used as instructional materials in various courses in teacher education programs. A review of programs from several universities indicated that teacher preparation programs often include a course such as "Teaching Students with Special Needs in Inclusive Settings" (University of Minnesota), "Differentiating Instruction in Diverse Elementary Classrooms" (University of Colorado—Boulder), "Inclusive Education" (University of Dayton), and "Characteristics of Learners with Exceptionalities" (Ohio University). These courses emphasize strategies teachers can use for differentiating instruction in general education classrooms, thereby making inclusive settings productive for students with disabilities, students for whom English is a second language, and students with other special needs. Augmenting the theoretical principles and practical guidance that these classes provide, ***Moving Your Numbers*** and the related activities in this guide allow prospective teachers to learn from the experiences of educators in districts that have found effective ways to improve education for all students.

However ***Moving Your Numbers*** and its accompanying higher-education activities are used in a teacher preparation program, the primary value of these materials lies in their demonstration of ways that systemic reform practices can be deployed successfully to improve the academic performance of all students. In the discipline of mathematics such a demonstration is called an "existence proof." The point of ***Moving Your Numbers*** is to show that effective district-wide reform does exist and therefore can come into existence more widely. The districts that the book showcases are not all the same size; they are located in different parts of the country and in different types of communities; their teachers and school leaders are not extraordinary. What has happened in those districts can happen elsewhere. Inevitably local circumstances will influence how such reform will take place, who will need to be involved, and even how quickly it can proceed. Nevertheless, the hopeful prospect that the ***Moving Your Numbers*** existence proof offers cannot be discounted: districts can make meaningful reforms, and such reforms can close achievement gaps.

Preferences Instrument

This instrument intends to measure preferences in three domains related to the work of increasing the achievement of *all* students. The first domain relates to preferred ways of dealing with educational change, the second relates to preferred approaches to the education of students with disabilities, and the third relates to preferred strategies for using data in educational decision-making.

Teacher educators may see two uses of the instrument as well-aligned with the aims of their preparation programs: (1) using the instrument as a pre- and post-assessment for courses or instructional units (e.g., the ***Moving Your Numbers*** booklet and related activities) that focus on educational reform, inclusion of students with disabilities, and/or data-based decision-making or (2) using the instrument to stimulate discussion among teacher candidates—perhaps as part of a class activity. Of course, the choice of one of these possible uses interferes with the other possible use of the instrument, so teacher educators will want to determine which application is most valuable. However they choose to use the instrument, teacher educators should keep in mind that the technical properties of the instrument (e.g., its reliability and validity) have not yet been investigated.

Preferences Instrument: Addressing Critical Issues

INSTRUCTIONS FOR CANDIDATE: Please read each item and select the rating that best matches your preference or perspective.

CHANGE

To what extent do you prefer the following strategies for supporting educational change?

5 = very high extent 4 = high extent 3 = neither a high or low extent 2 = low extent 1 = very low extent

1. Involvement in decision-making about the change	5	4	3	2	1
2. Collaboration with peers	5	4	3	2	1
3. Encouragement from district leaders	5	4	3	2	1
4. Time for experimentation with new practices	5	4	3	2	1

To what extent are you likely to retain an existing instructional practice that you believe is effective in the face of the following challenges to that practice?

5 = very high extent 4 = high extent 3 = neither a high or low extent 2 = low extent 1 = very low extent

1. Research showing that it is less effective than another practice	5	4	3	2	1
2. Critical feedback from your peers	5	4	3	2	1
3. Critical feedback from students	5	4	3	2	1
4. School-wide expectations	5	4	3	2	1

District-wide educational change is difficult and causes discomfort, but some circumstances warrant it. To what extent would each of the following circumstances persuade you that district-wide change is warranted?

5 = very high extent 4 = high extent 3 = neither a high or low extent 2 = low extent 1 = very low extent

1. When the community is dissatisfied with current practices or performance	5	4	3	2	1
2. When the state requires it	5	4	3	2	1
3. When a significant number of students are struggling academically	5	4	3	2	1
4. When the district needs to change in order to obtain funds	5	4	3	2	1
5. When a majority of district stakeholders conclude that current practices are not working well	5	4	3	2	1

STUDENTS WITH DISABILITIES

Educating students with disabilities demands a balance between requiring high levels of performance and providing support, and opinions about that balance vary. To what extent do you believe the following inclusion practices strike the right balance for students with MILD disabilities?

5 = very high extent 4 = high extent 3 = neither a high or low extent 2 = low extent 1 = very low extent

1. Full time participation in general education classrooms	5	4	3	2	1
2. Participation in the state testing program without accommodations	5	4	3	2	1
3. Participation in school social events with same-age peers	5	4	3	2	1
4. Involvement in the process of setting IEP goals and strategies	5	4	3	2	1

Educating students with disabilities demands a balance between requiring high levels of performance and providing support, and opinions about that balance vary. To what extent do you believe the following inclusion practices strike the right balance for students with MODERATE disabilities?

5 = very high extent 4 = high extent 3 = neither a high or low extent 2 = low extent 1 = very low extent

1. Full time participation in general education classrooms	5	4	3	2	1
2. Participation in the state testing program without accommodations	5	4	3	2	1
3. Participation in school social events with same-age peers	5	4	3	2	1
4. Involvement in the process of setting IEP goals and strategies	5	4	3	2	1

Educating students with disabilities demands a balance between requiring high levels of performance and providing support, and opinions about that balance vary. To what extent do you believe the following inclusion practices strike the right balance for students with SEVERE disabilities?

5 = very high extent 4 = high extent 3 = neither a high or low extent 2 = low extent 1 = very low extent

1. Full time participation in general education classrooms	5	4	3	2	1
2. Participation in the state testing program without accommodations	5	4	3	2	1
3. Participation in school social events with same-age peers	5	4	3	2	1
4. Involvement in the process of setting IEP goals and strategies	5	4	3	2	1

DATA USE

Educators vary in the extent to which they feel comfortable using different types of data to make instructional decisions. To what extent do you prefer using the following types of data for instructional decision-making?

5 = very high extent 4 = high extent 3 = neither a high or low extent 2 = low extent 1 = very low extent

1. Data from informal classroom observations	5	4	3	2	1
2. Data from classroom quizzes and tests	5	4	3	2	1
3. Data from class projects	5	4	3	2	1
4. Data from unit tests	5	4	3	2	1
5. Data from collaboratively developed short-cycle assessments	5	4	3	2	1
6. Data from assessments accompanying textbooks	5	4	3	2	1
7. Data from standardized tests adopted by your local district (e.g., Terra Nova, Stanford Achievement Test)	5	4	3	2	1
8. Data from state accountability tests	5	4	3	2	1
9. Disaggregated data from standardized tests	5	4	3	2	1
10. Data from testing to determine eligibility for special education services	5	4	3	2	1

Discussion Questions to Accompany the Case Studies

Bloom Vernon Local Schools, Ohio

1. As a classroom teacher focusing on improving academic achievement for students with disabilities, why is it important to...
    a. Create a limited number of instructional goals?
    b. Develop short-cycle student assessments that are co-created with other teachers to have one format, but that also contain some original content?
    c. Share responsibility for student achievement with other teachers in your school?
    d. Work with other teachers to develop a set of shared instructional practices?
    e. Understand the local history and culture of your workplace?
2. What do you think is meant by the phrase "First Who, Then What?" (MYN, p. 11) How could that phrase be relevant in your own individual classroom?
3. What is "item analysis?" Why is it important to classroom instruction?
4. What benefits can regular meetings with other teachers have in your own classroom?
5. Participation in building level leadership teams is sometimes mandatory. Why do you think district leaders would choose to "force" teamwork?

Lake Villa School District #41, Illinois

1. Lake Villa School District serves grades K through 8 only. With academic improvement as the goal, what might be some of the advantages and disadvantages of this configuration? What might be some implications for curriculum and instructional planning, especially in the realm of special education?
2. How might a rapidly growing population of students with limited English proficiency (LEP) affect special education services and planning for students with special needs? After all, LEP students do not have "learning disabilities," per se, but nonetheless they need special services in order to make adequate academic progress.
3. What is "intrinsic motivation?" What motivates you to become a teacher who will provide high-quality education to every student regardless of that student's needs or background? It is difficult work, so why do it?
4. Why is it important to cultivate shared accountability or "collective ownership" for the high achievement of all students, including those receiving special education services?
5. Lake Villa School District (LVSD) marshals its resources in a very centralized way; that is, LVSD controls building-level spending at the central office, rather than allowing each building to make decisions about its own spending. What might be some of the benefits of this practice? What might be some of the disadvantages?

Wooster City Schools, Ohio

1. On page 29, the case study discusses the district's choice to approach education reform, including academic improvement for students with special needs, in a broad and holistic way, as overall school and district improvement. To implement this strategy, Wooster City adopted a state-supported, systematic approach to educational improvement—the Ohio Improvement Process (OIP). Considering the demographics of this nine-school district (see demographics in the box at the top of page 29), why do you think district leaders chose a broad-based and systematic approach? What might have happened if they had not decided to use a strategy such as the OIP?
2. In the boxed material at the bottom of page 29 are the "Core Messages/Non-Negotiables" of the Ohio Leadership Advisory Council and the Ohio Improvement Process. After reading through the list, discuss what each statement means. Then evaluate why each of the views presented in these statements ought to be considered "non-negotiable."
3. On page 30, the superintendent states that being able to include the union president and the union grievance chairperson on the District Leadership Team (DLT) was very important to the success of the district's improvement efforts. As a future teacher, why do you think it might be important for union leaders to be involved in the collaborative processes needed for educational reform?
4. Wooster City asks each Teacher-Based Team (TBT) to look at student data from all nine schools, not just from its own school. What do you see as possible reasons for using this approach? Can you think of any benefits or consequences of having TBTs engage in this broad-based analysis of district-wide data?
5. Wooster City makes use of collaboration and distributed leadership to foster the high academic achievement of students with special needs. Why do you think collaboration and distributed leadership are so important in work that addresses the needs of students with disabilities?

Brevard Public Schools, Florida

1. Unlike other ***Moving Your Numbers*** districts, the Brevard Public School (BPS) system calls its special education program, "Exceptional Education." What does that term connote? Does it connote something different from the term "Special Education," or the term "Special Needs Education?" Does it matter what we call "students with disabilities?" Is "students on IEPs" preferable to "exceptional children?" Why? Which of the terms used by the districts in the book (and by other districts across the United States) seem to be the most inclusionary? What connotations of certain terms make those terms more inclusionary than other terms?
2. On page 43 in the upper right hand corner, you will see demographic data from the Brevard Public Schools, and on page 46 you will see disaggregated achievement data. How do these data compare and contrast with data from the other districts? Considering the characteristics of the students that BPS serves, what do you think are some of the special challenges that Brevard faces in promoting school improvement? What do you think are some of the assets it can draw on for promoting school improvement?

3. Along with some of the other districts showcased in ***MYN***, Brevard pays special attention to early identification of students in need of academic support and enrichment. What do you see as the benefits of this approach? What are its drawbacks?

4. Brevard is using assessments and assessment data (see pp. 46-48) in combination with focused interventions (RtI) as a strategy for creating a more inclusive educational environment for students. What do you think of this strategy? Are there other strategies for creating an inclusive educational environment that would work as well or better than using assessment data and RtI?

Gwinnett County Public Schools, Georgia

1. How might Gwinnett's district-wide practice of limiting each school's goals to three benefit students, especially students with special needs?

2. What do you think of Gwinnett's commitment to "consistent integration of reading, writing, and mathematics" into all areas of study (p. 61)? What might be some challenges associated with implementing this approach?

3. Please read about the seven elements of universally designed assessment and some sample assessments at the URL provided in footnote 3 on page 60 (http://www.cehd.umn.edu/nceo/topicareas/UnivDesign/UnivDesignFAQ.htm). How would you integrate this approach to assessment in your own classroom?

4. On page 64 in the insert called *Advice from Gwinnett County Public Schools*, one piece of advice is, "integrate curriculum, instruction, and assessment in real ways." What do you think is meant by "real" in this context? What might be some ways to accomplish "real integration" of curriculum, instruction, and assessment" in your own classroom?

5. Brief descriptions of Gwinnett County's Quality Plus Teaching Strategies can be found at the following website: http://www.broadprize.org/asset/1541-instruction%20unit%20document%201.pdf. How well do these strategies align with the instructional methods that your teacher preparation program is helping you learn how to use? Why might there be an incomplete or imperfect alignment between these strategies and those you are learning about in your teacher preparation program?

Activities

Activities Based on Reading of the Case Studies

Co-Teaching Activity

Description: The Gwinnett County Public School system uses a number of methods to provide engaging instruction that works in an inclusive classroom (p. 57). Co-teaching is one of these. Co-teaching is a technique for delivering instruction that emphasizes collaboration among teachers and other professionals who work together to meet the varying needs of one or more students. According to Bauwens, Hourcade, and Friend (1989), "in cooperative teaching both general and special education teachers are simultaneously present in the general classroom, maintaining joint responsibilities for specified education instruction that is to occur within that setting" (p. 18). In the activity that follows, students in pairs or small groups will investigate different types of co-teaching models, using online resources, and will share the benefits and difficulties associated with those techniques. If time allows, a discussion on which types of classrooms might benefit more or less from certain co-teaching methods could help students develop reflective attitudes regarding their future practice.

Objectives: (1) the teacher candidate will learn about co-teaching methods and the relative strengths and challenges associated with each of five co-teaching techniques; (2) the teacher candidate will collaborate and share information with other teacher candidates; (3) the teacher candidate will reflect upon his or her own teaching style.

Instructions for Faculty: Friend and Cook (1996) described five models that allow for different types of co-teaching: **(a) lead and support, (b) station teaching, (c) parallel teaching, (d) alternative teaching, and (e) team teaching**.

Descriptions of these techniques, and practical guidance for using them, is provided by a University of Kansas resource called Special Connections:

This links directly to descriptions of types of co-teaching: http://www.specialconnections.ku.edu/?q=collaboration/cooperative_teaching/teacher_tools/types_of_co_teaching

This links to a discussion of co-teaching as a whole: http://www.specialconnections.ku.edu/~kucrl/cgi-bin/drupal/?q=collaboration/cooperative_teaching

You may want to preview the Teaching Tools page the candidates will use to inform their investigation of each teaching method to determine sites you prefer (and then add those sites/links to the handout to guide the students): http://www.specialconnections.ku.edu/~kucrl/cgi-bin/drupal/?q=collaboration/cooperative_teaching/teacher_tools

NOTE: Other sites that can be used with this activity can be found at the following web addresses:

http://learningdisabilities.about.com/od/publicschoolprograms/p/collaboration.htm

http://www.k8accesscenter.org/documents/AllHandouts_000.pdf

http://www.uft.org/teaching/integrated-co-teaching-collaborative-team-teaching-ctt

http://www.magonline.org/CoTeachingInTheClassroomREVMAGPresentation.pdf

http://www.asdk12.org/depts/hr/employment/student_teaching/PDF/The_Power_of_2.pdf

(Estimated Time for Activity: 50 minutes)

1. Visit the above sites to find information about each of the five types of co-teaching. Perhaps include quotes from each site in five handouts, one for each group (e.g., a one paragraph description plus a link to the site).
2. At the start of class, divide students into groups, so that each co-teaching method is covered.
3. Instruct student groups to visit the above websites to learn more about their chosen or assigned co-teaching method and to record important information about the co-teaching method to share with the class as a whole. Important information to gather may include: age group, class size and ability level for which the method is deemed most appropriate, degree of co-planning necessary to implement the method, and strengths and weaknesses of each technique. (15 minutes)
4. Convene the whole class for a short discussion. First, talk about what co-teaching is in a general sense, perhaps reviewing material from the KSU link where co-teaching is defined and explained in a general sense. Next, ask a representative from each group to spend about 3 minutes discussing information about the co-teaching method that the group investigated. (20 minutes)
5. Use the final 15 minutes for a broader discussion, addressing the following questions and other salient issues that arise:
   - What are some of the pros and cons of co-teaching?
   - Which co-teaching method did you like best? Why?
   - What kind of school arrangements might support the use of co-teaching?
   - What kinds of school arrangements might make it difficult?
   - Would you enjoy using co-teaching in your own classroom? Why or why not?

Instructions for Teacher Candidates:

1. At the start of class your instructor will divide the class into groups. Each group will study one of five co-teaching techniques.
2. Your group will visit a few links at a University of Kansas website, one which links directly to tools for helping you learn about the types of co-teaching: http://www.specialconnections.ku.edu/~kucrl/cgi-bin/drupal/?q=collaboration/cooperative_teaching/teacher_tools, and one that links to a discussion of co-teaching as a whole: http://www.specialconnections.ku.edu/~kucrl/cgi-bin/drupal/?q=collaboration/cooperative_teaching. At these sites, your group will learn more about the chosen or assigned co-teaching method, and will record important information about each co-teaching method to share with the class as a whole. Important information to gather may include: age group, class size and ability level for which the method is deemed most appropriate, degree of co-planning necessary to implement the method, and strengths and weaknesses of each technique. Be sure to also look over the link that discusses co-teaching as a whole, and be ready to discuss it with the class. (15 minutes)
3. As part of a full-class discussion, a representative from each group will spend about 3 minutes discussing the co-teaching method that the group investigated. (20 minutes)
4. The last 15 minutes will be spent in discussion, addressing prompts suggested by your instructor, and/or exploring salient issues introduced by group members and fellow classmates.

References:

Bauwens, J., Hourcade, J. J., & Friend, M. (1989). Cooperative teaching: A model for general and special education integration. *Remedial and Special Education, 10*(2), 17-22.

Friend, M. & Cook, L. (1996). *Interactions: Collaboration skills for school professionals.* White Plains, NY: Longman.

Scoring Rubric (for assessing individual candidates):			
	Excellent	**Proficient**	**Developing**
Small Group Activity	(1) Engages seriously with the information provided and with other group members during activity; (2) helps group compile a list of 7 or more points to share with class; (3) reads the link about co-teaching and develops a list of 1 to 3 talking points for later discussion	(1) Engages somewhat with the information and group members; (2) helps the group compile a list of 5 to 7 items about the co-teaching method to share with the class; (3) reads the link about co-teaching in preparation for discussion	(1) Engages only a little or not at all with group members, seems disengaged from the information gathering process; (2) helps the group compile a list of 4 or fewer items to share with the class; (3) does not appear to have prepared for a discussion about co-teaching
Discussion	(1) Demonstrates understanding of the information when presenting to the class; (2) shows self-awareness and thoughtfulness when participating in class discussion	(1) Demonstrates some understanding of the information about co-teaching during presentation; (2) Engages thoughtfully, if tentatively, in class discussion	(1) Does not seem to have a clear understanding of co-teaching or the specific co-teaching method the group studied; (2) Shows little interest in class discussion about co-teaching

RtI Activity

Description: In ***MYN***, the case study of the Brevard Public Schools (pp. 43-53) discusses the district's application of Response to Intervention (RtI) as a strategy for monitoring student progress and providing intervention whenever a student seems to be struggling (p. 47). But what is RtI? How can it be used? What is its major purpose?

According to the National Center on Response to Intervention, RtI is an improvement process that…

…integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RtI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. (2010, p. 2)

With RtI, a teacher or Teacher-Based Team (TBT) uses relevant academic and behavioral assessments to gain insights into the nature of the learning needs of a struggling student. Then, based on these insights, the teacher (or team) selects the instructional techniques and arrangements that seem most likely to help the student. (Many of these techniques and arrangements are discussed in the handout.) After the teacher has used one of these techniques or some combination of several of them with the student, he or she (or the TBT) again assesses the student's performance. If the student still has not made adequate progress, the teacher uses additional formal and informal assessments to determine if different techniques or arrangements might be more effective. Only after the teacher (or team) has systematically deployed and then evaluated a number of possible instructional practices, might he or she seek more intensive interventions for the student—interventions requiring a special-education assessment, the development of an Individualized Education Plan (IEP), and the services of an intervention specialist.

RtI is adopted in different ways in schools and districts nationwide, and detailed explanations are available from many sources. For quick reference, the essential steps in the process are outlined in the 13-page document, *Essential Components of RtI – A Closer Look at Response to Intervention*:

(http://www.cldinternational.org/Articles/rtiessentialcomponents.pdf).

Additional information can be found on the website of the National Center on Response to Intervention--NCRTI (http://www.rti4success.org/).

IMPORTANT NOTE: Should the sites above become inaccessible, similar information can be found by exploring American Institutes for Research links to the work of the NCRTI: http://www.air.org/focus-area/education/index.cfm?fa=viewContent&content_id=378&id=1 .

Grounded in background information from reputable sources, this activity introduces teacher candidates to the RtI process and its uses. It also gives students a chance to explore in a concrete way how they might employ RtI in their own classrooms or collaboratively with colleagues on a Teacher-Based Team. Candidates will, over one or two class periods, learn about RtI, and then, as a class, discuss how RtI could be used to help individuals and Teacher-based Teams provide support to students.

Objectives: (1) teacher candidates will become knowledgeable about the fundamental elements of Response to Intervention; (2) teacher candidates will gain skill and confidence with adopting, adapting, and developing evidence-based practices; and (3) teacher candidates will become acquainted with the notion of the balance of autonomy and accountability that is an integral foundation for professional work.

Instructions for Faculty

(Estimated time for activity: 1 or 2 class periods)

1. Print the above description (or a modified or different description) of RtI and the links to the National Center on Response to Intervention to distribute to each member of your class.
2. Instruct students to read the handout. (5 Minutes)
3. Lead the class in a discussion about the purpose and structure of RtI, asking questions such as, "Why might teachers use the RtI approach to assessment and intervention?" Why do you think RtI asks teachers to make several attempts at modifying assessment and/or instruction before moving ahead with a referral for possible placement in a special education program?" "How might you use RtI in your own classroom?" "Does using RtI seem like a daunting task?" "How might work in a Teacher-Based Team make the use of RtI easier for you as an individual teacher?" and any other questions you see as relevant or that surface in the course of discussion. (10-15 minutes for a one-class-period activity or 30 to 40 minutes for a two-class-period activity.)
4. Ask pairs of students to read more about RtI, either from materials printed out from the websites listed above, from other written materials, or by exploring useful websites. The aim of their reading should be to identify ideas for implementing RtI. (For an activity that lasts for one class period only, give candidates 10-15 minutes for reading and surfacing information about RtI. For an activity that lasts for two class periods, ask pairs of candidates to spend at least 30 minutes reading about RtI.)
5. Convene all of the candidates for a discussion in which the candidates share ideas as a whole class and discuss the core elements of the RtI process as well as their views about the framework as a whole. (10-15 minutes for a one-class-period activity or 30 minutes for a two-class-period activity.)

Instructions for Teacher Candidates:

1. Read the handout about RtI and consider the following question: how might I integrate such a framework into my own practice one day?
2. Participate in a discussion about the purpose and structure of RtI. Does it seem like a plausible framework? What can it help you accomplish? Why go through the RtI process before referring a struggling student for special education evaluation and possible placement?
3. Learn more about RtI by reading materials distributed by your instructor or visiting websites to which your instructor directs you.
4. Participate in a whole-class discussion of the elements of RtI.

Scoring Rubric:

	Accomplished	Proficient	Developing
Comprehension	Candidate understands the tenets of RtI, its uses, and can explain it to others with ease.	Candidate understands the reasons for and some of the uses of RtI.	Candidate struggles to understand the reasons to use RtI, or what RtI entails.
Participation	Candidate participates thoughtfully and respectfully, introducing new topics, ideas, or insights.	Candidate participates thoughtfully and respectfully.	Participation is limited or non-existent.

UDL Activity

Description: Like RtI, Universal Design for Learning (UDL) is a flexible framework for addressing diverse learner needs while maintaining high educational expectations. A fundamental premise of UDL is that teachers should take responsibility for providing effective instruction to all students by encouraging many modes of engagement, presenting material using various representations, and allowing for a variety of responses (e.g., written responses, oral responses, pictorial responses).

Support for UDL comes from research that addresses the question, "what are the individual differences that an adequate pedagogy must address?" (National Center on Universal Design for Learning, 2010, http://www.udlcenter.org/aboutudl/udlguidelines/research).

Perhaps the most important practical advice that UDL puts forward rests on the concept of "options." By providing options, teachers give all students in their classrooms access to a range of possibilities for learning. Among the UDL guidelines are the following:

(1) provide options for perception,

(2) provide options for language and symbols,

(3) provide options for comprehension,

(4) provide options for physical action,

(5) provide options for expressive skills and fluency,

(6) provide options for executive functions,

(7) provide options for recruiting interest,

(8) provide options for sustaining effort and persistence, and

(9) provide options for self-regulations.

To learn more about how these guidelines are organized, the "checkpoints" specifying what each guideline entails, and the research supporting each guideline and checkpoint, a visit to the following website can be highly instructive: http://www.udlcenter.org/aboutudl/udlguidelines/research.

For information about how to use UDL in providing standards-based instruction, educators might want to consult the list of relevant publications compiled and published by the National Center on Accessing the General Curriculum (NCAC): http://www.cast.org/publications/ncac/index.html.

One key feature of UDL is its emphasis on students' active engagement in the learning process. Active engagement is important because it helps to promote task completion, skill attainment, and higher test scores.

The activity described below will take two class periods, and involves development of original lesson plans that include one activity and addresses at least 3 of the 9 UDL domains for providing options. (See the list above.) This activity will give candidates a chance to apply principles of UDL in a concrete way, while at the same time practicing skills needed for effective lesson planning. Whether or not the lesson plan conforms to a pre-prepared template depends, of course, on professor preference and the class's level of familiarity with the steps involved in lesson planning.

Objectives: (1) the teacher candidate will become knowledgeable about how to use Universal Design for Learning to address all students' needs; (2) the teacher candidate will increase his or her lesson planning skills; and (3) the teacher candidate will practice self-reflection by documenting his or her experiences with the process of creating a lesson plan that addresses UDL guidelines.

Instructions for Faculty:

(Estimated time for activity: 2 class periods)

Class Period 1

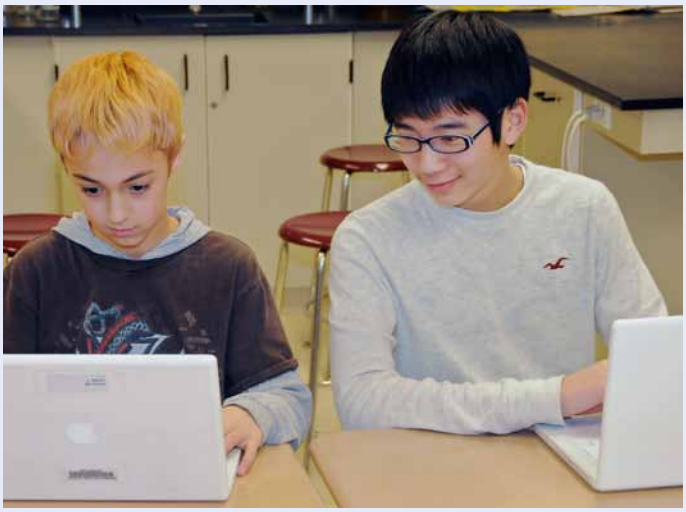
1. Make the above description of UDL and the resource links into a handout to share with students. You may also wish the share the rubric for this activity.
2. Develop a handout that explains the steps of the activity as listed below, in the *Instructions for Teacher Candidates* section, with whatever changes or modifications you deem appropriate.
3. After a brief overview of the handouts and the assignment, organize students into groups of two or three to learn more

about UDL. They might want to read about UDL at the following website: http://www.udlcenter.org or watch a You Tube video at the following website: http://www.youtube.com/watch?v=pGLTJw0GSxk. Alternately, you might want to provide a short mini-lecture about UDL to the class as a whole. (15-20 minutes)

4. After they have listened to your mini-lecture about UDL, read about it, viewed a short video about it, and/or looked at some examples of UDL lessons, ask candidates to convene as a class to discuss their impressions of this approach, illustrations of it, and their reactions to it. (10-15 minutes)
5. Ask students to spend the rest of the class period working independently to conceptualize and develop an outline for their own UDL lesson plans. NOTE: The lesson plan should be appropriate to each candidate's grade level and discipline, should address at least one state standard, should be clearly organized and written, should include at least one activity, and should use at least 3 of the 9 UDL guidelines for providing options. (10-20 minutes)
6. Instruct candidates to take a few hours between the end of the class period and the next class period to complete a draft of their lesson plans to present to the whole class. The lesson plan does not need to be a final, finished product. Rather, as the candidate develops the plan, he or she should keep a short (one-page) record of challenges, insights, and frustrations that he or she encountered during the process of developing the lesson plan. Both the Lesson Plan and the candidate's record of planning process will be turned in during the next class period. During the next class period, not only will candidates share their UDL plans and activity ideas, but they will discuss their own process in lesson plan development as well as the pros and cons of the UDL framework.

Class Period 2

1. Organize student desks or tables in a circle, so that all candidates are facing one another.
2. At the beginning of the class period, ask each candidate to describe his or her UDL lesson plan and lesson activity in a very brief (e.g., one-minute) statement. (20 minutes)
3. Then ask the candidates to share their insights about UDL and perhaps also about lesson planning for inclusion, in general. Ask them to focus on what worked for them, what they found most difficult and most rewarding, what they think UDL can do to influence classroom processes and academic outcomes, and how they might use UDL when collaborating with other educators to plan curricula or develop assessments. Also ask students to discuss the "highs" and the "lows" of their experience planning the UDL lesson. What was the most frustrating part of the planning process? What was the most exhilarating part of the planning process? What personal strengths and weaknesses did they observe as they engaged in lesson planning? How can they build on their strengths and address their weaknesses? What role does self-reflection play in lesson planning? (40 minutes)
4. Collect the students' lesson plans and their reflections on the lesson planning process to grade and return at a later date.



Instructions for Teacher Candidates:

Class Period 1

1. Review the handouts about Universal Design for Learning (UDL). Read the handouts and description of the activity.
2. After a brief overview of the handouts and the assignment with the professor, either listen to the mini-lecture that the professor provides or work in groups of two or three to explore resources describing and illustrating UDL. (15-20 minutes)
3. After learning more about UDL and examining examples, meet with the whole class to discuss UDL. (10-15 minutes)
4. Use the rest of the class period to conceive and organize an outline for your own UDL lesson plan. The lesson plan should be appropriate to your grade level and discipline, include a description and learning objectives section, and address at least one state standard. It should be clearly organized and written, include at least one activity, and use at least 3 of the 9 UDL guidelines for providing options. (20 minutes)

5. As homework, complete a draft of your lesson plan to share with the whole class. This lesson plan does not need to be a final, finished product. Rather, think of it as a work in progress that allows you to learn about lesson planning as well as about how UDL can augment lessons in your discipline. As you develop the lesson plan, keep a one-page record of the experience. In this brief "reflective journal" make note of the challenges, insights, and frustrations encountered during the process of planning the lesson. Include thoughts about the use of UDL as well as reflections about your own strengths and weaknesses as a lesson planner. Both the Lesson Plan and your reflections on the planning process will be turned in for a grade. During the next class, you will share your UDL lesson plan and activity ideas, and you will participate in a discussion of the process of lesson planning, in general and the pros and cons of the UDL framework, in particular.

Class Period 2

1. You will provide a very brief (one-minute) description of your UDL lesson plan and lesson activity. (20 minutes)
2. In a whole-group discussion, you will share insights based on the experience of planning a lesson that addresses UDL guidelines. Your professor will use focusing questions to structure the discussion. (40 minutes)
3. At the end of class, you will turn in your reflection document and UDL lesson plan for the professor to grade and return to you.

Scoring Rubric:

	Accomplished (A+ to A-)	Proficient (B+ to B)	Developing (C and below)
Lesson Plan	Lesson plan is appropriate to candidate's grade level and discipline, addresses at least one state standard, is clearly organized and written, includes at least one activity, and uses 3 or more of the 9 UDL guidelines; it describes a learning activity that would be both highly motivating for and productive of high-level learning among the students for whom it is intended.	Lesson plan is appropriate to candidate's grade level and discipline, addresses at least one state standard, is organized and mostly clear in its writing, includes one activity, and uses 3 of the 9 UDL guidelines.	Lesson plan is not appropriate to candidate's grade level and/or discipline, and it fails to include one or more of the required components (i.e., addresses one state standard, address at least 3 UDL principles, and includes at least 1 activity); the writing is unclear or disorganized.
Self-Assessment and reflection on lesson planning process	Candidate reflects thoughtfully on his/her own strengths and weaknesses in lesson plan development, examines relevant challenges and benefits of the UDL framework, and shows evidence of insight into how a teacher's reflective practice can affect student achievement.	Candidate can identify some of his/her own strengths and weaknesses in lesson plan development, can list one challenge and one benefit of the UDL, framework, and shows evidence of awareness of some benefits of reflective practice.	Candidate struggles to identify his/her own strengths and weaknesses in lesson plan development, provides comments about the UDL framework that are cursory and do not reveal understanding of why the framework might be useful, and fails to provide self-reflective commentary that might contribute to his or her improvement as a teacher.
Participation	Participates fully in whole-class discussions, describes lesson plan and activity clearly and concisely, shares numerous reflections about the lesson planning process, articulates clear opinions about UDL based on readings and reflection.	Participates meaningfully in at least one of the class discussions, is open to sharing insights or concerns about lesson planning that incorporates UDL, provides comments that reveal at least tentative understanding of UDL principles and the rationale for using them.	Adds little to whole-group discussion, does not share insights about UDL or the lesson planning process, expresses opinions about UDL that have little connection to the information about UDL presented in the mini-lecture and/or readings.

Activities

Activities Expanding on Content within the Case Studies

Looking at Data over Time: Small Group Project

Description: This activity asks teacher candidates to look at data over time from Gwinnett County Schools, the largest district featured in ***Moving Your Numbers*** (pp. 54-64). It asks them to analyze school performance data at specific sites within the county and to draw some tentative conclusions via small group discussion. This activity also addresses the question, "What do we mean by data?" In broadening their understanding of what counts as data, the activity helps candidates develop comfort with "number crunching," but it also encourages them to be observant and to gather qualitative data in systematic ways. What other kinds of data can teacher candidates gather from a school website? Each school is its own "story." How much of that story can be gleaned from information that is publicly available?

Objectives: (1) teacher candidates will learn to work collaboratively; (2) teacher candidates will increase their comfort with various types of data, both qualitative and quantitative; (3) teacher candidates will think critically about data: the purposes of using data and how data are gathered, used and interpreted; and (4) teacher candidates will understand the idea of "school culture."

Instructions for Faculty:

(Approximate timeline for student completion: 1 Week) Divide students into small groups of three. Let them know they will be spending the class period planning their time and strategy for the completion of the project, which they will complete as a group and present to the whole class at a date and time you deem appropriate. After asking the students to look at the statistics from the ***MYN*** case study of Gwinnett County School District, inform the groups that each will be working as a research team to study a school from that district, with each team member playing an assigned role. One member of the team will be the Quantitative Researcher, one will be the Qualitative Researcher, and one will be the Report Writer.

As a result of the analysis of data from its assigned school, each team will produce a portfolio that includes (1) a technical data report summarizing quantitative data, (2) a set of field notes describing the school and its website, and (3) a synthesis report that tells the "story" of the school for the past 3-8 years (depending on available data). The portfolio should include a cover page and a complete resource list. Each team will also present a 5-10 minute description of its findings. Presentations may make use of PowerPoint or other visual aids, depending on the preference of the class instructor.

Note that, within the small group, each role requires the candidate to be thorough and methodical although in somewhat different ways, and each role requires close collaboration with others in the group. If each member of the team performs adequately, the product will be balanced and informative. If each member excels, the product will reveal insights, the students may come to some surprising conclusions, and the presentation will be engaging for other class members. A team that is not productive will leave one or more sections of the portfolio incomplete and will be unable to deliver a coherent presentation. The rubric at the end of the activity can be used to assess performance.

Instructions for Teacher Candidates:

In this activity you will work with a small team of three members to review and interpret data from one of Gwinnett County's schools. Each member of your team will assume a different role.

RESPONSIBILITIES FOR EACH TEAM MEMBER:

Quantitative Research Responsibilities: This researcher will gather student assessment data from one school from as far back as data are available (five years or more, if possible). Some of this information will be in the ***Moving Your Numbers*** guide, but for older data or more detailed information, you will need to excavate the GCPS website: http://gwinnett.k12.ga.us/

Of particular value are the Accountability Reports and Test Results portions of the site:

Accountability Reports: http://gwinnett.k12.ga.us/gcps-mainweb01.nsf/pages/AccountabilityResources

Test Results:

Elementary: http://gwinnett.k12.ga.us/gcps-mainweb01.nsf/7b206fefc3472ddf85257523004bcb46/825e7ae32c473cc4852576090051b053?OpenDocument&0~QuickLinks

Middle: http://gwinnett.k12.ga.us/gcps-mainweb01.nsf/7b206fefc3472ddf85257523004bcb46/cacb2c0da15148aa8525760f006fa19f?OpenDocument&0~QuickLinks

High: http://gwinnett.k12.ga.us/gcps-mainweb01.nsf/7b206fefc3472ddf85257523004bcb46/8a831ed220539daf852576090051e56b?OpenDocument&0~QuickLinks

Note: Most of the school websites do not provide longitudinal data (that is, test or accountability reports from years prior to 2010-2011). In order to view accountability data from dates earlier than those provided at the above links or the school sites, please visit:

http://www.doe.k12.ga.us/Pages/Home.aspx

On the right hand side of this page are links to School Report Data by District. Look up Gwinnett County, and click the "Search Nearby Schools" button. If your web browser will not let you use this function, use the index-card tab on the district page to see a complete list of Gwinnett County Schools. Note that, at the upper left- hand corner, a green arrow button allows you to look at reports from 2010-2011 and earlier.

The researcher will then compile and print the information to share with team members, making sure to keep a record of all websites or other resources visited in the pursuit of the school data. The quantitative researcher will also study the data in depth so that he or she can explain trends to other group members and, at the end of the project, to the class as a whole.

Qualitative Research Responsibilities: The researcher will go to the school website and explore it systematically. Click every link, and make detailed field notes about the content and functionality of the site both as a whole and department by department. Please pay special attention to Title I information and resources. Compile and print your findings, making sure that you have written them up in a way that will be understandable to your other team members. The qualitative researcher will understand the story of the school from the perspective of its website and be able to describe its most significant characteristics, challenges, and accomplishments to other group members and, at the end of the project, to the class as a whole.

Report Writing Responsibilities: The report writer will take responsibility for planning the written portfolio and class presentation. Even before your team meets as a group, the report writer may want to decide on an outline for the contents of the portfolio and a plan for presenting the team's findings to the class as a whole. To prepare for the work of synthesizing information, the report writer will need to briefly scan both the school's website AND the GCPS site to learn about the school and its performance. When the team meets as a whole, the report writer's job is to take detailed notes about trends in the data, insights about the school, and even surprising or anomalous data. These notes will then help the report writer develop a short (2 to 3 page) document including:

- The data your team considers most important and interesting about your chosen school, including a summary of test scores for as many years as your team can find and what your team concludes from the changes in those scores over time.
- Any important qualitative data that surfaced from the qualitative researcher's review of the website.
- A bulleted list or narrative discussion of school data relating to special education services and the performance of students with disabilities.

This short document will provide a guide to the data as a whole, and it represents the first draft of the school profile that will be submitted as part of the final portfolio. In addition to providing an overview of the findings about the school, the profile should link to the two other major sections of the portfolio:

- The section presenting quantitative findings, and
- The field notes presenting qualitative findings.

The Report Writer should share the first draft with the other team members and solicit their ideas for improvement. Then he or she should finalize the report.

WHOLE TEAM RESPONSIBILITIES:

Each team member is responsible for investigating and reviewing school data, for writing his or her portion of the portfolio, for ensuring that the final portfolio presents information about the school in an organized and coherent fashion, and for delivering a portion of the in-class presentation. In addition, each team member is responsible for ensuring work is distributed fairly across the team as a whole. Collaborative work in teacher teams (i.e., professional learning communities) is an essential part of a teacher's job in today's

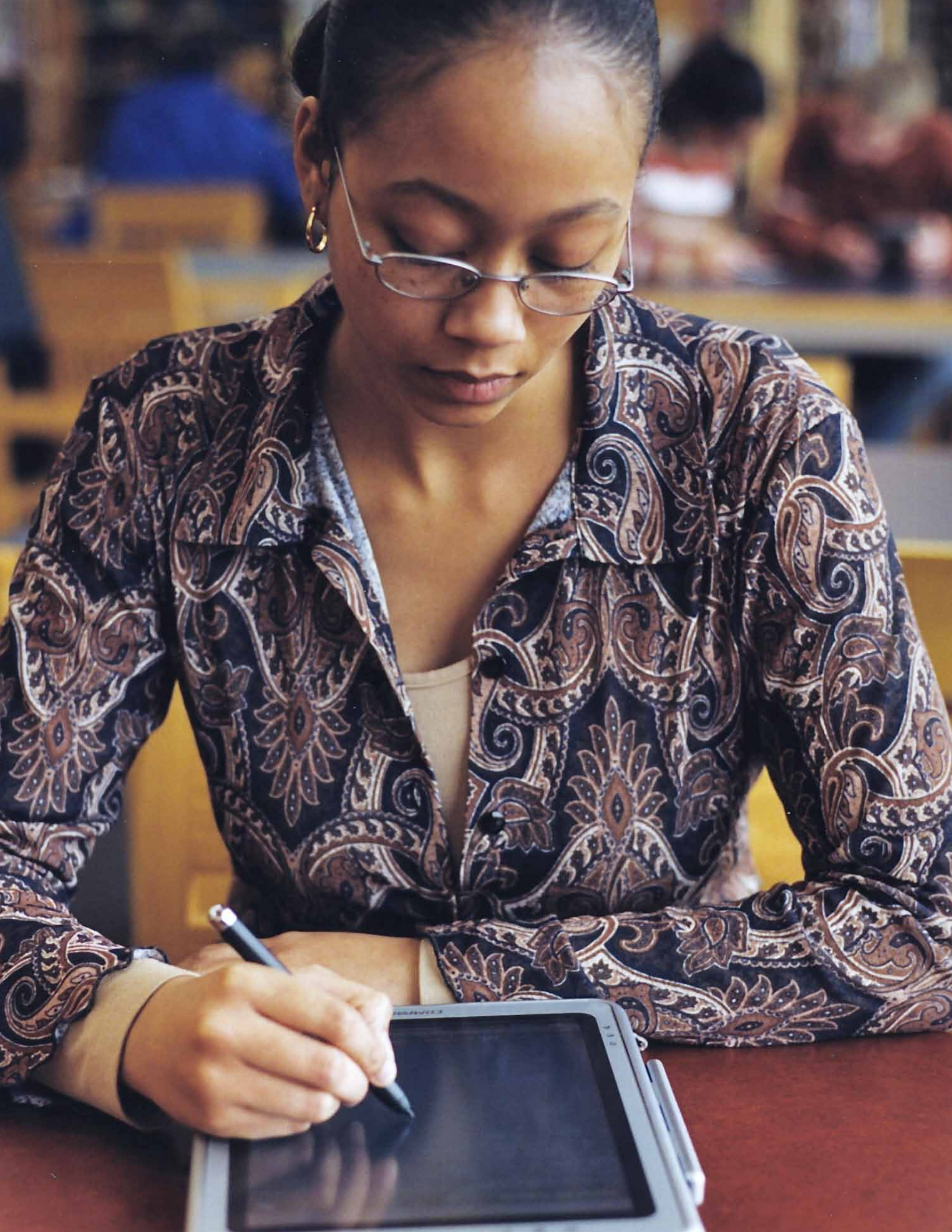
schools. Teacher candidates, therefore, need to learn how to work well in teams—to divide work equitably, to maintain open dialog, and to hold all team members accountable for their parts of the collective work.

SOME ADDITIONAL GUIDELINES:

1. Although this is a complex project, the anticipated time required for the project is 6 or 7 hours per person. Your instructor may give you some class time for work on the project, but at least some of it will need to be completed out of class. Plan for at least two out-of-class meetings for work on the project.
2. You might want to choose roles on the team based on your strengths. For example, a team member who enjoys writing and is good at it might want to choose the role of report writer.
3. Depending on your instructor's preferences, you might be assigned a school or asked to visit the Wikipedia site for Gwinnett County Public Schools and, as a team, choose one school to study. However, team assignments to schools are made, it is best to choose a school with a functional website. The list of sites can be found at the following link: http://gwinnett.k12.ga.us/gcps-mainweb01.nsf/SchoolAlphaView?OpenView&Count=200&0~QuickLinks
4. With the help of your team's report writer, whose role in part entails planning of the project, develop a meeting schedule and a writing schedule. Once the team has a plan for its collaborative work, develop a schedule for completing the work associated with your assigned role.
5. The instructor of the class will serve as a resource person for all groups. If your group encounters problems, consult with the instructor as soon as possible.

Scoring Rubric:

Accomplished (Grade: A+ to A):	Proficient (Grade A- to B):	Developing (B to C):	Insufficient (C- and lower):
An accomplished team will: (1) Analyze quantitative data from 2003-04 onward; (2) Distribute labor equitably and be able to discuss collaborative process; (3) Provide a thorough and insightful report on the school website; (4) Provide a complete, well-organized, and clearly-written portfolio; (5) Produce a well-rounded, insightful, and engaging presentation lasting no more than 10 minutes. An accomplished team will make links between qualitative and quantitative data, and will also maintain a focus on Title I and Special Education Services information in both the portfolio and the presentation.	A proficient team will: (1) Analyze quantitative data from 2004-05 or 2005-06 onward; (2) Distribute labor with some equity and be able to discuss collaborative process; (3) Provide a thorough report on the school website; (4) Provide a complete, well-organized portfolio that strives for clarity and depth; (5) Produce a well-organized presentation lasting no more than 10 minutes. A proficient team will attempt to make links between the qualitative and quantitative data, and will include Title I and Special Education Services information in the portfolio or the presentation.	A developing team will: (1) Analyze quantitative data from 2006-07 or 2007-08 onward; (2) Find equitable distribution of labor a challenge but be open to discussing those challenges; (3) Provide a report on the school website that is incomplete, but attempts to share some insight; (4) Provide a complete portfolio that attempts organization and clarity; (5) Produce a presentation that attempts to focus on all aspects of the project. A developing team will be sincere in its efforts to link qualitative and quantitative data, and willing to discuss challenges faced in the process of completing the project.	A team that is not productive will: (1) Analyze data from 2009 onward; (2) distribute labor inequitably; (3) provide a limited report or no report on the school website; (4) Provide an incomplete portfolio; (5) Produce a presentation that attends neither to time allotted nor to the focus of the project.



Additional Resources

Teacher education faculty members sometimes augment candidates' in-class learning by sharing handouts that provide guidelines for using the instructional strategies discussed in class or described in assigned readings. This guide provides four such handouts: two focusing on co-teaching, one on using short-cycle assessments to identify students with learning needs, and one illustrating various ways to differentiate instruction in reading.

Fundamentals of Co-Teaching

Condensed from Marilyn Friend's Video, "The Power of 2"

What is Co-teaching?

- Purposeful dual lesson-planning
- Designed to make differentiation easier
- Designed for heterogeneous grouping
- For use in a single classroom
- Designed to develop a system of joint accountability
- Active—both co-teachers working simultaneously

What makes up the Co-teaching framework?

1. Shared Beliefs about
    - o Fairness
    - o Differentiation
    - o Democracy
    - o Instructional Delivery
    - o Cooperation
    - o Discipline
2. Prerequisite Attitudes and Knowledge about
    - o Communication
        - ✓ Willingness to compromise
        - ✓ Developing both planned and extemporaneous lesson instruction styles and methods
        - ✓ Commitment to regular planning and discourse
    - o Pedagogy
        - ✓ Designing a classroom conducive to co-teaching
        - ✓ Interacting with each other often and with ease, in the classroom
        - ✓ Modeling the behavior you wish to see from students
        - ✓ Sharing and exploring resources for learning
    - oThe topic at hand
        - ✓ Both teachers develop, over time, shared expertise about Special Education methods and the discipline being taught
        - ✓ Both teachers develop, over time, expertise with differentiated and enriched lesson planning
        - ✓ Both teachers help one another develop multiple forms of assessment and reviews that are active, multi-leveled, and not entirely textbook-centric
3. Collaboration
    - o Formal and informal discourse
    - o The sharing of responsibility for instruction, discipline, and for developing solutions to specific classroom occurrences
    - o Pre-School year meetings
    - o IEP goal meetings
    - o Mid-Year reviews
    - o Enacting lessons based on collaboration and talking about it afterwards with an eye to "what worked and what didn't"
    - o Working to develop a co-teaching style that capitalizes upon your own personalities, and that can turn "hiccups" into opportunities for more engaged instruction (i.e. disagreement can be good—2 heads are better than one)
4. Classroom Practices
5. Administrative Collaboration and Support

5 Part Co-teaching Framework – Classroom Practices

Condensed from Marilyn Friend's Video, "The Power of 2"

• One Teach/One Observe

This method involves one teacher providing full instruction, while the other teacher walks around taking notes about student engagement, interaction, difficulties, discipline problems, etc. This method is good for the beginning of the school year, when developing IEPs and determining the "flavor" of the classroom (i.e.—who works best in a group, who works best when in the spotlight, where there are topic-specific strengths and weaknesses). At the end of a school day in which 1t/1ob has been enacted, sharing a little time for analyzing the data collected can make IEP development easier, and can help teachers guide one another about practices that seemed to work and those that need more finessing. This method also allows a lot of room for encouraging students to stay focused and on-task.

• Station Teaching

This method involves dividing students into "stations," or "one big and one or two small groups." Students rotate from station to station at timed intervals decided by the teachers, and this method can be used to help students develop one big "class product" or several independent products. Sections can interact, or work discretely. This method is excellent for mixed grade level classes. In classes where there are 5 or more extremely disruptive students, this method is not ideal, but very workable if the co-teachers have developed a simple but solid discipline policy ahead of time.

• Parallel Teaching

This method involves 2 equally sized groups of students, each independently instructed by one co-teacher. At timed intervals, the groups may merge for discussion, enrichment, or product-creation, or they may remain discrete for most of the period. This method has the benefits of enabling what the video termed "instructional intensity:" a higher level of engagement and more personalized instruction for students. It also provides students with the benefit of two expert perspectives, an excellent springboard for instruction, as it allows students to discuss among themselves the different materials and perspectives shared, surrounding one single topic. With this method of co-teaching both teachers need to be confident with the content, and timing (parallel lessons end roughly simultaneously) can be an issue. This method is excellent for middle-of-the-year instruction, when the need for strong reinforcement in preparation for testing is a concern.

• Alternative Teaching

This method sees both teachers at the front of the class, teaching a whole group classroom. At chosen points during a class period, one or another of the teachers might take aside small groups to work on remediation, pre-teaching, skill-assessment, or reviews. The classroom should be arranged to allow for this sort of small group "short review" to occur without much disruption. This method is excellent for all grades. The main constraint is that "pulling aside" the same students all the time can create negative feelings from other students—jealousy at extra attention the small group receives that might lead to ostracizing or teasing. Avoid this by ensuring that the small group is also always mixed. Though some students might be "pulled aside" more often than others, it is very helpful to include all the students, over time.

•Teaming

This method also sees both teachers at the front of the class. Teaming is an excellent method for use in high school settings (9-12), where students are more oriented to the abstract and willing to engage in conversations, but can be effective and fun for 7th and 8th grades with modification. This setup, in which both teachers "team up" to deliver instruction, is excellent for two teachers with very different styles. For example, if one teacher prefers more a more visual teaching style, and one, a more verbal "lecture-y" style, then lessons can be designed that capitalize upon those individual pedagogical strengths. This method provides all students with more ways to access the content. And, because it is a more conversational, extemporaneous style of co-teaching, it encourages student interaction and engagement, and lessens "question anxiety." This method makes differentiated instruction seamless, simultaneous with regular instruction. One caveat: both instructors need to be ok with agreeing to disagree in front of classrooms, and instructional intensity can be lessened by the constant give-and-take necessary for two teachers to talk and teach simultaneously. On the other hand, this method easily blends with other styles—equal grouping for activities or inquiries, or any other modification that can be dreamed. This is an excellent co-teaching method for the middle- to end- of the school year, when discipline policies and instructional routines are deeply rooted, almost second nature.


AMERICA THE BEAUTIFUL
UNITED STATES
GOVERNMENT
How Ideas Become Laws
The People
VOTE
The Branches of the Government
Legislative
Executive
Judicial

Using Short-Cycle Assessments to Inform Response to Intervention (RtI)

Definition: The use of short-cycle assessments is a method for evaluating students' performance that links daily and weekly formative assessments with annual summative assessments such as those provided through state testing programs.

Rationale: Research shows that an important way to improve students' learning is to give them frequent, high-quality feedback. A system of assessments that incorporates daily and weekly formative assessments, unit assessments, and quarterly short-cycle assessments can provide such feedback. Furthermore, if the content of the assessments included in the daily, weekly, unit, and quarterly assessments matches the content of the state's standardized tests, then the feedback that these formative assessments provides can help both teachers and students understand the content that they have mastered and the content that they still need to master. Short-cycle assessments also help teachers reach agreement about the levels of student mastery that correspond to various categories of performance on state assessments. In addition to using information from less formal weekly assessments or unit assessments, individual teachers and teacher teams can use data from short-cycle assessments to identify students with particular learning challenges. Once teachers or teams identify students' learning challenges, they can design and deploy the interventions that are most likely to assist each student.

How to Develop Short-Cycle Assessments:

1. By discipline, teams of grade-level teachers meet to assemble a bank of test items keyed to each content standard and objective.
2. Once a team has developed a bank of items, the items are sequenced to align with the annual curriculum map.
3. Teachers then select which items to include in daily, weekly, unit, and quarterly assessments.

Related Procedures:

1. The process of writing and "mapping" short-cycle assessments takes a great deal of work. Therefore, it's important for a school to develop procedures for keeping test content secure. Otherwise teachers will need to go through the test-development process year after year.
2. Keeping track of students' performance on short-cycle assessments is critical. Using a spreadsheet program such as Excel is one approach. Another is to use the school's grade-book program.
3. Although grading daily work may not be a good approach, teachers may want to count weekly, unit, and quarterly assessments toward students' report-card grades.

In-class Reading Supports
Ideas for Differentiated Instruction

General Purpose	Illustrative Activities
Guiding students through a reading passage by using a directed (or guided) reading approach	Provide students with a guide to the content of the reading that helps them anticipate the major ideas presented in the passage and the sequencing of those ideas. Use a response journal to keep them focused on the content.
	Provide students with a guide to the reading that specifies a particular purpose for reading (e.g., finding out particular details, contrasting different characters, looking for evidence of a particular theme).
	Provide students with a guide to the reading that specifies particular study skills (e.g., passages that need to be read more carefully than others, passages that require note-taking, passages that can be skimmed). Modify the text itself using symbols to denote actions required by the reader (e.g., stop sign for passages that need to be read twice).
Using a discussion strategy to gauge (and also reinforce and, in some cases, expand) comprehension.	Ask students to share their responses to a reading passage using questions such as ("How did it make you feel?" "What did it remind you of?" "What was the most important idea?")
	Allow students to interview one another (or the teacher) about the passage, using an interview guide that they develop. This approach is sometimes called, "ReQuest."
	Ask students to think aloud about what they are reading or to talk aloud about how they are developing answers to comprehension questions.
	Using a "think-pair-share" strategy to encourage discussion about a reading passage.
Assigning students to different literature circles or book clubs	Choose books at different reading levels. Assign students to different literature circles based on their preferences (or reading levels). Provide a timeline for completion of the reading.
	Allow students to respond to the literature through small-group discussion and individual writing in a reflective journal.
Involving the class in whole-group reading	Give students an opportunity to read aloud using the choral reading approach.
	Use the slow-reading approach to allow students to gain a deep understanding of a work by examining it in-depth over a relatively extended period of time.
Asking students to participate in sustained silent reading	Allow each student to select a book at his or her own reading level.
	Include comic books or graphic novels in addition to books.
	Permit students with serious reading problems to listen to the book on tape while scanning the text.
	Encourage students to read books more than one time in order to increase comprehension.

Resources for Reading Activities

- Directed Reading
    - o http://www.nea.org/tools/18345.htm
    - o http://classroom.jc-schools.net/read/response.pdf
- Discussion Strategies
    - o http://www.justreadnow.com/strategies/request.htm
    - o http://www.teachervision.fen.com/skill-builder/problem-solving/48546.html
    - o http://www.readingquest.org/strat/tps.html
- Literature Circles
    - o http://www.litcircles.org/
    - o http://www.lauracandler.com/strategies/litcirclemodels.php
    - o http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=P385CC&
- Whole Group Reading
    - o http://www.readwritethink.org/classroom-resources/lesson-plans/video/constructing-understanding-through-choral-1121.html
    - o http://www.sedl.org/cgi-bin/mysql/buildingreading.cgi?l=description&showrecord=7
    - o http://www.ascd.org/publications/educational-leadership/mar10/vol67/num06/The-Case-for-Slow-Reading.aspx
- Sustained Silent Reading
    - o http://www.liberty.k12.mo.us/ms/LMC/SSR/SSR.ppt
    - o http://en.wikipedia.org/wiki/Bone_(comics)
    - o http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/greatgraphicnovelsforteens/gn.cfm
    - o http://www.lausd.k12.ca.us/District_8/options/RereadingtheText.doc

Glossary of Terms

Academic Knowledge and Skills Curriculum (AKS) (p. 56): Gwinnett County, Georgia's curriculum for K-12 students. As the website indicates, teachers developed the curriculum with input from parents and community beginning in 1995. For more information visit http://www.gwinnett.k12.ga.us/aks.nsf/pages/AKSHOME

Accountability designations (p. 8): In the state of Ohio these categorizations of school performance rely on four measures used to assess school effectiveness. The four measures include (1) the Performance Index (PI), (2) Adequate Yearly Progress (AYP), (3) State indicators, and (4) a value-added indicator (see separate entries in the glossary for each of these terms).

Accountability Task Force (p. 18): In Lake Villa School District the Accountability Task Force refers to the team of teachers, principals, central office personnel, community members, parents, and others (established in 2006) who work together to identify a limited number of district goals and a coordinated set of district-wide, central office, and school indicators for improvement and accountability.

ACT Quality Core (p. 13): A set of high school reading, writing, speaking, and listening; language; math; social studies; and science standards that are aligned to the Common Core State Standards. For more information visit http://www.act.org/qualitycore/

Achievement gaps (p. 4): "Achievement gaps occur when one group of students outperforms another group, and the difference in average scores for the two groups is statistically significant." (http://nces.ed.gov/nationsreportcard/studies/gaps/)

Align/alignment (p. 10): The process of connecting curriculum with standards and/or test content. Schools can base alignment on any set of standards or any achievement test. Also see entries for horizontal alignment and vertical alignment.

Assessment trend data (p. 8): The patterns of school performance that become evident over time through examination of multi-year scores from achievement tests and other relevant measures.

Association of School Business Officials (p. 43): An international association with state-level affiliates in the United States that provides programs and services to support the business management of schools and school district. For more information see http://www.asbointl.org

AYP (Adequate Yearly Progress) (p. 7): "A measurement defined by the United States federal No Child Left Behind Act that allows the US Department of Education to determine how every public school and school district is performing academically according to results on standardized tests." (http://en.wikipedia.org/wiki/Adequate_Yearly_Progress

Benchmarks (p. 19): Targets for the attainment of instructional goals at the classroom, school, or district level.

BLT (Building leadership teams) (p. 21): Teams comprised of school administrators, teacher leaders, and other relevant stakeholders who meet regularly to plan and monitor school improvement processes. BLTs differ by school based on site-specific needs.

BPS Continuous Improvement Model (p. 46): Brevard Public Schools' system for planning and implementing continuous improvement processes. Use of the model is one of three indicators of the district's progress.

Brevard's Effective Strategies for Teaching (BEST) (p. 47): Initiated in 2009, BEST is a research-based professional development program. Beginning in 2011, the BEST program will incorporate elements of lesson study and effective use of formative assessment.

Buckeye Association of School Administrators (BASA) (p. 29): Ohio's state-level affiliate of the national professional association whose members are local superintendents of schools. The national organization is the American Association of School Administrators (AASA).

CCSSO (Council of Chief State School Officers): A professional organization whose members include the chief executives of all state education agencies across the United States and its territories.

Central Office Administrative Team (COAT) (p. 20): In Lake Villa school district this team comprised of the superintendent, assistant superintendent, special education director, and business manager meets regularly to district improvement needs and initiative.

CIP (Continuous Improvement Plan) (p. 11): A written document summarizing decisions regarding school or district improvement that result from an on-going process of using data to improve performance.

Collective ownership (p. 18): The perspective of a group of educators who engage in collaborative planning and make a commitment to employ particular instructional practices.

Common Core State Standards (CCSS) (p. 10, p. 13): A set of academic standards developed by the United States Department of Education and adopted on a voluntary basis by a number of state education agencies.

Comprehensive Accountability Plan (p. 18): Shared-accountability plans adopted by the Learning Teams (i.e., the Professional Learning Communities) in Lake Villa School District.

Core academic subjects (p. 17): The academic subjects that federal and state governments determine to be most important for students' eventual adult functioning. Currently, language arts, mathematics, science, and social studies constitute the core academic subjects in most states.

Core values (p. 11): The fundamental beliefs underlying the practices that a school or district adopts in order to promote improved processes and outcomes.

Culture of inquiry (p. 20): An established approach to educational planning and decision-making that combines systematic use of various types of data with the collective adoption and testing of evidence-based instructional practices. The aim of such a culture of inquiry is to foster continuous improvement of educational performance.

Data-driven needs assessment (insert p. 2): The use of one or more measures to identify the needs for educational programs or services. Formal needs assessments can be used to identify the needs of any educational unit (classroom, school, district, intermediate unit, state), but they are most often used at the school or district level.

Data teams (p. 61): Another term for Professional Learning Communities or Teacher-based Teams.

Defined autonomy (p. 56): This phrase is used by Gwinnett Public Schools to explain the roles of principals and school leadership teams in taking responsibility for meeting district expectations.

District Report Card (p. 26): A term used in various states to refer to a document that the state education agency disseminates annually in order to communicate information to stakeholders about district-level performance.

DLT (District Leadership Team) (p. 15): A term used in some states to describe the group of district and school leaders, teachers, and other constituents that meets routinely to plan and monitor district-level improvement efforts.

Double instruction (p. 12): The practice of providing twice the amount of instruction to students in certain crucial academic subjects, such as reading and math. Some schools provide double instruction by enrolling students simultaneously in two courses within the same academic content area (e.g., an Algebra I class and an applied mathematics class).

ED (Economically Disadvantaged) (p. 10, p. 17, p. 62): A category for classifying students whose families' limited financial resources may contribute to learning challenges. Typically, states base operational definitions of ED on federal requirements for student eligibility for subsidized meals (i.e., free and reduced lunch).

Efficacy (p. 23): The degree to which an educator believes his or her professional practices will result in desired educational outcomes. This belief might apply to an individual educator (i.e., individual efficacy) or it may be shared among a group of educators (i.e., collective efficacy).

Elements (p. 60): A program used in Gwinnett County Public Schools that "allows teachers and others to determine on which standards students are successful at the indicator level." The indicator level is the minimum level of acceptable performance.

ELL (English Language Learner) (p. 22): A student in an English-speaking school whose native language is something other than English.

End of course (EOC) exam: (p. 13, p. 60): An approach used in some states in lieu of or in addition to achievement tests to measure the performance of middle- and/or high-school students once they have completed a semester-long or year-long course such as "Algebra I" or "Biology."

ESC (Educational Service Center) (p. 7): The term used in Ohio to refer to "intermediate units"—education agencies that liaise between the state education agency and the local education agency (i.e., district). In many states, intermediate units provide technical assistance to local districts or offer programs that are too costly for individual districts to provide, but that become affordable when they are offered as shared services.

Exceptional Student Education (ESE) (p. 43): A term used in Florida to refer to programs for the education of students with disabilities.

Extrinsic motivation: The desire to engage work and complete tasks in anticipation of an external reward. Contrast with definition of intrinsic motivation.

Fidelity of Implementation (p. 25): The degree to which teachers follow a specified instructional protocol. Educational theorists and researchers are divided over the value of fidelity of implementation in comparison to the value of inventive teaching.

Florida Assessment for Instruction in Reading (FAIR) (p. 47): A Florida-specific assessment given three times per year in elementary schools in the Brevard Public Schools.

Florida Comprehensive Assessment Tests (FCAT) (p. 43): Florida's state-adopted measure of student achievement of the "Sunshine State Standards."

Florida Diagnostic and Learning Resources System (p. 51): A statewide network designed to provide support for exceptional education teachers, general education teachers with ESE (i.e., students with disabilities), parents, and agency personnel.

Florida Kindergarten Readiness Screener (FLKRS) (p. 47): An assessment given in the Brevard Public Schools to determine school readiness.

Formative assessment (p. 10): Teachers' use of on-going, often informal measures to improve the accuracy of decisions about instruction for individual students and groups of students.

GCPS Quality-Plus Teaching Strategies (p. 61): A collection of research-based instructional strategies used by each school in the Gwinnett County Public School district. "These strategies are cross-content strategies that are used to facilitate student engagement and the consistent integration of reading, writing, and mathematics into all content areas."

Horizontal alignment: Refers to the process of aligning curriculum and assessments in response to a given set of standards across departments within a particular grade level.

HQPD (High Quality Professional Development) (p. 10): A term referring to professional development that is focused, sustained, and subject to on-going evaluation.

HQT (Highly Qualified Teacher) (p. 10): A teacher "who is fully certified and/or licensed by the state, holds at least a bachelor's degree from a four-year institution, and demonstrates competence in each core academic subject area…" (http://www.dpi.state.nc.us/nclb/highly/faqs/)

IEP (p. 10): An acronym standing alternately for Individual Education Plan or Individualized Education Program. These plans specify the educational goals and instructional services for a student with disabilities.

Illinois Standards Achievement Tests (ISAT) (p. 19): Illinois' required tests of achievement, assessing reading and mathematics in grades three through eight and science in grades four and seven.

Implementation gap (p. 4): Gap between the instructional strategies adopted by a school or district and the use of those strategies in classrooms.

Indicator (p. 18) (see also Results indicator): Measurements that provide evidence of performance.

Intrinsic motivation (p. 17): The desire to engage work and complete tasks because of the inherent value of the work or tasks. Contrast with definition of extrinsic motivation.

K-12 Literacy Framework (p. 34): A Wooster City School initiative for the improvement of reading and writing through the implementation of district-wide practices and related professional development.

K-12 Literacy Plan (p. 51): One of two district-wide initiatives used in the Brevard Public Schools; it establishes common expectations for literacy among all children in the district's schools.

School Improvement Plan (SIP) (p. 45): A set of strategies, designed to address a limited set of goals, that a school implements in order to build sustained improvement in student academic performance, often aligned with district-level improvement plans.

Secondary Schools of National Prominence (pp. 51-52): An initiative in place in the Brevard Public Schools to identify "strategies for ensuring that every child would be career, workforce of college ready."

Shared responsibility: "A departmental or programmatic orientation to a more collaborative organization where adults at all levels of the education enterprise work together to build each other's capacity around the common goal of supporting the learning of all student groups at significantly higher levels" (p. 4).

Short cycle assessment (p. 8, p. 10): Assessments given at commonly decided intervals (e.g. every four weeks, every nine weeks, and so on) in order to gauge student progress and guide instruction accordingly. In some cases, schools align these assessments with the state's accountability exams.

Silos (p. 43): Refers to the insulation of different units within a school or district. For example, the math department in a school can become a silo if the math teachers never interact with teachers in other departments.

Special education students (p. 5): Refers to students identified as having special instructional needs that call for the creation of an Individualized Education Plans (IEPs). The term is commonly used to refer to the federal categories of exceptionality (e.g., serious emotional disturbance, learning disability) but not to giftedness.

SST (State Support Team) (p. 7): Ohio's coordinated structure for providing technical assistance for the support of school improvement teams at individual schools

State indicators (p. 8): Measurements that provide evidence of a state's educational performance.

Stewardship (p. 56): The practice of managing resources carefully, with sustainability in mind. (See also http://www.merriam-webster.com/dictionary/stewardship.)

Strand area (p. 59): A focused area of learning (such as vocabulary or mathematical operations) that can be woven into the content of various courses across a curriculum.

Strategic Priorities (p. 55): In Gwinnett County Public Schools, a focused set of desired district characteristics developed through consensus among a variety of stakeholders. The ten components addressed in the Strategic Priorities are linked to each school's individual improvement plan.

Subgroup data (p. 35): Data from short- or long-cycle assessments that pertains to the performance of particular subpopulations within a given population group. For example, in a fifth grade classroom, a teacher might want to compare the performance of students on free- and reduced lunch with those who are not in that group. Another term for subgroup data is "disaggregated data."

Suburban (p. 17): According to the National Center for Education Statistics, "suburban areas are categorized as those portions of metropolitan areas that are situated outside central cities." (http://nces.ed.gov/programs/crimeindicators/crimeindicators2009/glossary.asp.) Each district and school has a locale code based on its classification. (See the search engine at http://nces.ed.gov/ccd/districtsearch/ for district searches or http://nces.ed.gov/ccd/schoolsearch/ for school searches.)

SWD (Students with Disabilities) (p. 57): The abbreviation for Gwinnett County Public School's term for the subgroup of students who receive special education services.

TBT (Teacher Based Team) (p. 30): The term used in Ohio to refer to school-level Professional Learning Communities (PLCs).

Trend data (p. 10): Student achievement data that are gathered and assessed over time. These data can demonstrate the performance of an individual student or of a group of students.

Universal Design Principles (p. 60): A set of instructional beliefs and strategies used by Gwinnett County Public Schools to attend to the learning needs of individual students. More information about Universal Design for Learning can be found at http://www.udlcenter.org/aboutudl/udlguidelines.

Urban (p. 56): According to the National Center for Education Statistics, "urbanized areas and urban clusters are densely settled cores of census-defined blocks with adjacent densely settled surrounding areas." (http://NCES.ed.gov/surveys/urbaned/page2.asp.) Each district and school has a locale code based on its classification. (See the search engine at http://nces.ed.gov/ccd/districtsearch/ for district searches or http://nces.ed.gov/ccd/schoolsearch/ for school searches.)

Value added (p. 8): A term borrowed from the field of microeconomics; in the field of education it refers to the practice of measuring teacher or school performance based on student achievement gains over time, usually yearly.

Vertical alignment: Refers to the process of aligning curriculum and assessments in response to a given set of standards within a department across a range of grade levels.

Vertical team (Insert, p. 1; p. 40): A team of teachers that meets to discuss relevant data, curriculum issues, instructional practices, and assessments pertinent to one discipline (or subject area) across multiple grade levels.

Vision (p. 10): A statement orienting a school or district to its desired level of instruction and student performance. It is typically derived through a process of engaging stakeholders and then becomes the focal point guiding school and district improvement efforts.

Waiver day (p. 14): A term used in Ohio to refer to a professional development day for which teachers are paid their regular salary.

Walk-throughs (p. 40): The practice of observing teaching in classrooms based on a rubric or protocol that focuses on a particular set of instructional strategies. This approach can be more or less formal and more or less administrative in purpose.

Annotated Bibliography of Resources Aligned with the Six Key Practices

Several recent books can provide readers of ***Moving Your Numbers*** with information about practices that support and sustain educational reform on behalf of all students, including those with disabilities. The brief reviews below describe these books and then categorize them using keywords to show how the books connect to effective practices–the six key practices that are discussed explicitly in ***Moving Your Numbers*** and other practices that the ***MYN*** districts have incorporated into their reform efforts.

Buffum, A., Mattos, M., & Weber, C. (2012). *Simplifying Response to Intervention: Four essential guiding principles.* Bloomington, IN: Solution Tree Press.

Providing useful recommendations for implementing Response to Intervention, an experienced team of educators focuses on essential practices for making this potentially complicated strategy work effectively. Their recommendations not only reflect up-to-date research, they also respond to the practical concerns of the school personnel with whom they have worked either as teacher colleagues, administrators, or, in more recent years, consultants. The book starts by reminding readers of the true purposes of education and by reiterating a fundamental premise about the nature of learning, namely that learning requires targeted instruction plus sufficient time. Discussion then moves on to the four principles of the authors' simplified version of RtI: collective responsibility, concentrated instruction, convergent assessment, and certain access. As it turns out, this simplified approach to RtI relies on data teams, focused goals, evidence-based instructional methods, and shared accountability—practices that the ***Moving Your Numbers*** districts also draw on in order to provide high quality education to all students. The book's approach to RtI also requires educators to become skilled at differentiating instruction to meet the needs of individual learners as well as to remain committed to differentiating instruction even when the needs of certain learners challenge them to abandon familiar instructional methods in favor of new, more effective alternatives.

Keywords: Response to Intervention, differentiating instruction, data teams, focused goals, shared instructional practices, inquiry and learning, inclusion

Burns, M.K., Riley-Tillman, T.C., & VanDerHeyden, A.M. (2012). *RTI applications: Academic and behavioral interventions* (Vol. 1). New York: The Guilford Press.

With a focus on evidence-based interventions—both for academic and behavioral remediation—this book explores the general characteristics that make such practices effective. In addition, it presents specific lessons and activities that match those characteristics. Notably, the book positions interventions in relationship to three stages of learning: (1) acquisition, (2) fluency building, and (3) generalization and adaptation. Furthermore, it discusses strategies for using targeted interventions (that is, interventions matched to the appropriate stages of learning) with individual students, small groups of students with similar needs, and large groups or whole classes of students. The book also includes a chapter discussing how to implement school-wide behavioral interventions. Although the book includes a number of useful recommendations, it also seems a bit narrow in scope. Perhaps, with the current focus on constructivism, new teachers do need to learn more about instructional approaches that are grounded in behaviorist premises. At the same time, devoting attention to learning as sense-making seems like an approach that all books on pedagogy ought to take. Despite its tendency to favor behaviorist strategies, the book offers a number of useful approaches—both general strategies and specific lessons and activities. Its practicality, in fact, seems to be its greatest contribution.

Keywords: Response to Intervention, shared instructional practices, evidence-based practices

Hehir, T., & Katzman, L.I. (2012). *Effective inclusive schools: Designing successful schoolwide programs.* New York: John Wiley & Sons.

This book reports on a study of three urban and two suburban schools that are known for their inclusive practices. Although each is different from the others, all are notable for their records of high performance. Drawing on practices used at these schools, the authors show how a collaborative culture facilitates sustainable inclusion leading to the improved academic performance of all students. Chapters on leadership and the policy environment make this book particularly useful for candidates in administrator preparation programs. Detailed descriptions of specific practices, such as Response to Intervention also enable candidates in teacher preparation programs to see what various practices look like when they are implemented in actual schools.

Keywords: shared instructional practices, inquiry and learning, inclusion, collaboration, Response to Intervention

Kunkel, S.H. (2012). *Advancing co-teaching practices: Strategies for success.* Cromwell, CT: Cromwell Consulting Services.

This sourcebook provides practical guidance for addressing a variety of potential challenges associated with co-teaching. These challenges relate to communication, arrangement of physical space, classroom management, instructional planning, instructional delivery, and assessment. The book provides an assortment of practical suggestions relating to each challenge. Although readers may find certain features of the book somewhat frustrating—in particular the sketchy overviews at the beginning of each chapter and the patronizing "recipes" for effective co-teaching practice, teacher and administrator candidates should appreciate the tools that the author shares. Especially useful are the chart to help teachers identify their co-teaching stage coupled with strategies for use at each stage.

Keywords: shared instructional practices, inquiry and learning, collaboration, co-teaching

Lassonde, C.A., & Israel, S.E. (2010). *Teacher collaboration for professional learning: Facilitating research, study, and inquiry communities.* San Francisco: Jossey-Bass.

Expanding beyond inquiry practices that are typical for data teams, this book describes and provides guidance for the work of research teams comprised of teachers. It focuses on the professional development benefits of school-based research, including lesson study, action research, and other forms of systematic investigation. The most important contributions of the book are its descriptions of the work of actual teacher research teams and its advice on effective collaboration strategies. This advice will be particularly useful for readers of ***Moving Your Numbers*** because it addresses important concerns of data teams as well as concerns of full-blown teacher research teams. The book, in fact, positions all types of pedagogical inquiry as important strategies through which teachers learn about their students, the effectiveness of various instructional practices, and the usefulness of teacher-generated innovations. By treating teachers as engaged inquirers, the book enables teachers to see how the work of collaborative inquiry supports and expands their professional contribution to their own classrooms, the schools where they work, and the larger education community.

Keywords: inquiry and learning, collaboration, action research

Metcalf, D. (2011). *Succeeding in the inclusive classroom: K-12 lesson plans using Universal Design for Learning.* Thousand Oaks, CA: Sage.

This book provides a collection of lesson plans that incorporate modifications to expand access to instruction to students with a wide range of needs. Although the author groups the lesson plans by student category—a practice that does not fit well with basic tenets of UDL—the plans themselves provide a useful starting point for thinking about how to differentiate instruction for students in different grade levels and with different characteristics.

Keywords: Universal Design for Learning, lesson plans, differentiated instruction

Available *MOVING YOUR NUMBERS* Publications:

- Administrator Preparation Guide: Using Assessment and Accountability to Increase Performance for Students with Disabilities as Part of District-wide Improvement.
- District Self-Assessment Guide for Moving Our Numbers: Using Assessment and Accountability to Increase Performance for Students with Disabilities as Part of District-Wide Improvement.
- Moving Your Numbers: A Synthesis of Lessons Learned from Districts Using Assessment and Accountability to Increase Performance for Students with Disabilities as Part of District-Wide Improvement.
- Moving Your Numbers: Five Districts Share How They Used Assessment and Accountability to Increase Performance for Students with Disabilities as Part of District-Wide Improvement.
- Moving Your Numbers: The Critical Role of Regional Providers in Facilitating School District Capacity to Improve Achievement for Students with Disabilities.
- Moving Your Numbers: The Critical Role of SEAs in Facilitating School District Capacity to Improve Achievement for Students with Disabilities.
- Parent/Family Companion Guide: Using Assessment and Accountability to Increase Performance for Students with Disabilities as Part of District-Wide Improvement.
- **Teacher Preparation Guide: Using Assessment and Accountability to Increase Performance for Students with Disabilities as Part of District-Wide Improvement.**

For More Information on

***Moving Your Numbers*, Contact NCEO or Visit:**

movingyournumbers.org

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