Walking on Mars
Tying Achievement of Students with Significant Disabilities to Teacher Effectiveness

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Kathy Fallin, M.Ed
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At first, we were walking on the moon...
Charlotte-Mecklenburg Schools

Strategic Plan 2014
Teaching Our Way to the Top
Areas of Focus

• Effective Teaching and Leadership
• Performance Management
• Increasing the Graduation Rate
• Teaching and Learning Through Technology
• Environment Stewardship
• Parent and Community Connections
Effective Teaching and Leadership

- Clearly define and measure teacher effectiveness
- Provide access to training that is tailored to student and teacher learning needs
- Provide the resources needed to promote excellence in our classrooms
Performance Management

• Manage employee performance
• Create new measures and evaluations that measure student growth and teacher performance
  – Uses quantitative data to assess teacher expectations and support the Talent Effectiveness Project model
  – Develops a growth model for content subject at tested grade level
Talent Effectiveness Project

• Aims at developing talent across the district
• Includes all teachers and employees
• Utilizes multiple metrics for each employee to ensure continuous improvement
• Takes account of student outcomes in an algorithm to measure teacher effectiveness
Linking Teacher Performance and Student Progress

• CMS is using several metrics to address teacher effectiveness
  – These metrics may be state tests and district assessments

• Student progress on these assessments factor into the formula to measure teacher performance
  – This is one component of the algorithm that calculates teacher performance and growth
All Teachers: All Students

• This initiative includes teachers of students with severe cognitive disabilities

• To address this, CMS created Summative Assessments
  – These assessments cover all subjects and grade levels that are not addressed by state tests
Factors That May Influence Student Outcomes

• Teacher Variables
  – Preparation to adapt academic content for students with Significant Cognitive Disabilities (SCD)
  – Knowledge and use of evidence-based practices
  – Access to resources/ environments needed to teach full content
  – Buy-in
Factors That May Influence Student Outcomes (cont.)

- Some Other Variables
  - Evolving technical quality of assessments
  - Accounting for the heterogeneity of students with SCD
  - Using models from research on how to teach academic content that is grade-aligned to students with SCD
Prerequisite One: Students have communication to “show what they know”
Prerequisite Two:
Teachers plan access to general curriculum
Prerequisite Three: Teachers Trained in Evidence-Based Practice

• Systematic instruction
  – Task analysis or discrete responses
  – Systematic prompting and fading
  – Reinforcement
Prerequisite Three: Teachers Trained in Evidence-Based Practice (cont.)

- Applications to general curriculum content and contexts
  - Academic applications
  - Embedding instruction
  - UDL
- Assistive technology
How to Capture Student Learning

• Methods Used in Research with Students with Moderate/Severe Disabilities
  – Discrete responses
    • Sets of responses
  – Chained responses
    • Steps to participate in read aloud; steps to complete science experiment
  – Permanent products
In response to the Teacher Effectiveness Project

- **Summative assessments** were developed for students with severe cognitive disabilities
  - Performance-based assessment for teachers of students in AA-AAS
  - Task analyses adapted from research
  - Rubrics based on levels of prompting
  - Administration will be 3 times per year
Summative Assessment for Students with SCD

• English Language Arts (ELA)
  – Read-aloud (or student read) passage from grade appropriate literature

• Social Studies (SS)
  – Similar format to ELA; with relevant SS content

• Mathematics
  – Read-aloud story problem and computation

• Science
  – Inquiry-based lesson including demonstrating science concept
Summative Assessments Process

• Pilot year
• Portfolio-based assessment administered by teacher
• Student scores collected using web-based programming and imported directly for analysis
• Different ways to look at growth statistically with repeated measures
Each Component Needs Focus

- Students make adequate progress
- Summative assessment relevant to teaching
- Teacher Effectiveness Project
- Teachers know how to use formative assessment to improve progress
- Teachers know how to teach/adapt general education content for students with SCD

Global competitiveness starts here.
Summative Assessment Sample

10th Grade Social Studies Civics
Lawrence is on a Jury

We have laws to help keep us safe and make us productive citizens. At age 18, one law says a person can vote. Voting means that a person makes a choice and it counts as one vote. We vote for leaders such as the president, governor, senator and judges. These leaders help to make laws and be sure that the laws are followed. A person who
can vote can also be on a jury. A jury is a group of people who decide if someone else has broken a law or not. A jury decides the consequence for breaking the law.

Citizens can vote and be on a jury.
<table>
<thead>
<tr>
<th>Government</th>
<th>Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jury</td>
<td>Consequence</td>
</tr>
<tr>
<td>Group of people who decide consequences.</td>
<td>Group of people who clean up at school.</td>
</tr>
</tbody>
</table>
# Task Analysis

<table>
<thead>
<tr>
<th>Step</th>
<th>Teacher Does</th>
<th>Materials</th>
<th>What Student Will Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gain attention</td>
<td>Show anticipatory set and allow student to interact with materials</td>
<td>Interact with materials</td>
</tr>
<tr>
<td>2</td>
<td>Review vocabulary and symbols</td>
<td>Flashcards with words/ picture symbol/ and -or object of key vocabulary word(s)</td>
<td>Say/repeat/point to word or symbol</td>
</tr>
<tr>
<td>3</td>
<td>Ask for prediction</td>
<td>Picture walk through the book.</td>
<td>Indicates response to prediction</td>
</tr>
<tr>
<td>4</td>
<td>Read title</td>
<td>Text point to title of book/label it as “title”</td>
<td>Point to title</td>
</tr>
<tr>
<td>5</td>
<td>Ask, “How do we get started?”</td>
<td>Present the book upside down and backwards</td>
<td>Opens book to first page of the book</td>
</tr>
<tr>
<td>6</td>
<td>Read text/Text point</td>
<td>Text point along with reading and pauses at end of page</td>
<td>Turns pages when appropriate</td>
</tr>
<tr>
<td>7</td>
<td>Pause for repeated story line</td>
<td>Reads up to repeated story line or half of repeated story line</td>
<td>Anticipates or finishes repeated story line</td>
</tr>
<tr>
<td>8</td>
<td>Pause for finding word or picture</td>
<td>“Can you find one of our vocabulary words on the page?”</td>
<td>Points to picture/ word/ object that teacher says</td>
</tr>
<tr>
<td>9</td>
<td>Opportunity to point to chosen line</td>
<td>Wait for student to respond</td>
<td>Text point to chosen line in book</td>
</tr>
<tr>
<td>10</td>
<td>Ask for comprehension question/review prediction</td>
<td>Grade 10 (See Task Analysis)</td>
<td>Indicates answer to question</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Full / Partial Physical</td>
<td>Full / Partial Physical</td>
<td>Verbal / Visual prompts</td>
<td>Gestural Prompts</td>
</tr>
<tr>
<td>No Intention</td>
<td>With Intention</td>
<td></td>
<td></td>
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<td>No Intention</td>
<td>With Intention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full / Partial Physical</td>
<td>2 Choices,</td>
<td>Verbal / Visual, 2 Choices,</td>
<td>Gestural 2-3 Choices,</td>
</tr>
<tr>
<td>No Intention</td>
<td>Choices dissimilar</td>
<td>Choices dissimilar</td>
<td>Choices similar</td>
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Prompting Hierarchy

- Natural Cue
- Gesture
- Verbal
- Visual/Picture
- Model
- Physical (partial, full)
- Full Physical
Student progress

Teacher performance

Summative Assessments
Just like walking on the moon, when we accomplish this...
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