

## DOMAIN TWO:

### Data Driven Planning, Pillar HLP



## HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

### Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes: Categories of Work

#### Pre-intervention implementation work

- Establish students' present level of performance using various assessments.
- Set ambitious, long-term goals and short-term objectives for student achievement.
- Select appropriate interventions for meeting students' long-term goals.
- Plan for implementation of high-quality instruction with fidelity

#### During intervention implementation work

- Implement high-quality instruction with fidelity.
- Monitor students' progress toward long-term goals to determine effectiveness of instruction or interventions.
- Use progress monitoring data to determine if changes in instruction, intervention, and/or services are needed.
- Use graphs or other displays of data so student progress (or lack thereof) can be easily observed and communicated with key stakeholders, team members, and families.
- Search patiently, systematically, and persistently for "what works" for individual students.

### Collaborate with families to support student learning and secure needed services: Categories of Work

#### Pre-intervention implementation work

**Introduce** – Explicitly define present level of performance, ambitious, appropriate interventions, high quality instruction, and other key terms; explain the impact of bias on assessment.

**Prepare** – Provide student assessment data and ask small groups of candidates to write ambitious learning goals

**Enact** – Given data sets and learning goals, candidates write short-term objectives and select interventions.

**Analyze** – Observe data meetings in a school, debrief on the discussion, decision-making, and culturally inclusive practices observed.

#### During intervention implementation work

**Introduce** – Explicitly explain the importance of implementation with fidelity.

**Prepare** – Provide opportunities to simulate administering progress monitoring assessment tools with small groups of peers; provide feedback on fidelity of implementation.

**Enact** – Given graphs of data sets, ask individual candidates to implement progress monitoring and work with a mentor teacher to determine whether change of intervention is warranted.

**Analyze** – Given transcripts of educators communicating data to key stakeholders, ask candidates to analyze and provide positive and constructive feedback.

#### Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- How is successful implementation of assessment HLPs dependent upon excellence in implementation of the collaboration HLPs?
- Why is HLP 6 considered a pillar HLP?
- Why is persistent, ongoing use of the data-based individualization (DBI) process so critical to serving students receiving special education services?
- What additional information or skills do you need to learn in order to be a contributing member of a team within the data-based decision-making approach?
- What types of accommodations/modifications to instruction can be provided without affecting the implementation fidelity of interventions in current use?