



Data-Driven Planning

HLP Pillars

HLP 6

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

HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.

HLP 5: Interpret and communicate assessment information to collaboratively design and implement educational programs.

HLP 11: Identify and prioritize long- and short-term learning goals.

HLP 12: Systematically design instruction toward a specific learning goal.

Embedded HLPs

Embedded HLPs

HLP 4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Needs

Assessment should be thought of as a process, not an event. To develop a deep understanding of a student's learning needs, educators compile a comprehensive learner profile using a variety of assessment measures and other sources (e.g., information from students, parents, general and special educators, other partners) that are sensitive to intersectional backgrounds, experiences, and needs to (a) analyze and describe students' strengths and needs and (b) analyze the school-based learning environments to determine potential supports and barriers to students' academic progress.

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation, and feedback efforts at their school site.

Teachers Who Effectively Develop a Comprehensive Understanding of Their Students

- Use formal and informal assessments to gather information about students' academic strengths and weaknesses.
- Seek input from students about their preferences, strengths, needs, and long-term goals.
- Seek input from family members for insights into students' interests, motivations, health, language, and background experiences in school and at home.
- Utilize the information gathered from these various sources (school-based assessments, student input, and family input) to develop a comprehensive learner profile and inform IEP-related decisions.

Tips for School Leaders to Support Teachers

- Ensure each educator knows about and has access to appropriate and objective assessments for the student's age and level of cognitive and functional skills.
- Provide instruction about how to interpret data sources of various types and how they collectively produce a comprehensive portrait of students' strengths, needs, and present level of performance.
- Deliver feedback to the educator on their skill in administering and interpreting data from various sources.

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

- Why is it so critical to develop a comprehensive learner profile including information and data from a wide variety of sources to make programmatic and service decisions about a student?
- Is there a certain type of assessment (formal or informal) that you believe to have more value when making educational decisions? Why or why not?
- What are some added benefits to including student voice when developing learner profiles?
- How can leaders ensure teachers understand the strengths and needs of ALL students? What processes can be put in place to help do so?
- Are there any other ways that you can gather additional valuable information about students?

**MORE HLP RESOURCES AT
CEDAR AND CEC**