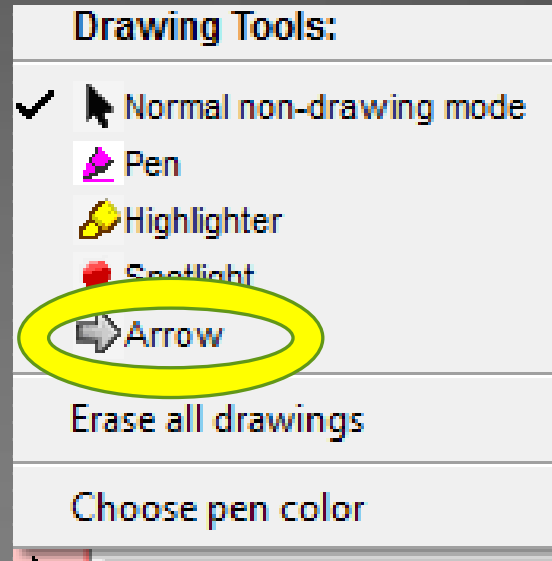


COMPUTER ADAPTED INSTRUCTION AND ASSESSMENT



HOW MANY OF YOU USE COMPUTERS AND/OR SMARTBOARDS IN YOUR TEACHING?

- ▶ Daily
- ▶ Weekly
- ▶ Monthly
- ▶ Never



WHAT OTHER TECHNOLOGY DO YOU USE IN YOUR CLASSROOM?

- ▶ Ipads
- ▶ Clickers
- ▶
- ▶
- ▶
- ▶
- ▶

COMPUTERIZED INSTRUCTION

- ▶ Looking at Computerized Instruction:

- ▶ “No evident to suggest that computer-based mapping was effective for improving learning, without principles of explicit instruction.” (S Cuillo & C Reutebuch, Computer-Based Graphi Organizers for Students with LD:A Systematic Review of Literature, Nov 2013)
- ▶ “Integrating computers in the schoolroom is hard work and is likely to succeed only when the basics are already there. When teachers are well-trained and motivated, and when computer use is embedded in well-designed lesson plans...” (C Kenny, The False Promise of Classroom Technology, Business Week, Nov 2013)

ENGAGING INTERACTIVE INSTRUCTION

AUDIO & VIDEO

Participant#2

PARTICIPANTS

MAIN ROOM (6)

- Participant#2 Moderator
- Participant#3 Moderator
- Participant#4
- Participant#5
- Participant#6
- Participant#7

CHAT - Supervised

- Your chat permission has been enabled. (10:56 AM) -
- Your chat permission has been enabled. (10:56 AM) -
- Participant#7 joined the Main Room. (10:56 AM)

I DO!
E-X-P-A-N-D-E-D Notation

Decimal Place Value Chart

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones	tenths	hundredths	thousandths
						0	3	3	

This number is written in expanded form like this:

$$0.3 + 0.03 = 0.33$$
$$\frac{3}{10} + \frac{3}{100} = 0.33$$

ENGAGING INTERACTIVE INSTRUCTION

The screenshot displays a Blackboard virtual classroom interface. On the left, there is a video feed of a participant labeled "Participant#2". Below the video is a "PARTICIPANTS" list for the "MAIN ROOM (5)", including "Participant#2" (Moderator), "Participant#10", "Participant#11", "Participant#12", and "Participant#9". There are also sections for "Room 1" through "Room 4" and a "CHAT - Supervised" area with a message: "- Your chat permission is off; however, you may send chat messages to moderators. (11:06 AM) -".

The main content area shows a "Welcome to Math" message with a bell icon. It includes a "Fab Five" section with a checkbox: Be present at your computer during ALL of class. To the right, there are two bullet points: "• BELL WORK" and "• Take pre-assessment in Quiz manager".

A "Quiz Manager" window is open in the foreground, showing a quiz titled "Math 6 C" with a "Summary" dropdown. The current question is "1/1 - Solve and check do your best $3x-8=4$ ". The question text is "Solve and check do your best $3x-8=4$ ". There is an empty input field for the answer, and a "No answer" option is visible below it.

ADAPTING COACHING FOR ONLINE INSTRUCTION

Effective Teaching Cycle & Data Summary

Lesson Delivery

Description	Obs.	Not Obs.	Notes
State Lesson Objective			
Opening - Rules posted			
Opening - Attention			
Opening - Review			
Opening - Preview			
Body - Teacher Model (I do)			
Body - Guided Practice (We do)			
Mastery to 80% before moving on to Independent Practice			
Body - Ind. Practice (You do)			
Closing - Review			
Closing - Preview			
Closing - Independent Practice			
Other Elements			
Description	Obs.	Not Obs.	Notes
Cue, Pasue, Signal?			
Lesson objective mastered?			
How measured?			
Materials organized?			
Adaptations needed?			
Adaptations implemented?			

Adapted for Sprick, R., Knight, J., Reinke, W. & McKale, T. (2006) Coaching Classroom Management

DATA TOOLS

STEP 1: Consult with teacher and discuss teaching expectations/focus for observation

STEP 2: During a 10-minute observation period, record simple tally marks for each behavior

Response to Intervention

Benchmark	Reinforcing		Corrective		Total
Ration of interactions (3 min Observation)	Academic	Behavioral	Academic	Behavioral	Ratio
	General:	General:	General:	General:	
	Specific:	Specific:	Specific:	Specific:	Rate
Opportunities to Respond	Group Response		Individual Response		OTRs
emotioncons					
chat					
polling tools					Total:
whiteboard					
mic					
raised hands					Per min:
Corrections	Error	Model	Test	Delayed Test	% Corrected
					(# models&tests/#errors)
Disruptions	Code for Each Occurrence				
Inappropriate use of:	Name	W	M	P	Total Disruptions
W= whiteboard tools					
M= mic use					
P= polling/hands/emoticons					

STEP 3: Transfer data to data summary

Data Summary

Behavior	Red	Yellow	Green	Action Plan
Ratio	< 1:1	1-3:1	> 4:1	
Praise (#/min)	< 1/min	1-3/min	4/min	
OTR's (per 10 min)	0-2/min	3-5/min	6-8/min	
Error Correction*	80%	80-90%	0.90%	
Disruptions	>10	5--10	<5	
Academic Engagement	80%	80-89%	90-100%	
Red= Stop!! (do something different)				
Yellow = Caution (intervention recommended)				
Green = Keep going!!! (Keep doing what you're doing)				

*Percentage based on including all 3 components in each error correction

Adapted for Sprick, R., Knight, J., Reinke, W. & McKale, T. (2006) Coaching Classroom Management

REFLECTIVE CONVERSATIONS

Reflective Coaching Conversations

Teacher Impression: How did your lesson go?

Objective: To what degree did students meet your objective?

Lesson Sequence: Did your lesson go as planned? Why or why not?

Student Behavior: What did you see students doing? How did you know they they were understanding the lesson?

Data: What patterns do you see?

What does this tell you about your teaching?

Transfer: If you could teach this lesson over, what would you dot he same? Different?

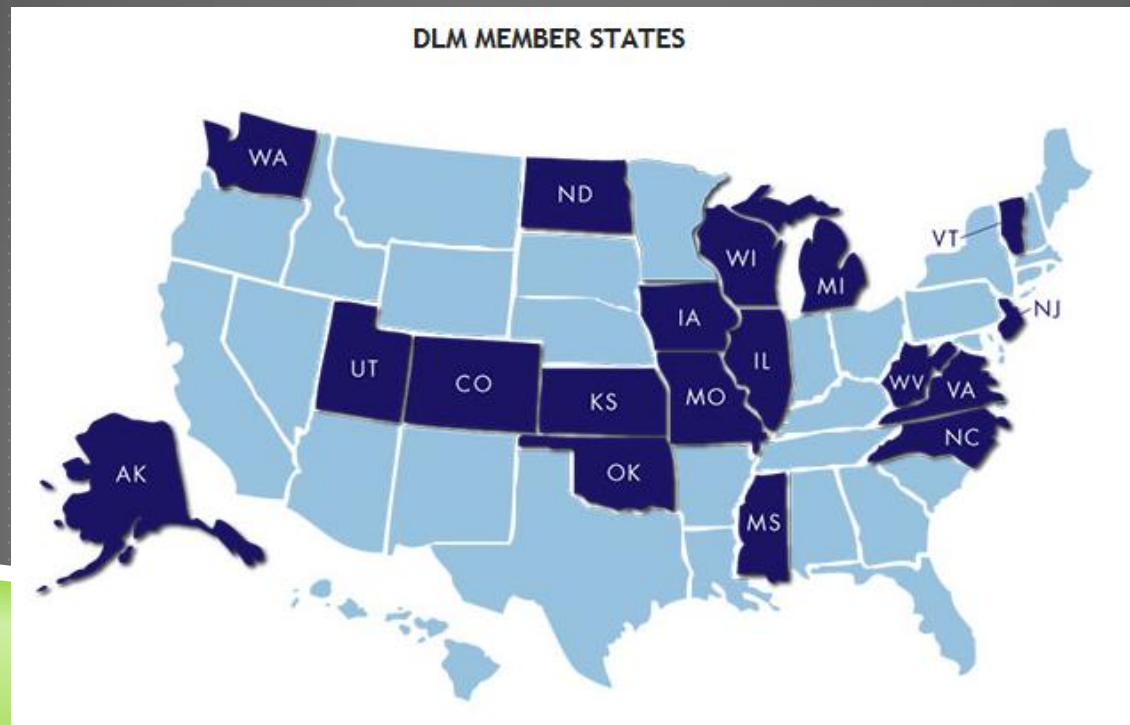
Adapted form Forlini, G., Williams E., & Brinkman A. (2009) Help Teachres Engage Students: Action Tools for Administrators

WHAT IS COMPUTER ADAPTIVE TESTING

- ▶ Computerized adaptive testing (CAT) is a form of computer-based test that adapts to the examinee's ability level.

CAT ARE NOW BEING USED FOR ALTERNATIVE END OF YEAR ASSESSMENTS FOR STUDENTS WITH SIGNIFICANT DISABILITIES

- ▶ Ex: Dynamic Learning Map (DLM)



ABOUT DLM

- ▶ A learning map is a network of sequenced learning targets. Often, we think of learning as one skill building on another single skill. A dynamic learning map, by comparison, shows a learning landscape in which multiple skills are related to many other skills. Dynamic learning maps not only show the relationships between skills but also show multiple learning pathways. Instead of assuming that all children learn a skill in the same way, allowing for multiple pathways recognizes that there are alternate ways to learn the same skill <http://dynamiclearningmaps.org/>

HOW CAN YOU PREPARE STUDENTS FOR COMPUTER ADAPTIVE TESTING

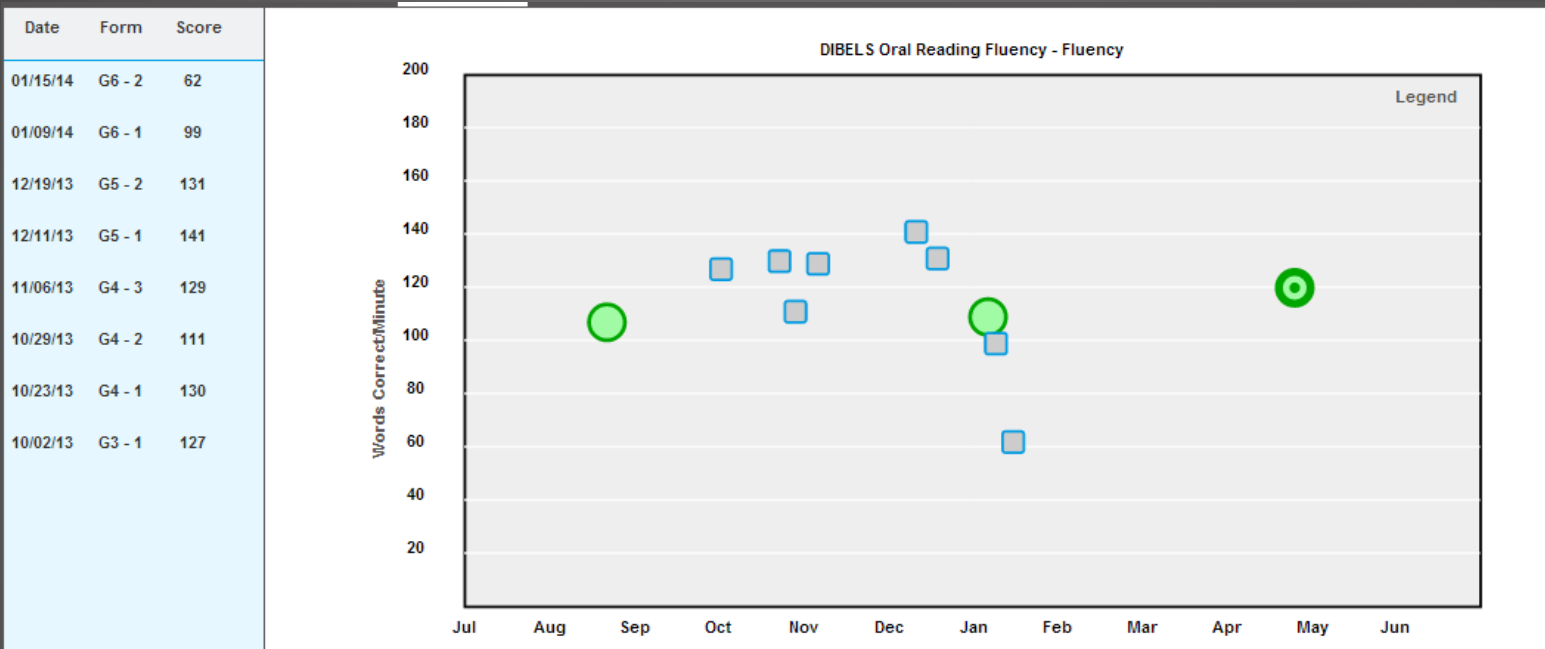
- ▶ PRACTICE, PRACTICE, PRACTICE
- ▶ Get familiar using a computer
 - ▶ Keyboard
 - ▶ Mouse
 - ▶ Online calculator
- ▶ Get used to hearing a computer generated voice

USING COMPUTER TESTING (NOT NECESSARILY ADAPTIVE) DATA TO DRIVE YOUR INSTRUCTION



UTILIZING DATA TO DRIVE INSTRUCTION

- ▶ We collect data on reading fluency virtually using DIBELS



UTILIZING DATA TO DRIVE INSTRUCTION

- ▶ We collect data in class using teacher created assessments. This information was gathered using a Goggle survey that students complete for independent practice

Time_Mixed Clock Times (ESY data)											
12/17/2013	6:15	10:55	9:00	7:10	7:23	4:02	9:57	w	trial 9	trial 10	% correct
	+	-	+	+	+	+	na	+			85%
	+	+	+	+	+	+	na	-			85%
	+	+	+	+	+	+	na	-			85%
	+	+	+	+	+	-	na	+			85%
Time_Mixed Clock Times (ESY data)											
1/14/2014	6:15	10:55	9:00	7:10	7:23	4:02	9:57	w	trial 9	trial 10	% correct
	+	+	+	+	+	+	na	+			100%
	+	+	+	+	+	+	na	+			100%
	+	+	+	+	+	+	na	-			85%
	+	-	+	+	+	+	na	+			85%

UTILIZING DATA TO DRIVE INSTRUCTION

- ▶ We collect data on English Language Arts and Math using a Common Interim Assessment. This is administered every 5 weeks and collects data on progress towards meeting state standards. There are many types of computer programs available. My current school uses Study Island.

Benchmark Results

Question	Correct	Incorrect	Score	Reporting Category
1	2	29	6.5%	Reading Standards for Literature
2	11	20	35.5%	Reading Standards for Literature
3	8	23	25.8%	Reading Standards for Literature
4	8	23	25.8%	Reading Standards for Literature
5	16	15	51.6%	Reading Standards for Literature
6	20	11	64.5%	Reading Standards for Literature
7	7	24	22.6%	Reading Standards for Literature
8	16	15	51.6%	Reading Standards for Literature
9	10	21	32.3%	Reading Standards for Literature
10	13	18	41.9%	Reading Standards for Literature
11	12	19	38.7%	Reading Standards for Informational Text
12	21	10	67.7%	Reading Standards for Informational Text

PLC- PROFESSIONAL LEARNING COMMUNITIES TO ANALYZE DATA

- ▶ We meet with our department teams once weekly in PLC meetings. Teams may vary from school to school, at our school we meet by subject, you could also meet by grade level. Each member brings their completed data analyses sheet. This information is used to guide instruction. Teachers look for patterns and trends and strength and weaknesses so they can adjust their instruction accordingly. **DATA DRIVES INSTRUCTION**

What are the grade level standards that our students scored 60% or higher?

L.11-12.4(66.7%) Close-RI.11-12.2,8&9 (58%)

What are my biggest priorities going forward (which standards)?

L.11-12.4a; L.11-12.2b; RL.11-12.3; R.11-12.4; RL.11-12.6; W.11-12.5

Look at bombed questions—did students all choose the same wrong answer? Why or why not?

No, incorrect answers were spread throughout the distractors, no trends appeared on any of the bombed questions.

Did they make sufficient progress on IEP goals?

Undetermined, Students IEP goals are currently spread throughout the standards as well as other areas. IEP goals are scored poorly overall and their 2-3 lowest areas were identified.

What additional support will be provided to those students not making sufficient progress?

An emphasis will be made on test taking skills used to the wide variation in time use to take the test. In addition, continue to monitor the percentage obtained.

Standard Analysis per grade level List three review and three new standards that warrant more time for small group instruction.	% Class Correct	Instructional Plan: What techniques will you use to address these standards? Does this standard warrant its own additional support.
L.9-10.4a	33.3	Teach/Reteach lesson on Context clues. Emphasis on practice and repetition.Reinforce use of Study Island lessons and practice. Emphasis on Context clues lesson (SI Pathway ELA 9/10 4k)

Students not making sufficient progress on IEP goals will be given more	What do they need the most help with?	Instructional Plan: When/how will they get tutored, supported, and addressed?
	Reading Literature, Language	Reading addressed in intervention group by Interventionist; Language is covered in English Class and Student will be invited to office hours for additional support and 1:1 sessions

QUESTIONS

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