ACES Strategic Plan

Objective 1
To have 100% of ACES students achieve identified goals and/or proficiency in standardized educational measurements by 2012.

Strategy 4
We will develop and implement plans to effectively use assessment data, improve instruction, and identify appropriate interventions to improve student achievement.

PLC Training

The 4 Questions
What do we want students to learn?
How will we know if they have learned?
What will we do if they don’t learn?
What will we do if they already know?
What do we want students to learn?

<table>
<thead>
<tr>
<th>School Year</th>
<th>Curriculum Planning</th>
<th>Curriculum Development</th>
<th>Implementation Year 1</th>
<th>Implementation Year 2</th>
<th>Modify/Adjust</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td></td>
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<tr>
<td>2008-2009</td>
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<td>2009-2010</td>
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<td>2010-2011</td>
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<tr>
<td>2011-2012</td>
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</tr>
</tbody>
</table>

What do we want students to learn?

ACES Science Curriculum GRADE 6

Unit 2: Matter and Energy in Ecosystems

Matter and Energy in Ecosystems

6.2 An ecosystem is composed of all the populations that are living in a certain space and the physical factors with which they interact.

<table>
<thead>
<tr>
<th>Core Science Curriculum Framework</th>
<th>Grade Level Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 Population in ecosystems are affected by biotic factors, such as other populations, and abiotic factors, such as soil and water supply.</td>
<td>R.6.1 Populations in ecosystems are affected by biotic and abiotic factors.</td>
</tr>
<tr>
<td>6.2 Population in ecosystems can be categorized as producers, consumers, and decomposers of organic matter.</td>
<td>R.6.2 Populations in ecosystems are affected by biotic and abiotic factors.</td>
</tr>
</tbody>
</table>

|-----------|-----------|-----------|-----------|-----------|-----------|
How will we know if they have learned?

PLC & Assessment Workshops

Data Teams Across District

What will we do if they don’t learn?

SRBI Plan Created
What will we do if they already know?

Attachment B: Instruction and/or Intervention

<table>
<thead>
<tr>
<th>STRATEGIES/INTERVENTIONS</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying, describing and defining distinguishing features</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Comparing – between or among ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classifying – grouping according to characteristics</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Creating Analogies – finding a similar pattern in a different topic – literally or symbolically</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating Analogies – identifying relationships between pairs of concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizing and Note Taking (Massons)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Delete information, substitutes information, keep information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyse information deeply</td>
<td></td>
<td></td>
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<tr>
<td>Awareness of explicit structure of information</td>
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<td></td>
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<tr>
<td>Provide frames for note taking (mnemonic, topic restriction – illustration, definition, organization, problem/solution, summarization)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulate norms – informal outline, webbing, combination technique</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reinforcing Effort and Providing Recognition (Massons)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Teaching about effort – self reflection exercise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching effort and achievement (charting)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Personalized recognition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Praise, Prompts, and Praise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concrete symbols of recognition (stars, awards, stickers)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Homework and Practice (Massons)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<td>X</td>
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<td>X</td>
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</tr>
</tbody>
</table>

What will we do if they already know?

Leading and Managing
A Differentiated Classroom

Carol Ann Tomlinson
Marcia B. Imbeau

The Evolution of SRBI: District and School
Karen Habegger
Management of SRBI at ACES

- Representatives from all ACES Schools and Central Office 2007-2008
- Curriculum Committee 2007-2008
- Create curriculum cycle
- Assess appropriate resources
- Guide Data Teams & PLCs
- Shares strategies district-wide
- SRBI Committee 2008-2009
- Consider assessment software tools
- Develop assessment calendar
- Professional Development Committee 2010-2011
- Consider school & district needs
- Plan convocation & PD days (3)

ACES Curriculum Committee

1. Determines Curriculum Revision Cycle
2. Reviews District Assessment Plan
3. Reviews Materials, Software, Textbooks for Use
4. Creates, Modifies and Revises Content Curricula
5. Provides Training for Teachers in New Curriculum Revisions

- 2007-2008
- 2008-2009
- 2009-2010
- 2010-2011
- 2011-2012
**ACES Guiding Coalition**

- Monthly Meetings include reports from schools on progress with PLCs and Data Teams
- Thomas Edison Middle School (example)
- Schedule changed in 2008 to accommodate data teams and interdisciplinary teams
  - M, W, F = interdisciplinary meetings
  - T, Th = grade level data team meetings
- Support from ACES Professional Development and School Improvement (Consultant works with teams monthly)
- Principal meets with data teams and interdisciplinary teams weekly
- Progress monitoring for all data teams allows for adjustment and revision

**TEMS Data Team and PLC Meeting Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per 1</td>
<td>4th Grade Interdisciplinary Teams Meet</td>
<td>8th Grade Data Teams Meet</td>
<td>8th Grade Interdisciplinary Teams Meet</td>
<td>8th Grade Data Teams Meet</td>
<td>8th Grade Interdisciplinary Teams Meet</td>
</tr>
<tr>
<td>Per 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per 3</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per 5 Academy Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per 6</td>
<td>6th Grade Interdisciplinary Teams Meet</td>
<td>6th Grade Data Teams Meet</td>
<td>6th Grade Interdisciplinary Teams Meet</td>
<td>6th Grade Data Teams Meet</td>
<td>6th Grade Interdisciplinary Teams Meet</td>
</tr>
<tr>
<td>Per 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Timeline for SRBI at the School Level: TEMS (Thomas Edison Magnet School)

2007-2008
- Development of the ACES Strategic Plan and SRBI CSDE workshops, School

2008-2009
- Professional Development in PLCs, Assessment
- Changed the School Schedule
- Hired ACES PDSI – Educational Consultant to help implement Data Teams

2008-2009
- Development of ACES SRBI Committee
- Discussion of appropriate assessments and interventions
- Development of Assessment Calendar

2009-2010
- Discussions of appropriate interventions and assessments for behavior
- Began to implement positive behavioral strategies in our schools

2010-2011
- Development of SRBI Plan

ACES Professional Development Committee

- Increased Student Achievement
  - Assessment of district needs
  - Assessment of building needs

- Planning and Preparing
  - Research current best practices
  - Secure appropriate trainers for specific needs

- Professional Development Days
  - Six PD days provided annually for staff
  - Differentiation by building and staff member

-- Strategy 4 - We will develop and implement plans to effectively use assessment data, improve instruction, and identify appropriate interventions to improve student achievement.

2008-2011 – All ACES administrators and program directors trained in:
- Professional Learning Communities (DuFour Model)
- Assessment (Reeves, Burke, O’Connor, Ainsworth, Guskey)
- Unwrapping the Standards (Kay Burke)
- Data Driven Decision Making, Common Formative Assessments, Effective Teaching Strategies (CALI)
- School Improvement Planning (Victoria Bernhardt)
- Differentiated Instruction (Carol Ann Tomlinson)
- School Culture (Anthony Muhammad)
The Evolution of SRBI: Effective Teaching Strategies and Assessment – The Classroom Perspective
Sarhanna Smith

Important Literacy Elements Relevant to SRBI

<table>
<thead>
<tr>
<th>Classroom Organization</th>
<th>Instructional differentiation that relies on flexible grouping, whole-group, small-group, and side-by-side teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matching Students to Texts</td>
<td>Students should read books at appropriate levels throughout the day</td>
</tr>
<tr>
<td>Interesting Texts, Choice, Collaboration</td>
<td>Students should be able to choose some books they read and also have time to browse a variety of texts that interest them and discuss with peers</td>
</tr>
<tr>
<td>Writing and Reading</td>
<td>Reciprocal nature of reading and writing lead to integration into literacy and all content areas.</td>
</tr>
<tr>
<td>Expert Tutoring</td>
<td>Students are taught in varied settings. The success of the instructional activities largely depends on the quality of the experiences</td>
</tr>
</tbody>
</table>
Every Teacher Accountable for Effective Instruction for Every Child

Maintaining a healthy balance between explicit skill instruction, guided practice, and independent application.

Every Teacher Accountable for Effective Instruction for Every Child

Differentiation is an Integral Component

Carol Ann Tomlinson

HOW TO Differentiate Instruction IN Mixed-Ability Classrooms

2ND EDITION

Copyrighted Material
Every Teacher Accountable for Effective Instruction for Every Child

Learning is embedded in a wide range of authentic literacy experiences.

Emphasis on quality talk through daily sustained discussions
Every Teacher Accountable for Effective Instruction for Every Child

Emphasis on the Thinking Process Behind Successful Comprehension

An environment that reinforces and extends learning
Pie Theory

Pie Theory 30 Minute Intervention (Howard, 2009)

Every Teacher Accountable for Effective Instruction for Every Child

Giving students a prominent role in their own learning

Every Teacher Accountable for Effective Instruction for Every Child

Emphasizing resources at appropriate levels of challenge

SRBI Take-Aways ...

Give struggling learners the same opportunities as the strongest readers to engage in meaningful literacy

Incorporate programs that are of the highest quality and flexible enough to include teacher judgment

Provide teachers with a wide repertoire of rich strategies that make room for instructional choices and options according to the needs of each child
**SRBI Take-Aways ...**

Create an instructional framework that will guide teachers’ efforts to address all students’ needs using flexible supports

Generate ongoing support systems to assist teachers as they learn to implement SRBI more effectively

Accommodate consistency and coordination by making sure that each tier of SRBI builds on and enhances the next

Increase the collaboration and professional dialogue between and among classroom teachers and interventionists at all grade levels

---

**LEARN**

<table>
<thead>
<tr>
<th></th>
<th>LINK: Ensure that the support provided at each tier is interrelated with other tiers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td><strong>ENGAGE:</strong> Emphasize activities that make students active participants in learning.</td>
</tr>
<tr>
<td>A</td>
<td><strong>ACCELERATE:</strong> Intensify learning experiences at all tiers for accelerated progress. Learning activities are designed to extend existing knowledge or promote new learning with teacher-support, scaffolded experiences.</td>
</tr>
<tr>
<td>R</td>
<td><strong>REINFORCE:</strong> Emphasize reinforcement and practice within and across every tier. Teacher ensures that he has ample guided practice and then reinforces this learning in other contexts to promote transfer of knowledge.</td>
</tr>
<tr>
<td>N</td>
<td><strong>NEGOTIATE:</strong> Adjust the tiers to fit your school and staff given existing resources. Integrating reading into content area subjects, like science and social studies, maximize instruction throughout the day.</td>
</tr>
</tbody>
</table>

LEARN (Howard, 2009)
### Push-In Interventions

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increases instructional continuity</td>
<td>• Requires buy-in by everyone involved</td>
</tr>
<tr>
<td>• Is unobtrusive</td>
<td>• Takes place in a crowded classroom</td>
</tr>
<tr>
<td>• Doesn’t require moving to another location</td>
<td>• Is susceptible to distractions</td>
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<tr>
<td>• Ensures time is spent on instruction rather than travel</td>
<td>• May supplant Tier 1 instruction</td>
</tr>
<tr>
<td>• Provides a model for instruction</td>
<td>• Could view expert teachers as glorified aides</td>
</tr>
<tr>
<td>• Encourages shared planning</td>
<td>• Emphasizes grade-level material</td>
</tr>
<tr>
<td>• Can be coordinated with the general curriculum</td>
<td></td>
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</tbody>
</table>

### Pull-Out Interventions

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Involves fewer distractions</td>
<td>• Requires additional space</td>
</tr>
<tr>
<td>• Provides another perspective</td>
<td>• Requires travel time (lost instruction time)</td>
</tr>
<tr>
<td>• Easier to schedule beyond classroom reading instruction</td>
<td>• Creates scheduling difficulties</td>
</tr>
<tr>
<td>• Provides the special attention of a support teacher</td>
<td>• Makes collaboration more challenging</td>
</tr>
<tr>
<td>• May increase student engagement</td>
<td>• Creates the stigma of leaving the classroom</td>
</tr>
<tr>
<td>• Makes it easier to emphasize supplemental material</td>
<td>• Does not encourage shared ideas</td>
</tr>
</tbody>
</table>
### Key Elements of Differentiated Instruction

#### Students Differ as Learners

In their background experiences, culture, language, interests, readiness to learn, modes/speed of learning, support systems for learning, confidence & self-awareness as a learner, independence as a learner

Differences profoundly impact how students learn and the nature of scaffolding they will need at various points in the learning process.

#### Teachers have to make specific and continually evolving plans to connect each learner with key content

Teachers are required to understand the nature of each of their students, in addition to the nature of the content they teach.

Flexible approaches to teaching makes room for student variance.

Teachers should continually ask, “What does this student need at this moment in order to be able to progress with this key concept, and what do I need to do to make this happen?”
Instructional & Management Strategies for Differentiation

- Compacting
- Independent Projects
- Interest Centers
- Tiered Assignments
- Flexible Grouping

Instructional & Management Strategies for Differentiation

- Learning Centers
- Varying Questions
- Mentorships
- Contracts

Years:
- 2007-2008
- 2008-2009
- 2009-2010
- 2010-2011
- 2011-2012
The Evolution of SRBI: SRBI Model for Disruptive and Difficult Behaviors

Tom Zwicker

Leadership and Moving from “as-is” to the “to-be” World for Behavior

2008-2009
- Strategic Plan for integrating behavior side
- Create multi-disciplinary team of behavioral professionals along with the multi-disciplinary team of academic professionals
- Take what exists “as is” and begin moving forward building on academic progress
- Hold leaders accountable for progress in schools and on the cross-disciplinary teams

2009-2010
- Create flexible assessment and progress evaluation tools and test on small scale
- Move to larger scales as appropriate
How to Make it Work

- Involve all the relevant stakeholders at each level from the beginning and keep them involved throughout the years – add to the team
- Share best practices and implementation tips across programs/schools
- Identify gaps within and between schools
- Test solutions on a small scale and disseminate those that are effective
- Document
- Improve

Teaching Approach to Behavior Problems

- Proactive approach – focus on pro-social behaviors
- Identify students at risk
- Problem behaviors are skill or motivational deficits
- Universal screening
Tier 1

- Train everyone on proactive approaches
- School-wide management plan for behavioral expectations
- Catch them being good!
TEMS School-wide Expectations Matrix

TEMS Schoolwide Expectations

| Respect for Self | • Be in class on time and prepared with agenda on desk
| • Use appropriate language and voice control
| • Keep hands, feet and objects to yourself
| • Use materials appropriately
| • Keep personal belongings in locker |

| Respect for Others |
| • • • • |
| • Be kind
| • Honor personal space and property
| • Respect differences
| • Listen
| • Follow directions
| • Participate and contribute appropriately |

| Respect for Community |
| • Walk
| • Be prepared
| • Have a signed pass
| • Go directly to your destination
| • Demonstrate your best effort
| • Clean up after yourself |

---

**Tier II**

- Social skills in small groups or individually
- Check and Connect/Check-in Check-out
- Coach desired behaviors for small groups in classes and in other environments
- Collect data on progress for skills, behaviors, and implementation
- Evaluate in teams weekly and send to school-wide team as needed for help
Social Skills Checklist / Check & Connect

SRBI: Intervention and Support Model - Attachment H

Tier III

• Functional Behavior Assessment (FBA)
• Individualized Behavior Support Plans
The Evolution of SRBI:
Data
Wanda Wagner

Data data everywhere

“Collecting data is only the first step toward wisdom, but sharing data is the first step toward community.”

2007-2008
• PLC
• SRBI

2008-2009
• CALI
• Data Teams

2009-2010
• CREC CFA Consortium

2010-2011
• SBAC
**Leadership/Learning (L2) Matrix**

“Effective analysis of data is a treasure hunt in which leaders and teachers find those professional practices – frequently unrecognized and buried amidst the test data – that can hold the keys to improved performance in the future.”

*Reeves, The Leaders’ Guide to Standards, 2002*

<table>
<thead>
<tr>
<th>Effects / Results Data</th>
<th>STUDENTS</th>
<th>ADULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LUCKY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High results with low understanding of causes</td>
<td></td>
<td></td>
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<tr>
<td>Results are difficult to duplicate</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LEADING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High results, high understanding of causes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results could be duplicated</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LOSING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low results with low understanding of causes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future failure likely</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LEARNING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low results, high understanding of causes</td>
<td></td>
<td></td>
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<tr>
<td>Mistakes could be duplicated</td>
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</tr>
</tbody>
</table>

**Antecedents / Cause Data**

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**Graph effect data (student) with cause data (teacher interventions and/or differentiation)**

```
Baseline  Motivation  Minimizing / Repeatable  Minimizing / KK / Unlearning  Minimizing / KK / UP/IP / Error
```

```
```
Data Rich Information Poor (DRIP)

“Torture the data until it confesses!”
Victoria Bernhardt, The School Portfolio Toolkit

Data alone will not inform professional practice. We must use multiple measures of data.

2008-2009
• Data helps us answer the question, “How do we know?”

2009-2010
• Looking at cause (teacher) and effect (student) data together

Demographic Data

LENS
• Enrollment, attendance, drop-out rate, ethnicity, gender, grade-level, teacher, teacher years, subject, schedule, behavior

TOOLS
• PSIS, CT Reports
• Student information system (Pearson Power School, Power Teacher, Parent Portal, IEP Direct)
Demographic Data

LESSONS LEARNED
2007-2008
• Inventory software
• Usage logs
• Features or modules
• Data dictionary of fields in which sources
2008-2009
• Work with your vendors
• Imports and exports
2009-2010
• SIF compliance
• Data mining

Perception Data

LENS
• Perceptions of learning environment, values and beliefs, attitudes, observations

TOOLS
• Olweus (online survey and reports)
• 2nd Step (lessons and assessments in Moodle shared across school)
• Bernhardt Teacher School Perception surveys
• Our own student and parent surveys through Moodle (AUP checklist, school perceptions, social skills)
• Protraxx workshop evaluation data
Perception Data

LESSONS LEARNED

2007-2008
• Student social skills survey – manual process.

2008-2009
• Purchase online Bernhardt teacher perception surveys for two years.
• Strategic plan parent surveys by hand.

2009-2010
• Purchase Olweus online survey.
• Created social skills survey in both Moodle and Blue Ribbon Testing.

2010-2011
• Move Bernhardt surveys to Moodle.
• Moved strategic plan parent surveys to Moodle.

Student Learning Data

LENS
• Standardized tests, norm/criterion-referenced tests, teacher observations of abilities, authentic assessments

TOOLS
• PSIS and CT Data
• Power School (grade book, report cards)
• Blue Ribbon Testing (CFA and benchmarks from our District assessment calendar)
• Moodle (quizzes, questionnaires, choice)
**Student Learning Data**

**LESSONS LEARNED 2007-2008**
- Training, training, training
- Don’t forget the basics!
- Post It Notes
  - Quick and informal
- Word Processing
  - Tables
  - Checklist
  - Logs
  - Tallys
- Slide shows, Flash, Video
  - Jeopardy, Flash cards
  - Video (student and teacher created)
- Web 2.0
  - KhanAcademy.org HippoCampus.org
  - Including digital lessons and assessments online or printable

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**2007-2008**

<table>
<thead>
<tr>
<th>Yellow</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>4</td>
</tr>
<tr>
<td>Blue</td>
<td>5</td>
</tr>
<tr>
<td>Green</td>
<td>6</td>
</tr>
<tr>
<td>Pink</td>
<td>4</td>
</tr>
</tbody>
</table>

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**Student Learning Data**

**LESSONS LEARNED 2008-2009**
- Learning management system
- CREC CFA Consortium
- CALI CFA and Data Team Workshops
- Remember your work horse (Excel)
  - Conditional formatting
  - Sorting
  - Filtering
  - Graphing
  - Data commands

---

**2007-2008**

|-----------|-----------|-----------|-----------|-----------|
Student Learning Data

LESSONS LEARNED

2009-2010

• Refresher courses, update courses
• Hands-on tech help during data team meetings
• Custom assessments workshops for Blue Ribbon Testing online or bubble sheets
• Moodle quiz, questionnaire, and choice workshops, glossaries
• Shared test banks in Moodle
• Curriculum sharing (documents, lessons, plans, rubrics, maps, checklists)

2007-2008

Process Data

LENS

• Describe student learning processes and programs
• Describe your school processes and programs

TOOLS

• Flowcharts
• Inventories
• Hardware and software that collect data behind the scene
  - Interactive White Boards to save lessons with student input as you present
  - Wii games with background data collection tools
  - Probes and Classroom Response Clickers for formative assessments - large groups or small
### Process Data

#### LESSONS LEARNED

**2007-2008**
- Walk through
  - AITC software evaluations
  - Software workshops on data skills
  - Inventory your curriculum programs
  - Inventory your intervention tools
  - Inventory and create assessment calendar

**2008-2009**
- Refresher workshops on software tools
- Follow-up, hands-on sessions at data team meetings using real data
- Software implementation and changes
- Authentic alternative assessments (e.g., video)

**2009-2010**
- Data Walls
- Always adding to research on best practices
- Face-to-face and on-line professional development
- Software “tweaking”
- Shared quiz banks in Moodle across the district
- Custom common formative assessments in Blue Ribbon Testing

**2010-2011**
- Student led growth portfolios

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### The Evolution of SRBI: Next Steps

**Ann Dombroski**

**2007-2008**
**2008-2009**
**2009-2010**
**2010-2011**
**2011-2012**
What’s next?

Common Core of State Standards

- CCSS: Guide for ELA and Mathematics-curriculum content and instruction in grades K-12

- CMT and CAPT: Assessment of selected content and skills in grades 8-12 through 2014

What’s next?

Smarter Balanced Assessment Consortium

TIMELINE

- 2011: Development of formative tools, processes, and practices underway. Specifications for summative and interim item assessments developed.

- 2012: Summative and interim item development completed. Interim item pool becomes available for use.

- 2013: Field testing of items for adaptive summative assessment completed.

- 2014: Preliminary achievement standards proposed and other policy definitions adopted.

What's next?
School Climate Standards

Questions?

ACES
Resources


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