

**Simulation Package for High-Leverage Practice #6:
Use student assessment data, analyze instructional practices, and make
necessary adjustments that improve student outcomes.**



The purpose of this resource is to support teacher educators and professional development providers as they work to ensure their teacher candidates and novice teachers gain a deeper understanding of High-Leverage Practice (HLP) #6 and purposefully practice the strategies learned. These activities are intended to be used in a variety of settings and can be used in their entirety, or specific components can be used based on instructional needs (e.g., integrated in coursework, full-day professional development). Purposefully practicing these strategies can be used in a simulator (e.g., Mursion, TeachLivE) or in a role-play or micro-teaching setting.

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Full Scenario

Background Information for Teacher:

You are a fifth-grade teacher collecting data to monitor progress of reading fluency. Harrison is one of the students in your class and has a specific learning disability in reading. You have been providing explicit small-group reading instruction to Harrison according to his accommodations and modifications set forth in his IEP. The data you will collect will assist you in developing a targeted fluency lesson for Harrison.

HLP #6: Use student assessment data, analyze instructional practices, and make necessary

adjustments that improve student outcomes.

SCENARIO GUIDE

Synopsis

Fifth-grade classroom

Learner Challenge

You are a fifth-grade teacher monitoring the progress of your small-group instruction. Harrison is one of your students who has a specific learning disability in reading. You will analyze Harrison's fluency data and plan a targeted fluency lesson to address Harrison's needs.

Objective

Teachers will integrate HLP #6 (assessment) into a lesson they create. Then, they will teach an explicit instruction lesson that incorporates evidence-based strategies that promote assessment data, analysis of instructional practices, and modifying instruction to improve student outcomes in literacy.

To hit this objective, teacher candidates will:

- *Develop appropriate instructional goals based on existing student data.*
- *Evaluate student data to adjust instruction.*
- *Manage and engage ongoing data collection during the teaching of the lesson.*
- *Utilize curriculum-based measures, informal classroom assessments, observations of student academic performance and behavior, and/or self-assessment of classroom instruction.*
- *Set goals for own teaching based on valid hypotheses from instruction.*

Materials to submit to simulation and/or instructor

- *Teacher-created lesson plans and accompanying documents (e.g., graphic organizers, PowerPoint)*

You will use the information gained in the pre-work to design a lesson plan that is appropriate for Harrison. Specifically, you are integrating what you have learned about instructing students with disabilities and data collection/analysis into your planning. Your lesson should use the format *I do, We do, You do* and embed evidence-based strategies to promote active engagement. To support this format, you will analyze Harrison's data, identify an appropriate learning objective, and develop an evidence-based lesson plan.

Scenario Overview

Teacher candidate will teach one explicit instruction lesson in fluency to support using assessment data to improve student outcomes.

Ideal Simulation Configuration:
Avatars

Middle School -OR- Elementary

Learner Audience

- *Pre-service teachers/ teacher candidates*
- *Non-credentialed teachers*
- *Novice teachers*

