

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.

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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

