COLORADO

Department of Education

Learning Progressions and the 2020 Extended Evidence Outcomes Webinar 3

Presented by the Colorado Department of Education's

Significant Support Network

The Colorado Academic Standards with EEO are available as a downloadable document that mirrors the CAS document table format.

Handouts for Webinar

If you have not downloaded the webinar handouts, please go to the following link:

https://tinyurl.com/EEO-Handouts

The Extended Evidence Outcomes

In 2018 the Colorado Academic Standards underwent significant updates. Once the Academic Standards were updated, the Extended Evidence Outcomes (EEO) in Reading, Writing, and Communicating, Math, Science, and Social Studies were also updated.

The EEO were developed for a very small and specific group of students in all grades who are identified with a significant cognitive disability and meet specific eligibility criteria.
The EEO provide clear, rigorous learning outcomes so all students can learn the skills, knowledge, and confidence to succeed in postsecondary environments and the workforce, to be well-informed and responsible citizens, and to lead fulfilling personal lives.

This series of Webinars is designed to assist Colorado Educators successfully implement these new EEO.

Please keep the following beliefs in mind as you listen to the Webinar

- There is a presumption of competence.
- There are high expectations for all students.
- Students access general education environments and curriculum.
- Individualized accommodations and modifications are implemented during instruction and assessment.
- Communication opportunities are woven throughout all instruction and activities.
- Formative assessment is embedded as part of instruction.
- Multidisciplinary planning and collaboration result in improved outcomes.

Goal for Session

The goal of this webinar is to provide information and the process for developing **learning progressions** in order to facilitate instruction and support for students with significant support needs using the 2020 Extended Evidence Outcomes (EEO).

Outcomes for this Module

- Understand what learning progressions are and why we develop and implement them.
- Recognize what progressions involve (connecting goals to skills).
- Learn the process for developing learning progressions.
- Connect learning progressions to progress monitoring.
- Practice developing effective progressions.

Why this Process is Important

- The 2020 EEO have now absorbed the previously outlined ERCs
- In order to better access each outcome, a possible approach could be to develop learning progressions.
- This presentation will provide a process to assist in developing individualized and meaningful steps (building blocks) to meet EEO.
- Please note, the examples provided are only a couple of ways to approach learning progressions and have been developed to be helpful for school teams as they break down the 2020 EEO.

What is a Learning Progression?

What is a Learning Progression? (Continued)

- The National Research Council (NRC) presented learning progressions in 2007 to guide instruction for science instruction in a report titled Taking Science to School. In this report, they identified progressions as "descriptions of the successively more sophisticated ways of thinking about a topic that can follow one another as children learn about and investigate a topic over a broad span of time" (NRC, 2007, p. 214).

Definition of Terms

Learning Goal: The 2020 EEO or competency that teams will work to achieve through the thoughtful design of individualized and meaningful learning progressions to (Cohen, 2015).

Learning progressions: A learning progression is an individualized and deliberately sequenced set of skills that students need to understand in order to meet long term goals (NRC, 2007).

Another way to think of learning progressions might be...

Key Ideas

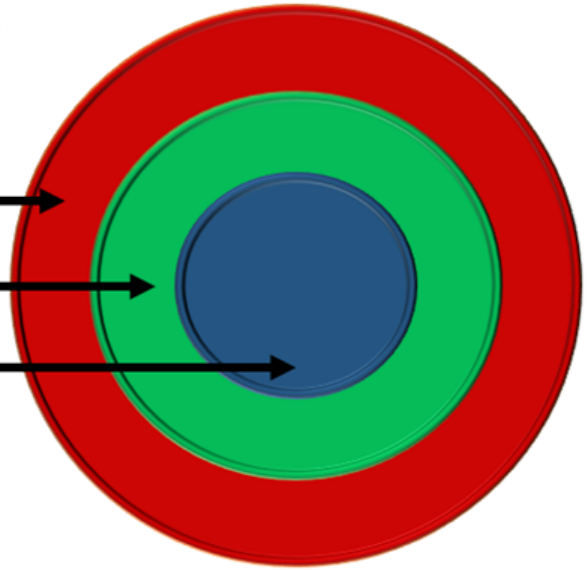
- It is vital to remember that each student's learning progression will be individualized:
  - background knowledge,
  - abilities,
  - and learning style.
- It is important to consider Vygotsky's Zone of Proximal Development when working to develop each of these trajectories towards standards and EEO.

Vygotsky Zone of Proximal Development

"What child can do in cooperation today; he can do alone tomorrow"

~ Lev Vygotshy

Anxiety Zone	Can't do now
Learning Zone	Can do with help
Comfort Zone	Can do now



What are Learning Progressions?

- It is important to keep in mind that a learning progression is not a list
- Instead, a learning progression should be used to identify:
  - levels of thinking and steps
  - big ideas and concepts
  - topics and goals

(Clements & Sarama, 2009)

Why are learning progressions important?

- Additionally, learning progressions:
  - are a potent way to help teachers plan and monitor their instruction and, as a result, enhance their students' learning.
  - help teachers better understand what students need so that they can provide appropriate instruction.
  - encourage regular progress monitoring which can reveal individual strengths and needs with specific precursor skills.

Learning Progressions

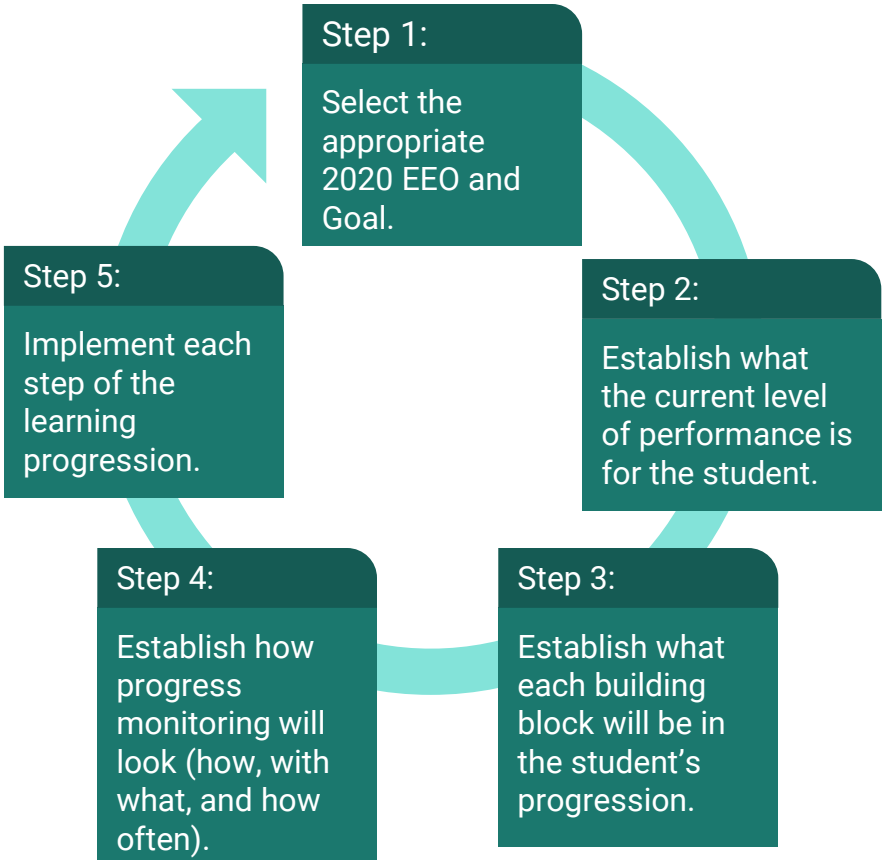
What's involved and connecting progressions to skills

Designing the progression: The Four Guiding Principles of Learning Progressions

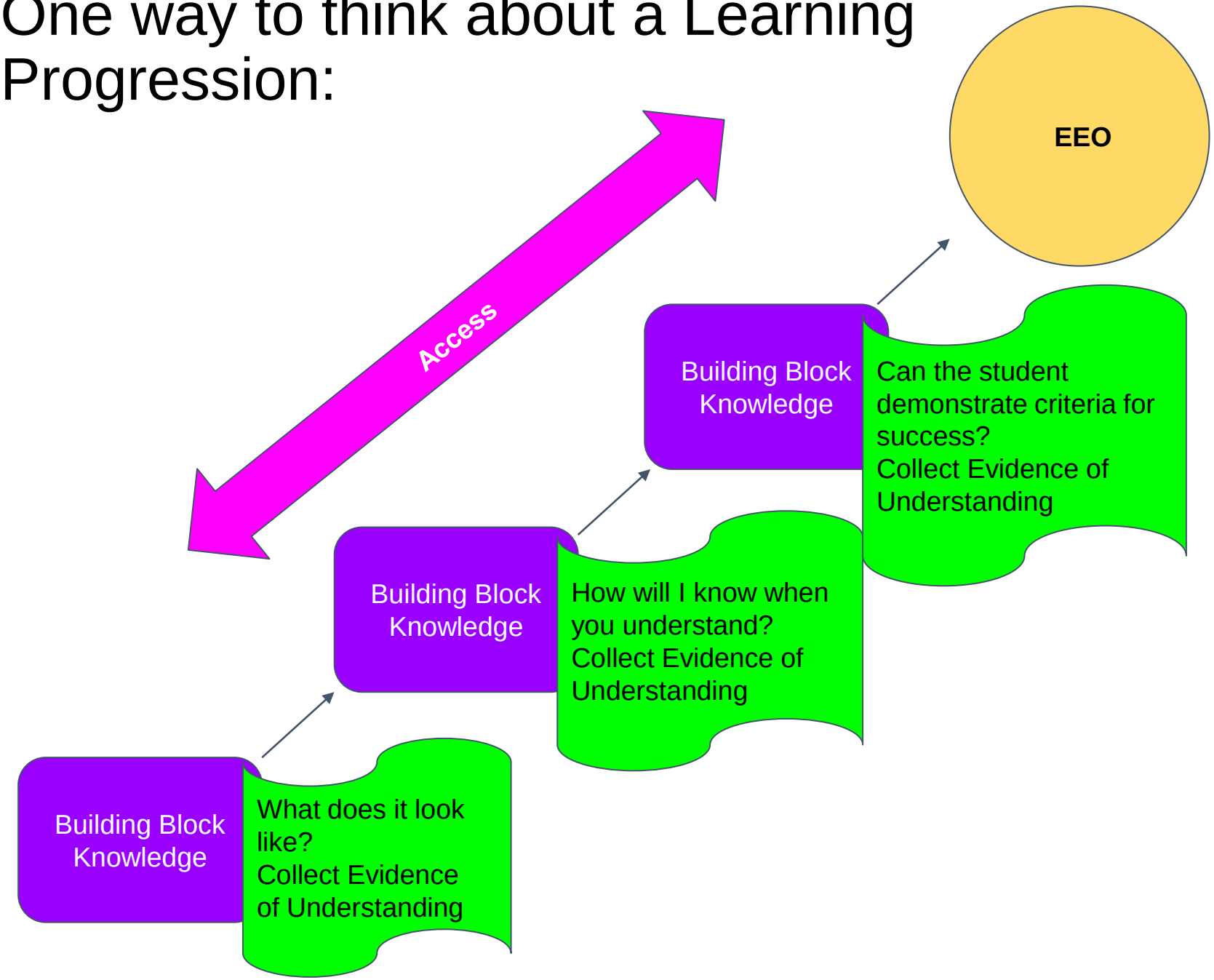
- Learning Progressions should:
  - -Be constructed and revised using research and evidence-based practices.
  - -Should clearly connect essential and core learning.
  - -Should progress towards an increased understanding of the learning goal.
  - -Should clearly align with progress monitoring.

(Hess, 2008; Hess 2010)

Ongoing reflection on process and adjust as needed



One way to think about a Learning Progression:



This all feels a little familiar…

Task Analysis	Learning Progressions
• Develop a step-by-step plan to reach a specific goal	• Develop a step-by-step plan to reach a specific goal
• Create individualized plan based on student strengths and needs.	• Create individualized plan based on student strengths and needs.
• Monitor progress through each step and evaluate/re-evaluate accordingly throughout process.	• Monitor progress through each step and evaluate/re-evaluate accordingly throughout process.
• Concepts tend to be concrete/functional in nature.	• Concepts tend to be more abstract/conceptual in nature.

This Feels A Lot Like an IEP

IEP Goals and Objectives

- Developed collaboratively with IEP Team
- Based on standards and actively progress monitored
- Individualized to meet individual student needs
- Typically one SMART goal and 3 objectives
- Requires a formal meeting to create and to modify

Learning Progressions

- Developed collaboratively with IEP Team
- Based on standards and actively progress monitored
- Individualized to meet individual student needs
- Typically one SMART goal with as many connected building blocks as the team deems appropriate.
- Does not require a formal meeting to create and to modify

Connecting Learning Progressions to Progress Monitoring

Let the data drive your learning progression

Student performance and progress monitoring function as evidence to validate what the team believes to be the projected path. Therefore, data collection and progress monitoring are a key factor in developing and implementing collaborative and focused learning progressions.

(Corcoran, Mosher, and Rogat 2009; Hess, 2010, p.57; Wiggins and McTighe 2001)

Progress Monitoring

- Is a scientifically based practice used to assess a student's progress and to evaluate the impact and effectiveness of instruction.
- Lets educators know what students have learned and which skills still need to be taught or re-taught.
- Should be implemented with students regularly through a variety of means (inventories, short test, etc).
- Should be shared with the student.
- Should measure the targeted skill and not the disability.

Collecting Data on Each Building Block

In order to progress monitor each building block, each block must:

- contain observable behaviors/actions/skill that show growth;
- describe the settings under which the behavior is performed and observed;
- include the performance criterion.

Data Collection, Tools, and Procedure

- Data collection tools should represent different types of measurement in order to provide a clear picture of student progress (expressive, receptive, demonstrative, etc).

- If more than one person is collecting data, clear and concise instructions surrounding the process must be in place.

I do…

First things first: Critical Questions

- What do I want/need our student to learn?
- What is our student capable of demonstrating and/or understand right now?
- How is their knowledge and thinking changing over time and how do I know this?
- What can I, and other adults, do to help facilitate learning for them?
- What evidence do I have that our student has demonstrated adequate growth?

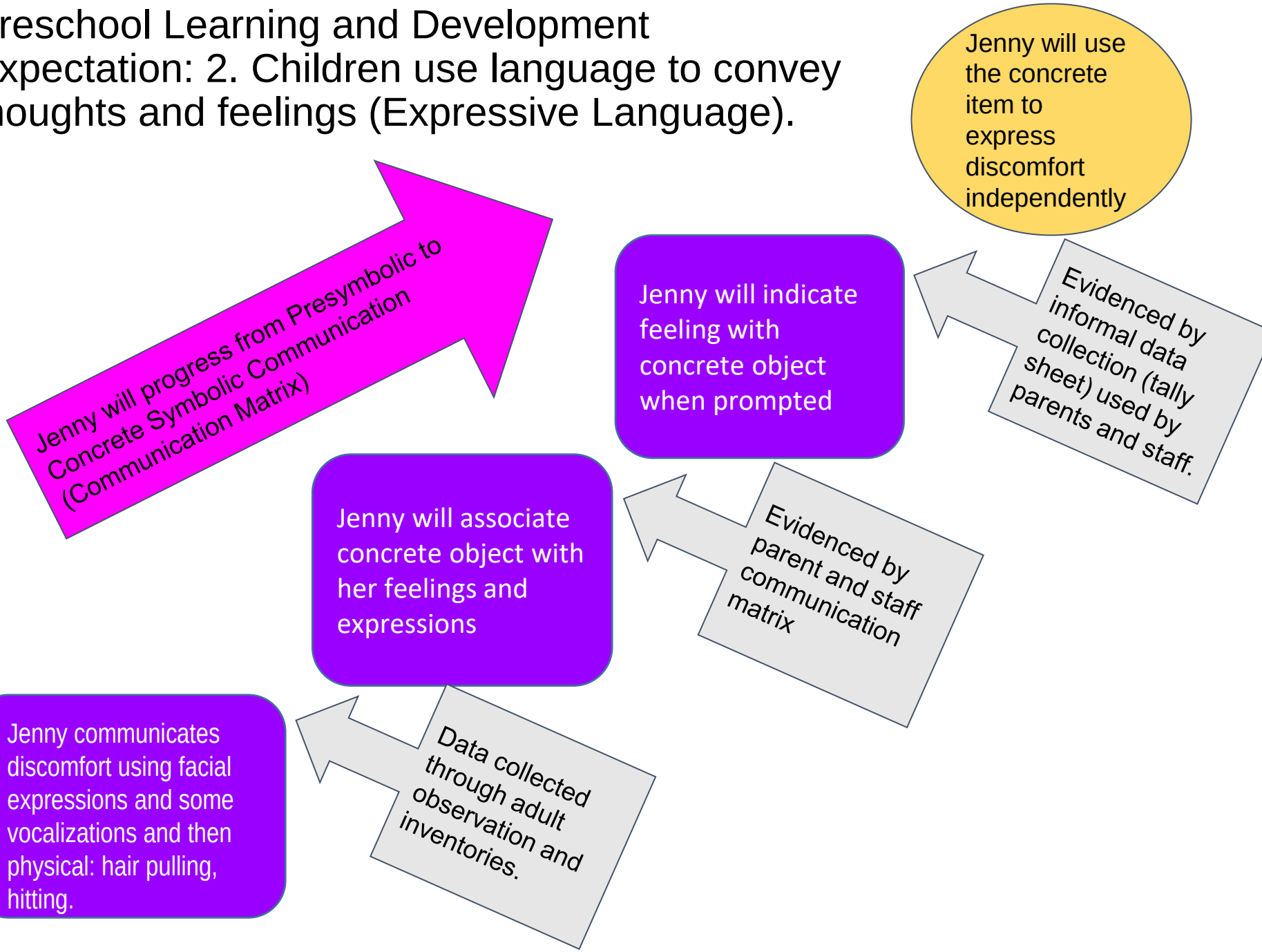
Jenny: I do.

- First, I want to identify big ideas or targets.
  - Example: Jenny is a preschool student with SSN. Jenny's mother and teachers would like for her to be able to communicate when she feels discomfort or anger instead of becoming physical with others.
- Next, connect the EEO with the identified targets.
  - Example: Target – Jenny is able to provide sufficient detail to get needs met from a variety of adults (Preschool: Oral Expression and Listening).
- Establish your learning target and the baseline (current student ability).
  - Example: Based on inventories completed by the special education teacher, a paraeducator, Jenny's classroom teachers, and her mother, Jenny gives physical and vocal cues that she is upset or uncomfortable including frowning, furrowing her brow, short grunts or vocalizations. If not addressed, Jenny will get physical with others (hitting, biting, pulling hair).
- Begin constructing sequence of learning in the progression while remaining cognizant of how student will demonstrate skills and how progress monitoring will look.

Jenny: We know the facts, what now?

- Using data that we collected about Jenny's skills, abilities, preferences, I've elected to use the levels from the Communication Matrix. I am also consulting with Jenny's parents, the Speech Language Pathologist, the general education teacher, as well as the Occupational therapist to develop an individualized and meaningful progression.

Preschool Learning and Development Expectation: 2. Children use language to convey thoughts and feelings (Expressive Language).



Robby: I do… only older.

- First, I want to identify 2 or 3 big ideas or targets.
  - Example: Robby is a middle school student (7th grade) with SSN. Robby's teachers are concerned about his ability to participate in the statistics unit. Robby is able to rote count from 1-10 and can identify number symbols. He continues to struggle with 1:1 correspondence and general number sense.

- Next, connect the EO with the identified targets.
  - Example: Target - Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be. (CCSS: 7.SP.A.2)

- Establish your learning target (the EEO) and the baseline (current student ability).
  - Example: Using the Mathematics EEO aligned with the EO Robby will use data from a sample to answer a statistical question. This will be a high interest survey for Robby and the results will indicate how many of his classmates prefer dogs or cats.

Robby: We know the facts, what now?

- Using what we know about Robby's abilities, I've elected to use the Mathematics EEO aligned to the EO and the integration of fundamental number sense progressions to facilitate his learning progression.
- Additionally, I'll consult with Robby's family, Robby, our Speech Language Pathologist, the general education teacher, as well as the Occupational therapist to develop an individualized progression.

(Gersten & Chard, 2001)

Skill	Current Independent performance	1:1 Correspondence	Comparison (more and less)	Cardinality (How many are in each set)	Goal
Individual Learning Progression	Robby is able to rote count from 1-10 and can identify number symbols.	Robby will demonstrate 1:1 correspondence up to 10.	Robby will demonstrate understanding of more and less.	Robby will organize his data and graph sets	Using the Mathematics EEO Robby will use data from a sample to answer a statistical question (cats or dogs)
Tasks involved	This will be a high interest survey for Robby. He will learn how many of his classmates prefer dogs or cats.	Robby will go to 10 classmates with adaptive clipboard developed by OT which uses red or blue marbles to indicate cat or dog. He will ask if they prefer dogs or cats then record their response with the appropriate marble.	-Robby will work with SLP on language (more/less) -He will use a 10 frame to interpret data collected with marbles.	-Robby will work with his teacher and a classmate to organize his data into sets. -Robby will indicate how many are in a set.	
Measure	-Measured by teacher assessment -Indicated in IEP	Robby will demonstrate 1:1 corr. by applying his rote skills while dropping a different colored marble into a cup.	Measured through SLP and teacher data. Robby indicates “more people like dogs, less people like cats…”	-Demonstrated by student work and student explanation of his work.	Student will demonstrate understanding of Number sense progression per his statistics assignment

The Best-Case vs Real Life Who Should I Involve in my Progression?

The Importance of Collaboration

- As special education teachers, we work collaboratively with multiple individuals including families, students, general education teachers, school leadership, service providers, paraeducators, and more…
- When we work collaboratively, we invite, share, and encourage differentiation in our teaching and management.
- We also gain multiple perspectives that assist us in thinking of the whole child (their likes, dislikes, strengths, needs, and performances in a variety of environments).
- By working collaboratively, we are better able to develop informed steps to better meet students' needs.

Collaboration

However, in real life, finding time to coordinate and collaborate with multiple service providers is challenging.

If your first few progressions involve only a few people or just you, that's okay.

Perhaps a long-term goal will be accessing everyone (either virtually or face to face) to a common goal and develop a learning progression.

You (All) Do…
Next Steps

Next steps

- With colleagues or on your own:
- Think of a student for whom you would like to develop a learning progression.
- Select the appropriate EEO (target) and starting place based on data (remember Vygotsky).
- Begin developing a plan of each step within your progression and how you could appropriately progress monitor each stage of learning.

Excellent Resources and Links

- https://www.slideshare.net/anisaibrahim/collaborative-partnerships-in-education

- https://communicationmatrix.org/
- https://www.fcrr.org/
- http://www.project-core.com/
- https://www.reallygreatreading.com/
- https://praacticalaac.org/

Thank You for Participating in this Webinar

- The following Webinars are available to assist Colorado Educators implement the EEO across the curriculum with students who have Significant Support Needs on the CDE EEO webpage:
  - Overview of the Extended Evidence Outcomes
  - Access to the EEO including definitions of verbs and the need for the student to be able to communicate
  - Learning Progressions and the 2020 Extended Evidence Outcomes
  - Participation/eligibility guidelines.
- A Frequently Asked Question document is posted on the CDE EEO webpage. Please refer to this document prior to contacting CDE staff. If you complete the 4 Webinars and still have a question that is unanswered regarding the EEO, please **click on this link (NEED LINK)** to submit your question. An answer will be emailed to you within 1 week. By completing this form you are giving permission for your question to be added to the FAQ document once the answer is determined.

References

Clements, D. H., & Sarama, J. (2009). Learning and teaching early math: The learning trajectories approach. New York: Routledge

Cohen, M. (2015). The role of learning progressions in competency-based pathways. A report by the Achieve organisation, United States of America.

Corcoran T, Mosher FA, Rogat A. Learning progressions in science: An evidence-based approach to reform (CPRE Research Report #RR-63). Philadelphia, PA: Consortium for Policy Research in Education; 2009.

Hess, K. (2008). Developing and using learning progressions as a schema for measuring progress. National Center for Assessment.

References

National Research Council. (2007). Taking science to school: Learning and teaching science in grades K–8. (R.A. Duschl, H.A. Schweingruber, & A.W. Shouse, Eds.). Washington: The National Academies Press.

National Research Council. (2011). A framework for k-12 science education: practices, crosscutting concepts, and core ideas. Committee on a Conceptual Framework for New k-12 Science Education Standards. Washington, DC: The National Academies Press.

Vygotsky L. Mind and Society: The Development of Higher Mental Processes. Cambridge: Cambridge University Press; 1978.

References (Continued)

Wiggins, G., & McTighe, J. (2001). Understanding by design. Upper Saddle River, NJ: Merrill.