DATA
Using Data to Make Decisions

Considerations for decision making:
- Definitions and comparisons between summative and formative evaluation
- Use of structured decision-making frameworks (curriculum-based evaluation)

Fundamentals of assessment:
- Types of reliability
- Legal provisions of assessment (ESEA, IDEA)
- Issues of cultural and linguistic bias and fairness and accommodations and modifications for ESL students and students with disabilities
- Types of educational decisions for which assessment data can be collected to help in decision making

Assessment of student learning:
- Class-wide and supplemental intervention approaches with curriculum-embedded assessment
- Construction of formative assessments to identify small increments of learning and growth (curriculum-based measurement)
- Use of formative assessments as instructional, learning, and measurement tools
- Analysis of assessment & progress-monitoring data, altering instruction, and interventions

LIT
Teaching Literacy

- Preventing Reading Difficulties in Young Children (1998)
- Reading success for all students
- Scientifically based research – randomized studies, peer reviewed, replicated, minimize bias
- ESEA mandates scientifically based reading research
- Research-based strategies
- Five essential elements of reading: Phonemic Awareness, Phonics, Fluency, Comprehension, Vocabulary

RTI
Response to Intervention

- Willingness to differentiate instruction to meet learner differences
- Commitment to improving achievement
- Examination of current status data and identification of gaps between current and desired performance
- Development of intervention plans that use evidence-based principles
- Implementation of progress monitoring
- Evaluation using graphs comparing results with goals
- Decisions about whether to continue, discontinue, face, or revise interventions

EBP
Evidence Based Practice

- Ensuring instructional practices in all element areas for students with high-incidence disabilities and needs are supported by current research and being used by teachers

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Funded through Grant H325T110018
The 11 JUSTICE Elements encompass the project’s mission to improve teacher education programs to help improve urban education and the education of students with high incidence disabilities. These elements address pedagogy supported by evidence based practices that will facilitate and promote the project’s goal.

**Culturally Relevant Teaching (CRT)**
- Cultivating relationships with students, parents, and families
- Communication of high expectations
- Learning within context of culture
- Student-centered instruction
- Culturally-mediated instruction
- Teacher as the facilitator
- Classroom management from a cultural perspective
- Teaching for tolerance
- Teacher reflection on CRT and an attitude of acceptance
- Writing a cultural autobiography

**Families (FAM)**

**Universal Design for Learning (UDL)**
- Familiarity with the scope and sequence of the content and standards
- Determining curricular goals for all students
- Linking IEP goals and objectives to general curriculum
- Knowing your students (interests, prior knowledge, strategic abilities, and acquired skills)
- Determining curricular modifications (content, process, products)
- Adaptations to input, output, size, time, difficulty, support, participation

**Positive Behavior Intervention and Supports (PBIS)**
- Structured environment
- Active supervision and student engagement/motivation
- Classroom rules/routines
- Encouragement of appropriate behavior
- Behavior reduction strategies

**Collaboration with General Educators (COL-GEN)**
- Role of the family in the collaborative process (e.g., IEP development)
- Developing partnerships with families
- Communication skills for working with families
- Assisting diverse families

**Teaching English Language Learners (ELL)**
- Using evidence based practices for the instruction of ELL students
- Providing educators with the latest research and resources for instruction to ELL students

**Technological applications:**
- Computer-assisted instruction
- Technology as a learning accommodation (text-to-speech software)
- Technology to modify instruction
- Technology as a resource for project-based learning

**Working with families of students with high incidence disabilities:**
- Shared responsibility for the design, implementation, and assessment of instruction
- Roles and responsibilities identified
- Identification of available resources