

Student Learning Objective Assessments for DHH Teachers

KATIE STEGNER
QUINCY PUBLIC SCHOOLS
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Background

2014-2015 was my evaluation year

No stakes year

Could not find a Type II assessment for my district/co-op

- Type II is defined as "Any assessment developed or adopted and approved for use by the school district and use on a districtwide basis by all teachers in a given grade or subject area"
- QPS has approved F&F, Writing Proficiency, Running Records, Letter ID, etc.

13 direct service students

10 schools including

- Early Childhood, 3 K-5 buildings, 1 Private Day School, 2 Parochial Schools, 1 County school, Junior High School (7th through 9th grade) and Senior High (10th to 12th)

What do we need?

- Type II assessment
- Multiple levels or tiers to span all the grade levels
- Easy to implement
- Meaningful
- Unique to DHH
- Appropriate from 20 MPW through self-contained students

Self-Advocacy

QPS DHH Department Self-Advocacy Assessment

Based on Lynne Price's Steps to Success on successforkidswithhearingloss.com



Showing mastery

Strand 2: Hearing Assistive Technology (HAT)	Identify parts of universal HAT devices as a device	Describe how each part of HAT helps hearing in a variety of situations	Identify a variety of ways HAT is used in a variety of situations	Explain how HAT is used in a variety of situations
	Identify the main function of each part	Identify the main function of each part in a variety of situations	Identify the main function of each part in a variety of situations	Explain how HAT is used in a variety of situations

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Steps to Assessment: Identifying Educational Needs for Students with Hearing Loss

KAREN ANDERSON & LYNNE PRICE
SUPPORTING SUCCESS FOR CHILDREN WITH HEARING LOSS

- ### QPS DHH Team
- Team identified strands
 - Most universal for our students
 - Manageable number
 - Adaptability for students (language level, background, degree of loss, presence of other disabilities, etc)
 - Adapted her Basic, intermediate, Advanced and Mastery levels
 - Level 1, 2, 3, 4
 - Adapted the skills from each strand into a rubric
 - Assign scores of 0, 1, 2 based on a description of the behavior or skill

Notes

- Letters are cross-references across the 4 levels. To help us when sharing materials, analysis, etc.
- If an area does not apply for a student, we cross it off and change the overall total
 - Ex: No FM system or No Equipment
- We wanted approximately 80% mastery at each level before moving up
- Started ALL students on level 1 the first year so we had solid baseline data
 - Expected older students to move through faster
 - Expected older students to use more challenging vocabulary
- Designed with idea that a student starting in Kindergarten would be on Level 1 for approximately 3-4 years

Notes continued

- Copied on different colors of paper to help differentiate
- Using One Drive to share materials
- Continuing to refine as a department specifics
 - Ex: Level 1 Objective A: Locate and Label basic parts of ear on diagram
 - Ex: Level 2 Objective A: Locate and label all parts of the ear on a diagram
- Feedback so far -- easy to assess 3 times a year or to gather data from notes/data collection/student work/etc.
- Approved by our Joint Committee
- Most students are on Level 1 but several were close to moving to Level 2 at the midpoint check at the upper grades.

2015-2016 Data Stegner

Student Name (or ID)	Baseline Score	Midpoint	Final Score	Growth	Growth Target Rationale Notes	≥ Target? (Yes/No)
1 (Level 1)	4/24 25%	10/24 42%	16/24 67%	16/24		yes
2 (Level 1)	3/24 13%	11/24 46%	15/24 63%	12/24		yes
3 (Level 1)	12/22 55%	13/23 57%	16/23 70%	16/23		yes
4 (Level 1)	14/24 58%	16/22 73%	21/22 95%	16/24	Move to Level 2	yes
5 (Level 1)	3/24 13%	15/24 63%	19/24 79%	17/24		yes
6 (Level 1)	5/22 23%	12/22 55%	18/22 82%	13/24	Consider moving to Level 2	yes
7 (Level 1)	1/24 4%	12/24 50%	17/24 71%	5/24		yes
8 (Level 1)	0/24 0%	0/24 0%	4/24 17%	4/24	Drop - PFK/Other	
9 (Level 1)	1/24 4%	2/24 8%	3/24 13%	3/24	Drop - PFK/Other	

Type III Assessment

- Any assessment that is rigorous, that is aligned to the course curriculum, and that the qualified evaluator and teacher determine measures student learning in that course.
- Again, lacking a common assessments since the DHH services provided by the itinerant are
 - IEP driven
 - Individualized
 - Change throughout the year
- Want to include as many students as possible

IEP Objectives as a Measure of Growth

- Sounds somewhat obvious
- What do you do when ...
 - Students get added
 - Students leave
 - Goals change due to Annual Reviews
- How do you make IEP objectives that are measured Quarterly match up with an assessment model that does Baseline, Midpoint, and Final?
- 20 MPW vs 450 MPW?
- 2 objectives versus 10-12?

Tool/Assessment

- Created an Excel Sheet
- Information needed
 - Initials
 - Date of AR
 - Objectives
 - Criteria for Mastery
- Determine "Expected progress" to meet Annual Goal for each Quarter

Example 1

- Meeting May 2015
- Student will expressively identify (sign/voice) 25 new vocabulary words per quarter
- Expect
 - Quarter 1 -- 25+ words
 - Quarter 2 -- 25+ words
 - Quarter 3 -- 25+ words
 - Quarter 4 -- 25+ words

Example 2

- Meeting in October 2015
- Indicate if hearing aids are working when asked by an adult
- Criteria for Mastery: 80%
 - Quarter 1 -- N/A for this goal
 - Quarter 2 -- 25%
 - Quarter 3 -- 50%
 - Quarter 4 -- 75%
 - Quarter 1 of 2016-2017 -- 80%

Excel Sheet

Did this for all the students

After i did progress reports for each student, I went into Excel sheet and entered the data.

Compare Target with Actual Data

• Did the student meet expected progress? YES or NO

Excel sheet counted the number of yes versus no and gave me a %

Color coded to help see separate Quarters of the year

- Removed students or write n/a if they leave
- Added lines for new students and put in N/A where needed
- Two students are on ISP and I am not required to write measureable annual goals, they are no longer included
- Added in August Data
- Put 2014-2015 and 2015-2016 data in same Excel file
 - Pulls end of year 2014-2015 data onto 2015-2016 data sheet
 - Look for regression/recoupment for ESY

2014-2015 vs 2015-2016

<p>1st Quarter • 86% of objectives were making expected progress</p> <p>2nd Quarter • 75% of objectives were making expected progress</p> <p>3rd Quarter • 75% of objectives were making expected progress</p> <p>4th Quarter • 81% of objectives were making expected progress</p>	<p>Quarter 1 • Lots of changes this quarter. You'll see a lot of n/a • 81% of objectives are making expected progress</p> <p>Quarter 2 • 85% of objectives are making expected progress</p>
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Average: 79.25%

Average: 83%

Next Steps

- As a tool, I got this approved for my use
- My district is developing a list of positions that can use it
- Go through a year where I use both approved tools, write a SLO goal(s) and then use as part of my evaluation.
- Pennsylvania Department of Education – Rubric to assign a score based on a % of students meeting IEP quarterly progress.

Student Learning Objectives (SLO) Process for IEP Progress-Teacher Specific Guidance Document

Year	Month	Quarter	Progress	Notes
2015	9	1	85%	Initial assessment
2015	12	2	80%	Mid-year review
2016	3	3	85%	Final assessment

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2015	9	1	85%	Initial assessment
2015	12	2	80%	Mid-year review
2016	3	3	85%	Final assessment

Questions?

KATIE STEGNER
stegneka@qps.org

References

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