

## Assessments and “High Stakes” Accountability Part 2

Strategies for Promoting  
Success in Standards-driven  
Schools

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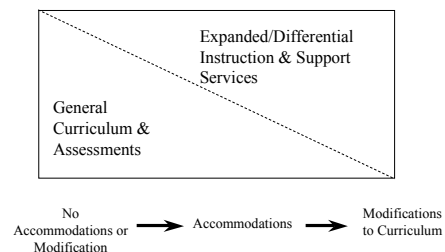
## Accountability is Working for Students with Learning Difficulties

- Transparency of results has focused attention on what students are actually learning (or not learning)!
- Accountability for these students rests with the whole school and is not abdicated to parents and individual teachers
- The focus on achievement is a powerful tool for improving opportunities for students with learning difficulties

## What do we need to do to make standards-driven education work?

- Increase meaningful access to the general education curriculum;
- Match instruction to curriculum demands; and
- Link individual learning goals to general education curriculum and assessments.

## The “Curriculum Continuum”



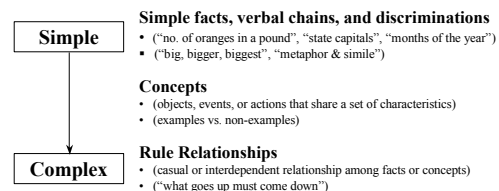
## Understanding the Curriculum

Three types of curriculum:

- **Intended** – driven by standards
- **Taught** – driven by teacher
- **Learned** – measured by assessments

## Understanding the Curriculum

Levels of Complexity within a Domain of Knowledge



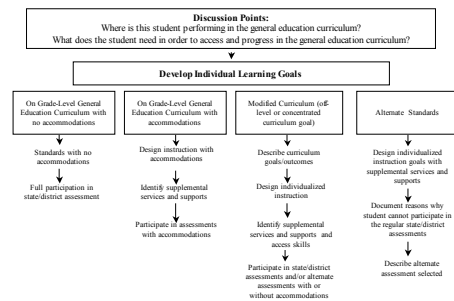
## Matching Curriculum to Instruction

- Different knowledge demands require different instruction:
- Facts must be memorized so instruction should provide ample opportunities for recall and practice.
- Concepts require instruction that focuses on critical features and exemplars.
- Principles and processes are best taught as “if-then” relationships

## Matching Curriculum to Instruction

Information Type	Cognitive Tasks Performed by Learner	Implications for Teaching
Facts	<ul style="list-style-type: none"> <li>• Move information from working memory to long-term memory</li> <li>• Recall information on demand</li> <li>• Link new information with prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Organize information prior to teaching through use of chunking</li> <li>• Build in sufficient practice</li> <li>• Build elaboration into later instructional sequences</li> </ul>
Concepts	<ul style="list-style-type: none"> <li>• Discriminate examples from nonexamples of concept class</li> <li>• Generate new examples not previously encountered</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully select examples and nonexamples</li> <li>• juxtapose examples to focus on salient features</li> <li>• Use a model-lead-practice format for instruction</li> </ul>
Rules	<ul style="list-style-type: none"> <li>• Discern multiple parts of the rule/relationship</li> <li>• Predict outcomes from part of rule</li> <li>• Discriminate occasions when rule applies</li> </ul>	<ul style="list-style-type: none"> <li>• Teach each part of the rule</li> <li>• Show relationship among rule parts</li> <li>• Incorporate expanded examples into later instructional sequences</li> </ul>
Strategies	<ul style="list-style-type: none"> <li>• Recall component parts of strategy</li> <li>• Recognize occasions when strategy is useful</li> <li>• Initiate strategy when needed</li> <li>• Evaluate use of strategy through self monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Teach each of the component parts of the strategy</li> <li>• Model strategy and lead learner through use</li> <li>• Show occasions when strategy is useful</li> </ul>

## The Instructional Decision-Making Process



## Create "Collective Responsibility"

- Every teacher must share responsibility for each child's progress
- Planning must be cross-grade “integrated” curriculum access planning teams
- Collaborative teaching practices
- Require joint professional development and communication around the curriculum

## Creating the Conditions for Learning: Flexible Learning Environments

- Remember! Special education is a service not a place
- Where a child learns and how the child is instructed should match the curriculum outcomes
- Flexible instructional groupings inside and out of the classroom will be necessary