

Disclaimer

Presentation materials are for registered participants of the 66th Conference on Exceptional Children. The information in this presentation is intended to provide general information and the content and information presented does not reflect the opinions and/or beliefs of the NC Department of Public Instruction, Exceptional Children Division. Copyright permissions do not extend beyond the scope of this conference.

SELF-ASSESSMENT:
A Journey of Change 66TH CONFERENCE ON EXCEPTIONAL CHILDREN

OCS Pathway

- OCS is NOT a placement, it is a pathway CHOICE to a NC Diploma
- Courses are aligned with Common Core
- Designed for Relevance to Employment and Independent Living after High School

SELF-ASSESSMENT:
A Journey of Change 66TH CONFERENCE ON EXCEPTIONAL CHILDREN

Who is the OCS learner?

- Severe deficits in reading and math
- Possibly below average skills in other areas, such as communication skills
- Below average social skills and /or adaptive behavior skills (daily living)
- Lack of experience in making decisions, setting goals, and self advocacy
- Learning style that requires a "do it to learn it" instructional approach
- Difficulty in the generalization of skills or in making connections between what is learned in class, to their present and future goals

SELF-ASSESSMENT: **A Journey of Change**

64TH CONFERENCE ON EXCEPTIONAL CHILDREN

Author and researcher Dylan William (2011) asserts that "Effective feedback can double the rate of learning."



SELF-ASSESSMENT: **A Journey of Change**

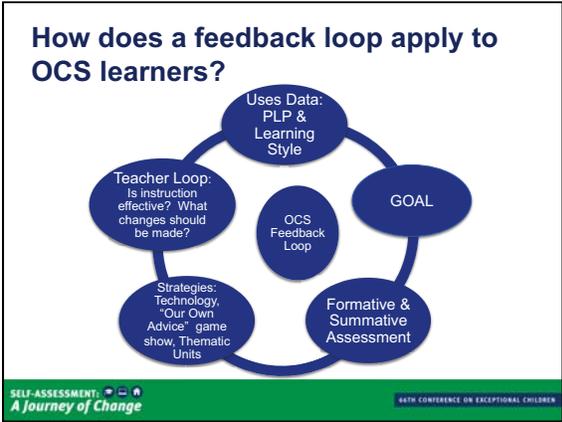
64TH CONFERENCE ON EXCEPTIONAL CHILDREN

Difficulty in generalization of skills or in making connections between what is learned in class, present goals and future goals

- *What strategies teach students these skills?*
- *How do we assess for progress?*
- *What skill(s) should be taught next?*

SELF-ASSESSMENT: **A Journey of Change**

64TH CONFERENCE ON EXCEPTIONAL CHILDREN



“Children enter kindergarten as kinesthetic and tactual learners, moving and touching everything as they learn. By second or third grade, some students have become visual learners. During the late elementary years some students, primarily females, become auditory learners. Yet, many adults, especially males, maintain kinesthetic and tactual strengths throughout their lives.”

(Teaching Students to Read Through Their Individual Learning Styles, Rita Stafford, and Kenneth J. Dunn; Allyn and Bacon, 1993)

SELF-ASSESSMENT: **A Journey of Change** 64TH CONFERENCE ON EXCEPTIONAL CHILDREN

“Approximately 20-30% of the school-aged population remembers what is heard; 40% recalls well visually the things that are seen or read; many must write or use their fingers in some manipulative way to help them remember basic facts; other people cannot internalize information or skills unless they use them in real-life activities such as actually writing a letter to earn the correct format.”

(Teaching Students to Read Through Their Individual Learning Styles, Marie Carbo, Rita Dunn, and Kenneth Dunn; Prentice-Hall, 1986, p13.)

SELF-ASSESSMENT: **A Journey of Change** 64TH CONFERENCE ON EXCEPTIONAL CHILDREN

Do SPED Students Learn Differently From Regular Ed Students?

"When considering why these youngsters require more attention, it becomes evident that they do not learn traditionally. Most SPED students are global processors with tactual and kinesthetic-perceptual strengths (Kyriacou & Dunn, 1994) and most teachers teach analytically by either talking-which requires auditory skills, or by having their students read-which requires visual-print skills."

"Individuals whose learning styles were accommodated, could be expected to achieve 75% of a standard deviation higher than students who didn't have their learning styles accommodated."

Dunn, Rita. "Effects of Learning-Style Strategies on Special Education Students" American Quarterly, Winter 2006.

Do Learning-Style Responsive Strategies Improve SPED Students' Grades?

" Despite the negativism associated with children who learn differently from their same-aged counterparts, practitioners have documented that many officially-classified LD, EH, and SPED students significantly improved their achievement after they were taught with approaches and resources that complemented their learning styles."

(Andrews, 1990; Bauer, 1987; Brunner & Majewski, 1990; Klavas, 1992; Perrin, 1990; Quinn, 1994; Stone, 1992)

Learning Style-Student Self Assessment Tool

- [Education Planner Website:](#)

The screenshot shows the 'EDUCATION PLANNER' website interface. At the top, there is a navigation bar with three tabs: 'STUDENTS', 'PARENTS', and 'COUNSELORS'. The 'STUDENTS' tab is selected and highlighted in red. Below the navigation bar, the main content area displays the title 'What's Your Learning Style? The Learning Styles' and three sub-sections: 'Auditory', 'Visual', and 'Tactile'. The 'Auditory' sub-section is currently active. The website footer includes the text 'SELF-ASSESSMENT: A Journey of Change' and '64TH CONFERENCE ON EXCEPTIONAL CHILDREN'.

Assessment Areas for OCS Feedback Loop

- 1 • Learning Styles & PLP
- 2 • Goals, Transition Planning and IEPs
- 3 • Assessments
- 4 • Reflection Strategies for Students, Teacher, and Collaborative Reflection
- 5 • Restart Feedback Loop

SELF-ASSESSMENT: **A Journey of Change** 64TH CONFERENCE ON EXCEPTIONAL CHILDREN

Step 1: Feedback Loop-Uses Data Questions to Determine Present Levels of Performance (PLP)

Knowledge of the Student

- What do students already know?
- What do students need to succeed in the EC classroom?
- What do students need to succeed in the general education classroom?
- What do students need to achieve their post high school goals for independent living, employment, and/or academic goals?
- How do students learn?

SELF-ASSESSMENT: **A Journey of Change** 64TH CONFERENCE ON EXCEPTIONAL CHILDREN

Step 2: Feedback Loop-GOAL

Clearly articulated learning goals answer these questions:

- Who is the learner?
Present Levels of Performance (PLP)
- What should they learn?
Goal
- What steps are required to develop that learning?
Formative Assessment
- How do we develop the steps?
Learning Style
Universal Design of Learning (UDL)
Technology
Collaboration
Reflection
- What is mastery?

SELF-ASSESSMENT: **A Journey of Change** 64TH CONFERENCE ON EXCEPTIONAL CHILDREN

Format for Daily Learning Objective as Displayed on Board (Clear Learning Goal):

Objective: standard #/description

Today I am...

So that I can...

I'll know I've got it when...

Format for Daily Learning Objective as Displayed on Board

Objective: standard #/description

- Today I am *writing a thesis statement (my clear opinion, and three supporting reasons).*
- so that I can *communicate why I love the Carolina Panthers.*
- I'll know I've got it when *the class understands why my team is awesome.*

Step 3: Feedback Loop-Formative Assessment

• [Rubric Maker](http://Rubric Maker.rubistar.4teachers.org)
rubistar.4teachers.org

- "Rubrics can teach as well as evaluate. When used as part of a formative, student-centered approach to assessment, rubrics have the potential to help students develop understanding and skill, as well as make dependable judgments about the quality of their own work. Students should be able to use rubrics in many of the same ways that teachers use them—to clarify the standards for a quality performance, and to guide ongoing feedback about progress toward those standards." - Rubistar website



Student Name	Student Worksheet Rubric				Rubric Score
	1-10 points	11-15 points	16-20 points	21-25 points	
Preparation	Prepares materials and equipment for the activity.				
Quality of Work	Produces work of the highest quality.	Produces high quality work.	Produces work that is of good quality.	Produces work that is of acceptable quality.	
Working with Others	Works cooperatively with others and respects the work of others.	Works cooperatively with others and respects the work of others.	Works cooperatively with others and respects the work of others.	Works cooperatively with others and respects the work of others.	
Attitude	Shows a positive attitude and is willing to accept responsibility for the work.	Shows a positive attitude and is willing to accept responsibility for the work.	Shows a positive attitude and is willing to accept responsibility for the work.	Shows a positive attitude and is willing to accept responsibility for the work.	
Initiative	Shows initiative and is willing to take on additional work.	Shows initiative and is willing to take on additional work.	Shows initiative and is willing to take on additional work.	Shows initiative and is willing to take on additional work.	
Effort/Attention	Shows effort and attention throughout the activity.				
Comments:					Total Points:

Character Mark Making Progress Limited Progress No Progress

SELF-ASSESSMENT:

A Journey of Change
64TH CONFERENCE ON EXCEPTIONAL CHILDREN

Step 4: Feedback Loop-Reflection

- Identify one skill set area of difficulty (need) for student focused learning goal
- Create a new rubric for this subset
- Modify the grading criteria
- Student, teacher, and possibly other individuals complete the rubric for reflection and collaboration

SELF-ASSESSMENT:

A Journey of Change
64TH CONFERENCE ON EXCEPTIONAL CHILDREN

Step 5: Feedback Loop-Instructional change/close the loop

- Is instruction effective?
- What changes should the student make?
- What instructional change should the teacher make?
- Rubrics
- Class – “Our Own Advice” –An OCS Talk Show
- Technology
- Self Assessments
- Incident Reports-staff and student completed

SELF-ASSESSMENT:

A Journey of Change
64TH CONFERENCE ON EXCEPTIONAL CHILDREN

Thematic Teaching Units for Real World Engagement

- Thematic Units-Painting, Gold Fish Pond, Coffee Bar
- Transition Fair-Pictures-analyze for body language
- Collaboration with VR-video tape job interviews
- "Our Own Advice"-a daily class talk show
- Technology-video tapes of work (daily lesson record, or for portfolio)

SELF-ASSESSMENT: 
A Journey of Change

66TH CONFERENCE ON EXCEPTIONAL CHILDREN

Mary Beth Seitzer

Granville County Schools
Granville Central High School
2043 Sanders Road
Stem, NC 27581
seitzermb@gcs.k12.nc.us

SELF-ASSESSMENT: 
A Journey of Change

66TH CONFERENCE ON EXCEPTIONAL CHILDREN
