

Filling in the Gaps: Empowering Teachers Through Data - Connecting the Golden Thread of IDEA

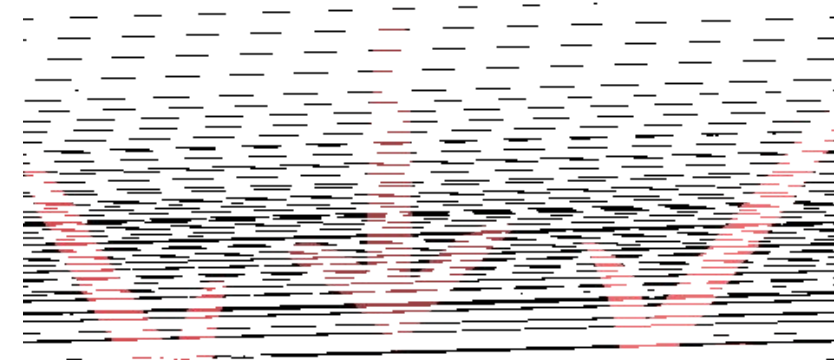
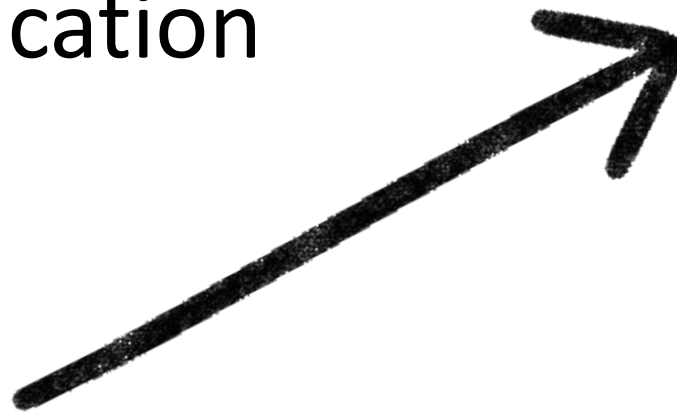
by: Theresa Wallace
& content from Amelia Barrons as cited



50 Years of IDEA

- ❖ Eligibility
- ❖ Evaluations
- ❖ The Individualized Education Program (IEP)
- ❖ Least Restrictive Environment
- ❖ Parent & Student Participation
- ❖ Procedural Safeguards

- ❖ Accountability
- ❖ Progress Monitoring



DATA

A Team Built to Support Students

❖ Consultation Team started in 2015

- 786 Student Cases
- 379 Program Cases
- 167 Training Cases

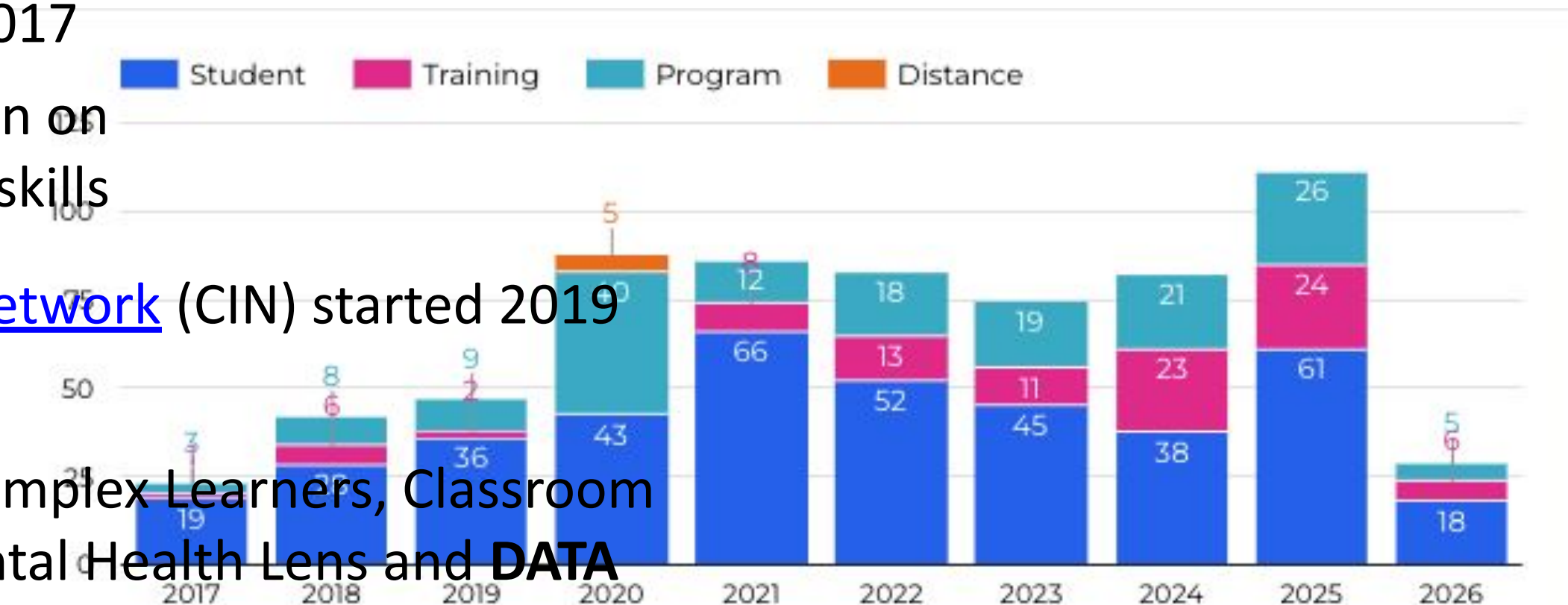
❖ Proactive Measures started 2017

- Summer Workshops to train on foundational Instructional skills

❖ [Collaborative Intervention Network](#) (CIN) started 2019

➤ Consistent Topic tracks:

- Structure, Behavior, Complex Learners, Classroom Procedures with a Mental Health Lens and **DATA**



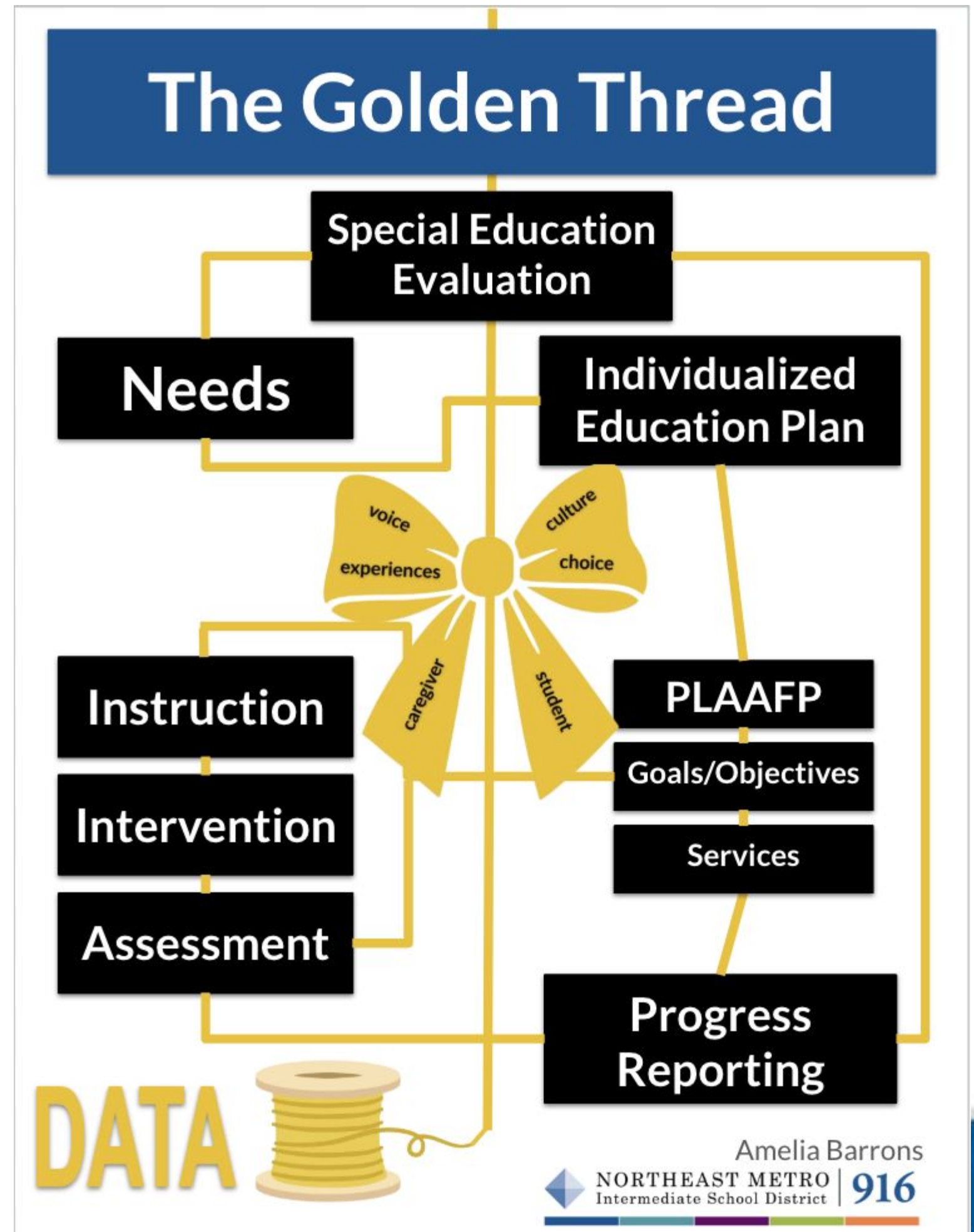


Trends

- ❖ ABS licensed teachers supporting students with more intensive needs
- ❖ Lack of understanding and connection to the Golden Thread
- ❖ Gaps in Data Literacy skills
- ❖ Gaps in understanding the history and purpose of data and therefore how and when to use it
- ❖ Misapplication or apprehension in tool use for data collection and data visualization
- ❖ Then not using visualized data to make decisions - compounding the issues due to skill gaps

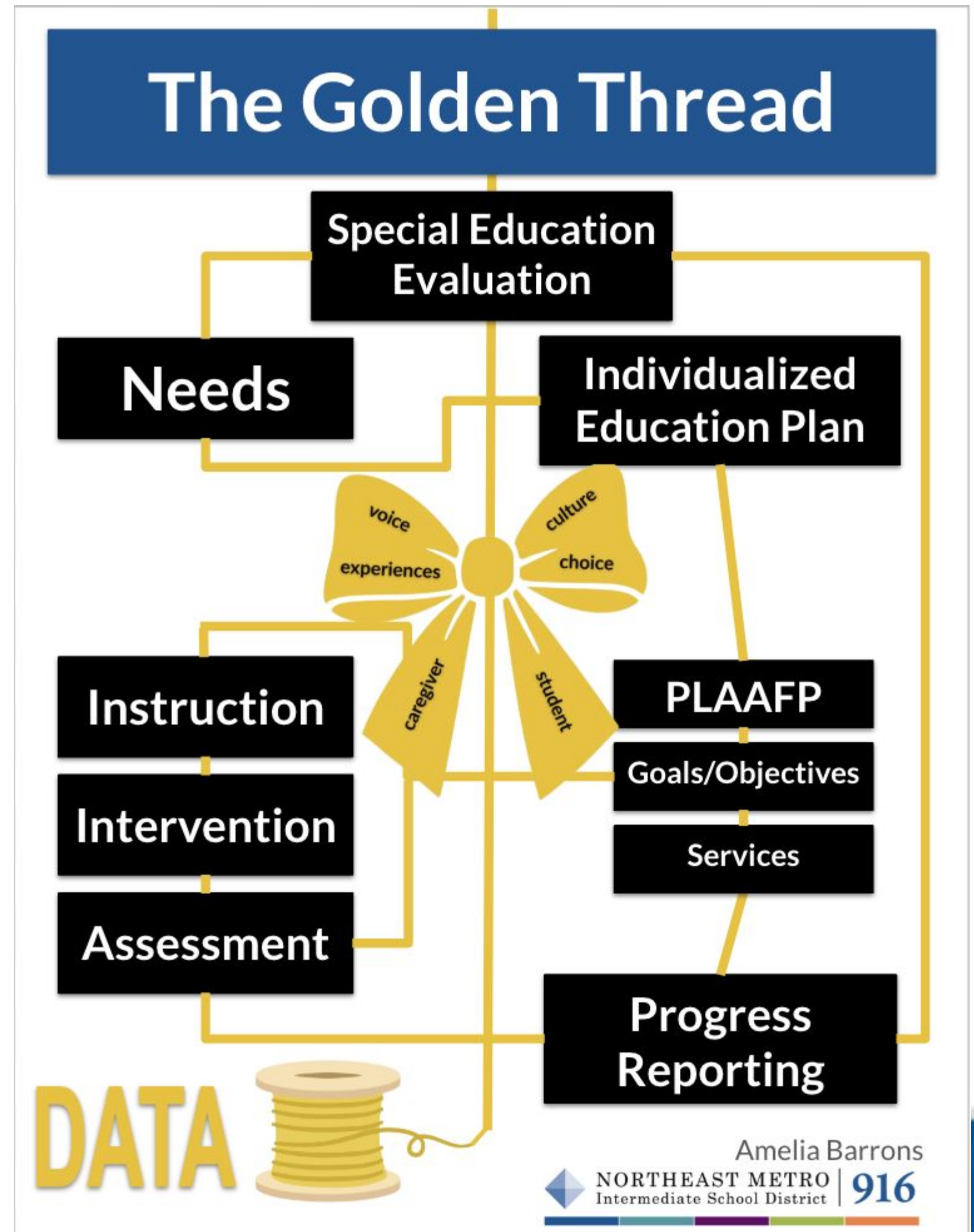
Missing Connections

- ❖ Teachers are missing the connectivity between the key pieces of the Golden Thread
- ❖ Therefore - not effectively understanding, planning for, anticipating and creating the data systems they need
- ❖ ... OR in recognizing that it IS or could be a systemic approach.



Missing Connections

- ❖ Special Education Teachers are playing whack-a-mole for individual students rather than engaging a systematic approach.
- ❖ Teachers want a single tool or system to work for everything data collection - it won't.
- ❖ These trends are leading my team and I to create **Mental Frameworks** to teach and support how to organize their thinking to drive the creation of quality and useful data systems.



Data Planning

Amelia Barrons
Northeast Metro 916

1

Clarify the Purpose

Why am I collecting this data?
(IEP, Evaluation, progress monitoring, instructional planning, advocacy, programming decisions, etc.)

2

Identify and Define the Focus

What specific skill, behavior, or outcome am I measuring?
How will I know when the student has achieved it?
(Replacement behavior, academic/functional skill, etc.)

3

Match with Schedules and Instruction

When and how will this skill be taught, modeled, and reinforced within the student's day?
How is it embedded in existing routines and instruction?

4

Choose the Measure

What type of data would capture success best?
(Accuracy count, frequency count, duration of time, etc.)

5

Select the Tool

What simple tool will I use to record information?
(A tally sheet, rubric, ABC chart, etc.)

6

Establish a Collection Routine

When and how often is data collected?
Who will collect data?
Where does the data live and travel?

7

Plan for Interpretation

How will I organize and share the data?
(Graph over time, weekly summary, at an IEP or progress reporting windows, etc.)

8

Check for Sustainability

Is this realistic?
Is this meaningful?
Adjust if needed.



Entry Point + Resources = Success

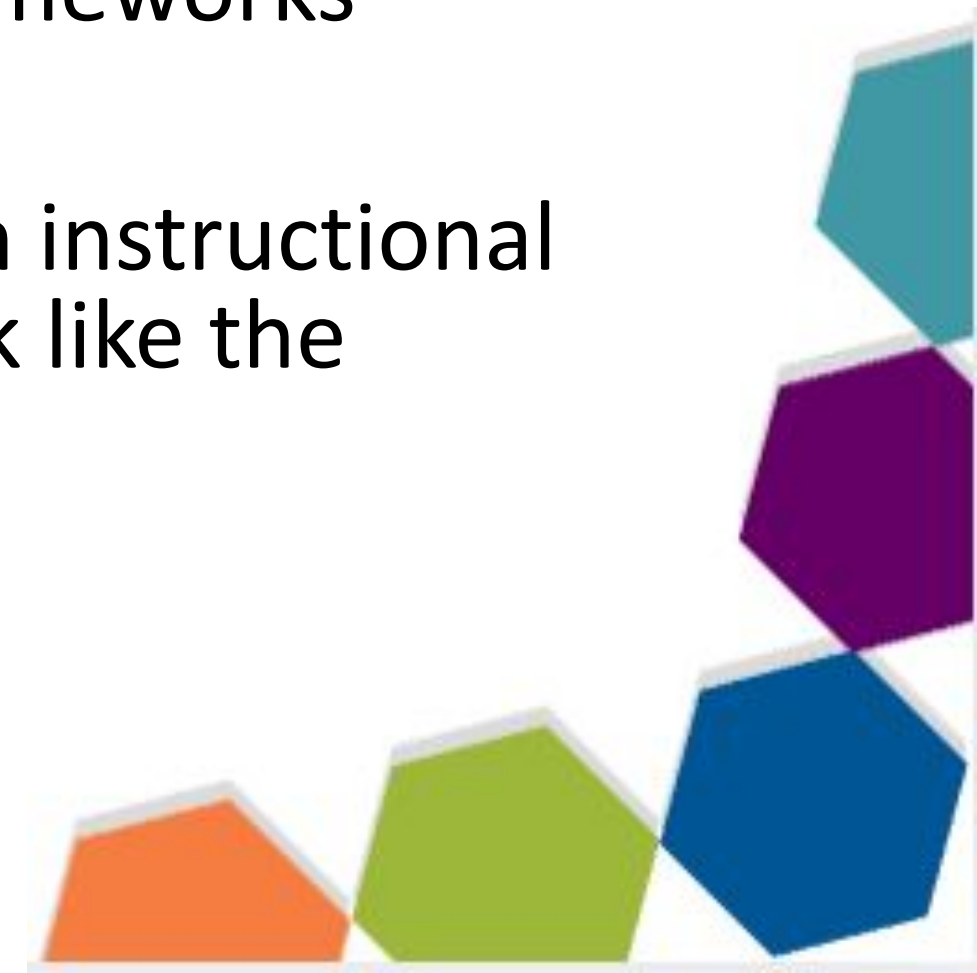
- ❖ New teachers need a starting point
 - Teacher Apprentices
 - New to Profession
 - Out of Field Permissions (OFPs)
 - ABS
- ❖ Experienced Teachers access success within strong frameworks more quickly
- ❖ Each of these frameworks has a recorded training and resources





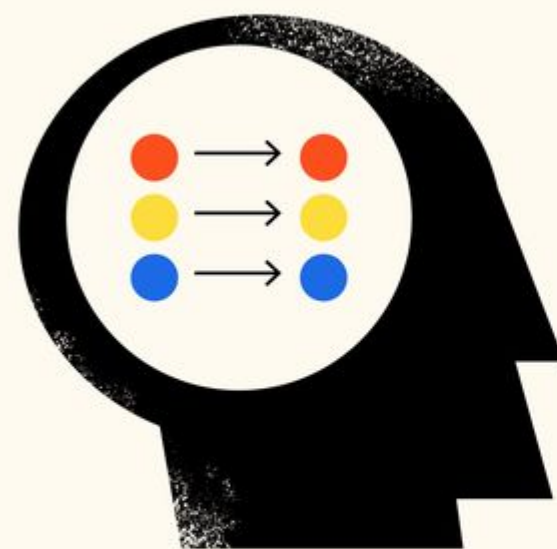
Various Entry Points

- ❖ Think about the various structures you have available within your district:
 - Instructional Coaches, PLCs, etc.
- ❖ Those systems have so much room for interpretation and application, but would greatly benefit from these Special Education Frameworks
 - Elena Aguilar, Cognitive Coaching, etc.
- ❖ Think about the potential impact curious questions from an instructional coach might have when paired with a consistent framework like the Golden Thread or Data Planning.



Create a System Not a Size

- ❖ One size fits all is not a thing
- ❖ Systems are what's left when the people leave the room -
 - EQUITY focused approach

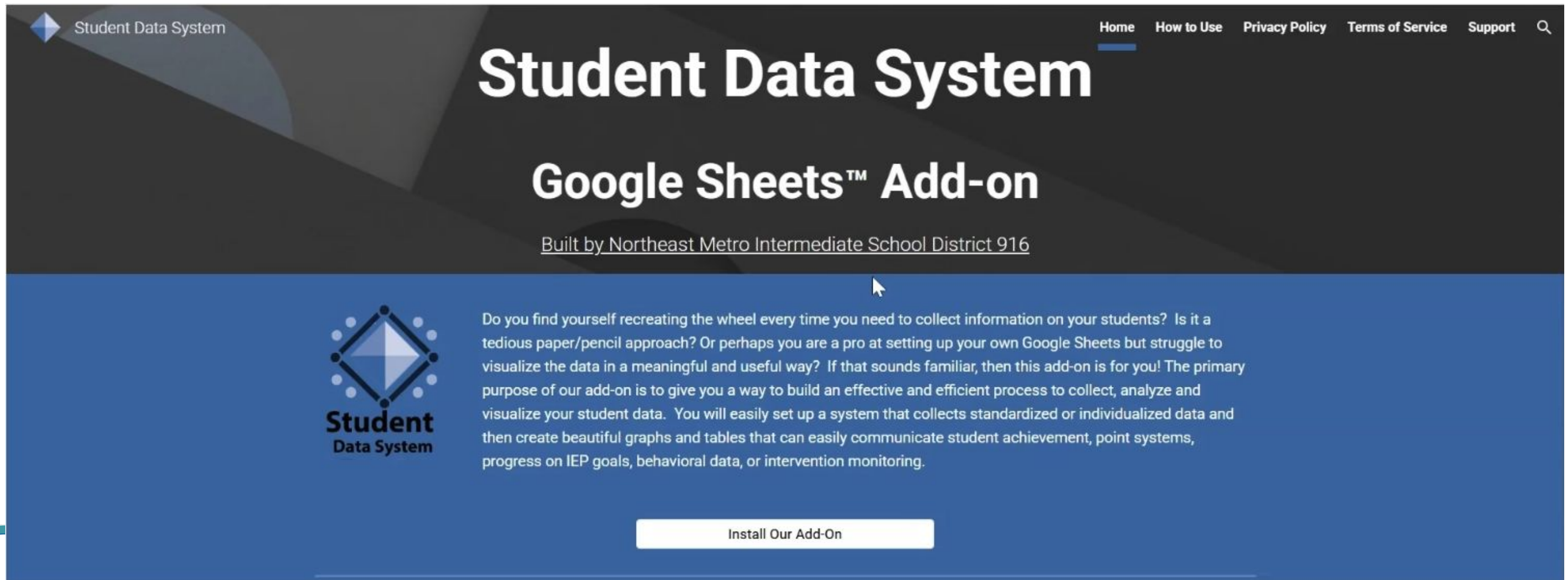


LINEAR THINKING



SYSTEMS THINKING

One Entry Point - 916 Student Data System



The screenshot shows the homepage of the 'Student Data System' Google Sheets Add-on. The header features a navigation menu with links to Home, How to Use, Privacy Policy, Terms of Service, and Support. The main heading is 'Student Data System' followed by 'Google Sheets™ Add-on'. Below this, it states 'Built by Northeast Metro Intermediate School District 916'. The main content area has a blue background and contains a logo for the 'Student Data System' on the left. To the right of the logo is a paragraph of text explaining the add-on's purpose: 'Do you find yourself recreating the wheel every time you need to collect information on your students? Is it a tedious paper/pencil approach? Or perhaps you are a pro at setting up your own Google Sheets but struggle to visualize the data in a meaningful and useful way? If that sounds familiar, then this add-on is for you! The primary purpose of our add-on is to give you a way to build an effective and efficient process to collect, analyze and visualize your student data. You will easily set up a system that collects standardized or individualized data and then create beautiful graphs and tables that can easily communicate student achievement, point systems, progress on IEP goals, behavioral data, or intervention monitoring.' At the bottom center of this section is a white button with the text 'Install Our Add-On'.


Student Data System

Home How to Use Privacy Policy Terms of Service Support

Student Data System

Google Sheets™ Add-on

Built by Northeast Metro Intermediate School District 916









Do you find yourself recreating the wheel every time you need to collect information on your students? Is it a tedious paper/pencil approach? Or perhaps you are a pro at setting up your own Google Sheets but struggle to visualize the data in a meaningful and useful way? If that sounds familiar, then this add-on is for you! The primary purpose of our add-on is to give you a way to build an effective and efficient process to collect, analyze and visualize your student data. You will easily set up a system that collects standardized or individualized data and then create beautiful graphs and tables that can easily communicate student achievement, point systems, progress on IEP goals, behavioral data, or intervention monitoring.









Install Our Add-On

Resources








Tools/Forms/Templates

-  [916 Student Data System \(Google Extension\)](#)
-  [Targeting Student Independence - Routines](#)
-  [Example \(Check in - Check Out Form.](#)
-  [iAscend MTSS](#)
-  [iAscend IEP](#)
-  [iAscend BSP](#)

CIN Presentations

-  [The Golden Thread of Special Education](#)
-  [Data Literacy](#)
-  [Visualizing Individual Data](#)
-  [Actionable Behavior Plans](#)
-  [The Wonderful World of Graphs](#)
-  [Identifying and Gathering Information on Interfering Behavior](#)
-  [Examining Our Practices: That was Then, This is Now](#)
-  [Defining Behavior for Clarity and Consistency](#)

Other

-  [Data Competency Rubric](#)
-  [Student Interest Inventories](#)
-  [Lives In The Balance](#)
-  [Data System Modules](#)
-  [Data Planning Visual PDF](#)
-  [Golden Thread Visual PDF](#)
-  **CIN on the Go Podcast - Available now on [Spotify](#), [Apple Podcasts](#) & [Amazon Music](#)**



Thank you!

<http://bit.ly/3WGwXUV> - Slides to access resource links

Special Thanks to Amelia Barrons, Kelli Roddy & 916 Consultation Team and other 916 staff who created many of the resources shared today.

Want to collaborate or have questions? Reach out!

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