National Center and State Collaborative (NCSC) Overview

CCSSO Webinar - with background on CCSS and the GSEG projects

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National Center and State Collaborative

Common Core State Standards (CCSS)

- Standards are for **FOR ALL STUDENTS**
- Standards are for (a) college and career readiness, and (b) K-12
- Standards are research and evidence-based, reflective of rigorous content and skills, and internationally benchmarked.
- States are to formally adopt the standards (state boards, etc.) – all but 5 regular states and 3 entities have done so
- CCSS and "college and career readiness" are the bases for Race to the Top Assessments, GSEG consortia, and ELP consortium!

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Commitment to SWD and ELLs Evident in Standards

"The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs."

From ELA Standards, in section titled "What is not covered"

Application to Students with Disabilities

"Students with disabilities...must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers....Therefore, *how* these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students."

Alternate Assessment Students

**Statement in "Application to Students with Disabilities"**

"Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards."

Five Assessment Consortia

- Race-to-the-Top Regular Assessment Consortia
  - Partnership for Assessment of Readiness for College and Careers (PARCC)
  - SMARTER Balanced Assessment Consortium (SBAC)
- GSEG Alternate Assessment Consortia
  - Dynamic Learning Maps (DLM)
  - National Center and State Collaborative (NCSC)
- ELP Assessment Consortium
  - ASSETS: Assessment Services Supporting ELs through Technology Systems

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NCSC Core State Partners, with Tier II
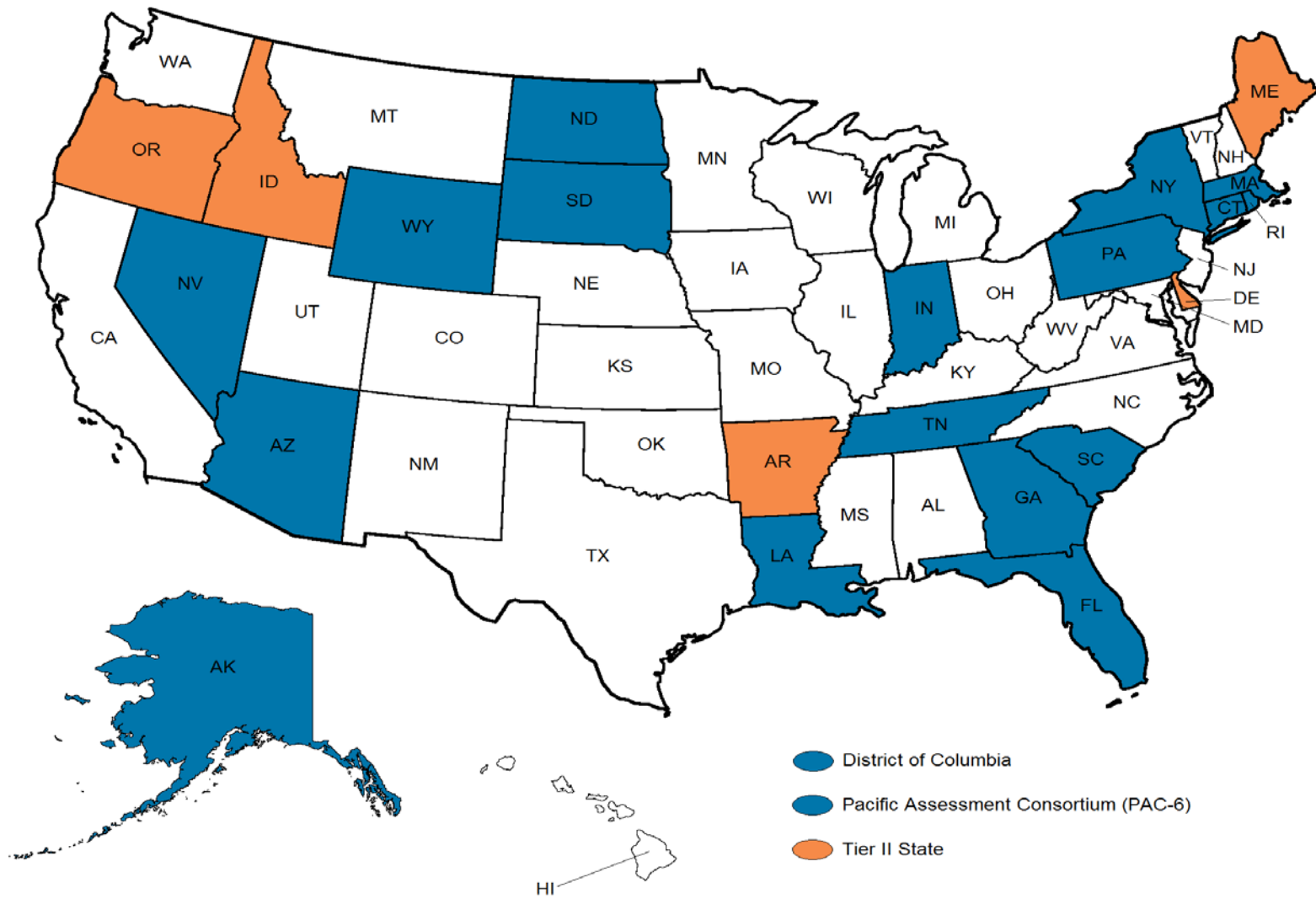
NCSC Partner Organizations

National Center on Educational Outcomes

National Center for the Improvement of Educational Assessment

University of Kentucky

University of North Carolina-Charlotte

edCount, LLC

NCSC: Building a comprehensive system of curriculum, instruction, and assessment

1) producing technically defensible summative assessments,

2) incorporating evidence-based instruction and curriculum models, and

3) developing comprehensive approaches to professional development delivered through state-level Communities of Practice.

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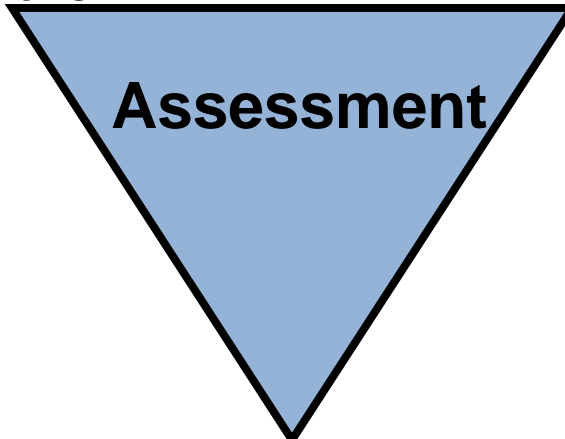
Theory of Action

Long-term goal:

To ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.

**A well-designed summative assessment alone is insufficient.**

To achieve this goal, an AA-AAS system also requires:

- Curricular & instructional frameworks
- Teacher resources and professional development

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Observations *Interpretation Model*

Assessment

Domain-Based Models of Learning & Understanding

(SLIDE FROM J. Pellegrino's (TAC member) – *KWSK* assessment triangle with C-I-A triangle)
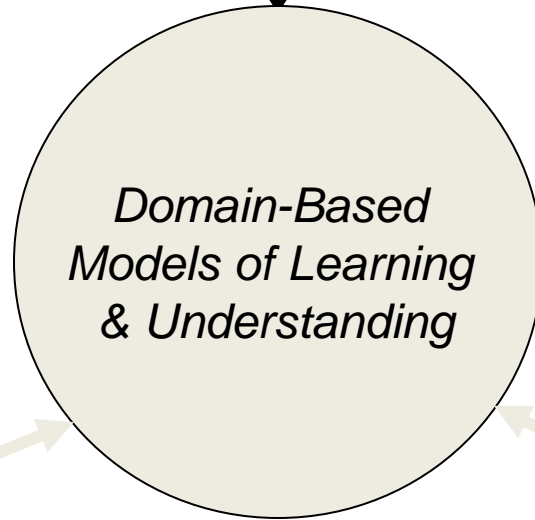
Curriculum **Instruction**

NCSC Summative Assessment

- NCSC summative assessment design will be the alternate assessment to the general assessment used by each member state

- Assessment will yield scores that can be used for purpose(s) prioritized by the member states (e.g., system accountability)

- A technology-based management system will be used for assessment administration, documentation, and reporting

Additional NCSC Comprehensive System Components

- Within-year Classroom Assessment Tools
- Curriculum and Instruction Tools
- Professional Development Resources and Activities: State's Community of Practice
- Communication Triage Approach (builds capacity to establish each student's intentional communication early)
- Implementation of the CCSS and State Transition Planning (and tools to monitor implementation)
- Educator (teacher, principal) Effectiveness Tools (multiple measures)

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Guiding Principles for Curricular Resources

- Promote Common Core State Standards
- Set high expectations for all students
- Apply principles of universal design for learning
- Apply evidence-based teaching practices for students with significant cognitive disabilities, based extant research and emerging understanding (e.g., IES grants running simultaneously to our project)
- Use general curriculum resources and general education content experts' review
- Offer options for ALL students who may participate in AA-AAS
- Reflect same emphasis/ priorities being used for assessment for examples, but train on "how to fish"

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Caveat: Thinking about the students

- Students with the most significant cognitive disabilities
- There has been a national consensus that for about .5 - 1% of all students, we need an alternate achievement standard for system accountability to measure appropriate but high achievement in the general curriculum based on grade-level content.
- What does that look like? What is the construct?

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Is "intellectual disability" synonymous with "significant cognitive disability"?

NCSC GSEG
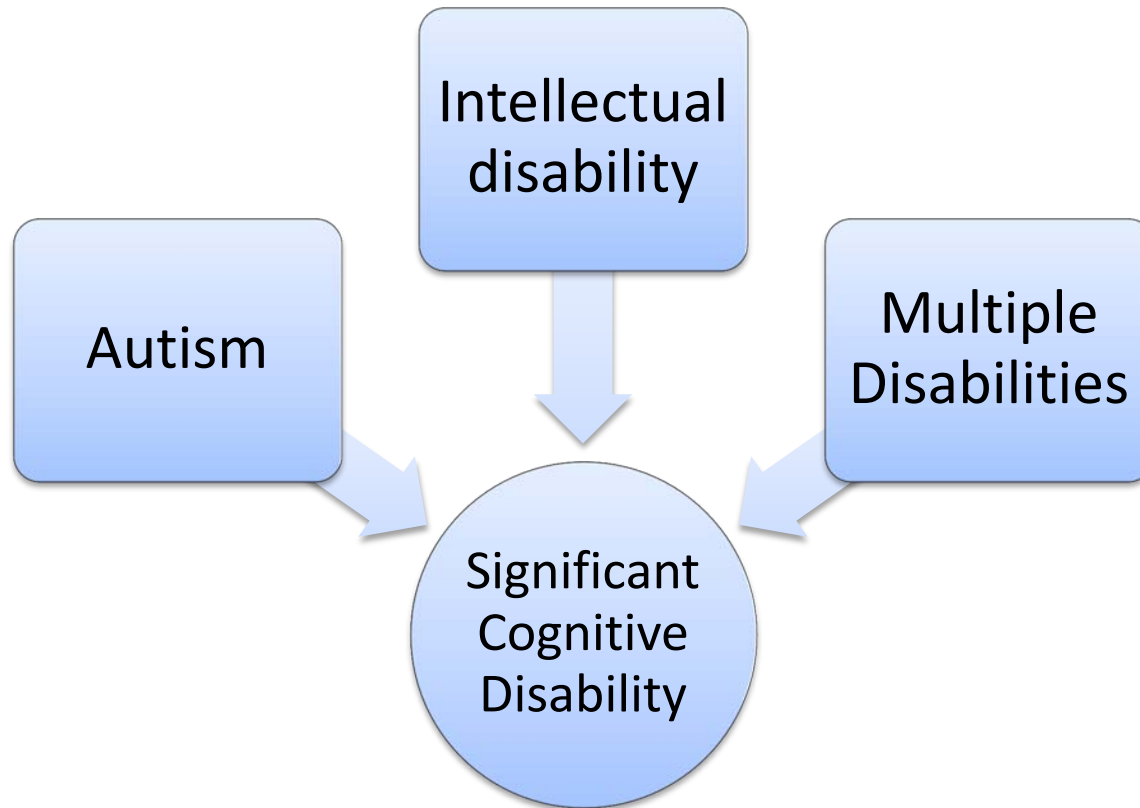
Kleinert, Browder, & Towles-Reeves, 2009

- Previous attempts to apply cognitive theories to education of students with significant cognitive disabilities (SWSCD) yielded inappropriate chronological age models and promoted a deficit model rather than a capacity building model.

- A more nuanced approach to applying cognitive models is necessary. Cognitive models focus not on how much knowledge a student has comparable to others (i.e., differential perspective), but in the quality and organization of that knowledge in ways that can be meaningfully applied.

- Although SWSCD often lack systematic approaches to identifying and solving problems, problem-solving strategies can be directly taught. Growth is important; one-time snapshots may not capture gains over time, and then has to be designed carefully to capture not just "amount" but true growth in understanding.

Kleinert, Browder, & Towles-Reeves, 2009

Need to develop an understanding unique to these students on how they actively construct knowledge and apply mental models and processes to the problems they encounter.

The paper describes students who have documented differences from typical students including:

- limitations in short term memory (which appear to affect long term memory as well),
- require more explicit practice and feedback than typical students;
- transfer/generalizability of concepts need to be explicitly taught and assessed,
- more subtle and gradual process of learning than for typical students.

Emerging NCSC Domain-Based Models of Learning and Understanding

- What we are learning about how students with significant cognitive disabilities learn and show what they know in the academic curriculum specific to their enrolled grade; and

- How we can support state by state implementation of a full system to support their learning and document implementation status in schools, LEAs, states, in order to learn more about their learning with known opportunity to learn.

Observations   *Interpretation Model*
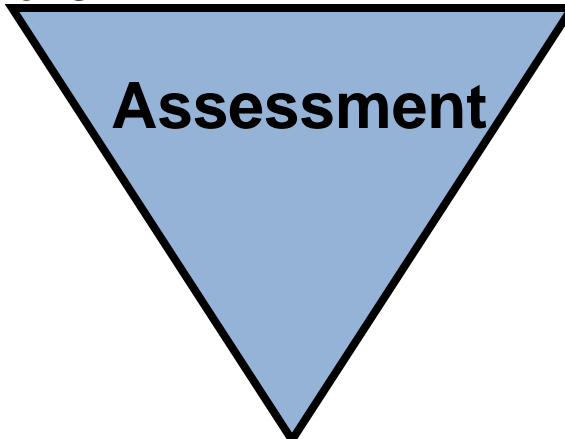
Assessment

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*Domain-Based
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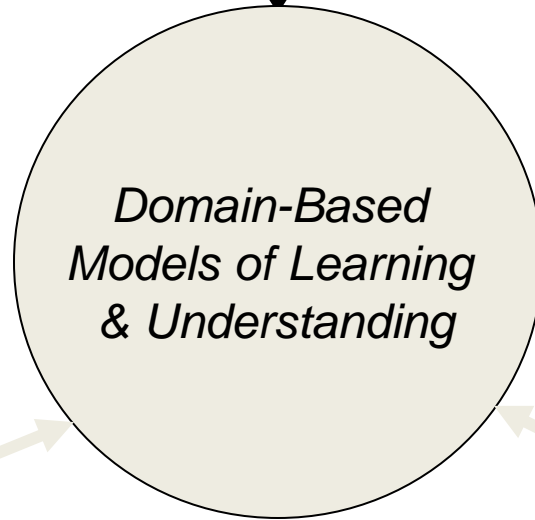
Curriculum   **Instruction**

Implementation Tool to Document NCSC Comprehensive System

- Degree of linkage to CCSS in enacted curricular materials, not limited to priority targets for assessment
- Comprehensive approach to instructional method choices (e.g., UDL units, real-life application, focused systematic instruction, graduated understandings guides, progress monitoring tools, other)
- Communication processes effectively applied (documented through student communicative competence)
- Integrated and coherent support services
- Least-restrictive environment settings/inclusive education practices
- Embedded in school/district/state improvement processes
- Tool to support SEA monitoring of implementation

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College and Career Readiness: NCSC partners are discussing:

- Maximize Communicative Competence

- Full access to the academic content for life long learning

- Development of appropriate social skills

- Development of independent work behaviors

- Development of support access skills

(Discussion based on Kearns, Kleinert, Harrison, Shepard-Jones, Hall, Jones 2011)

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