Module 7 – Evaluation: Activity book

Inclusive Practices Self-Assessment Guide

In this activity, you will use the *Inclusive Practices Self-Assessment Guide* to assess your school's level of performance in inclusive teaching and learning pedagogy.

Focus on the **Evaluation** section of the Self-Assessment Guide:

1. Read the Guiding Statement. This statement is designed to support your discussion and reflections before you consider the observed evidence of practice in your school.
2. Read and discuss the statements of observed evidence.
3. In light of your discussions and reflections, working on your own, rate your perception of your school's current level of performance within the Targeted Assessment component of the Intervention Framework.

GUIDING STATEMENT	OBSERVED EVIDENCE	LEVELS OF PRACTICE		
		Beginning There is little or no evidence.	Developing There is partial and uneven evidence.	Sustaining There is clear, convincing & consistent evidence.
EVALUATION The focus is on the **rate of student progress** over time regardless of the starting point. Rigorously **tracking** the progress of all students and **adapting** targeted instruction and adjustments ensures growth for all students.	• Teachers work together in a range of ways to review all student progress over time.	☐	☐	☐
	• Teachers regularly record students' progress against the planning tools established, for example the student's Personalised Learning Plan or Behaviour Support Plan.	☐	☐	☐
	• Parents, guardians and caregivers, through a Program Support Group (PSG) protocol, partner with the school in monitoring the learning of their child.	☐	☐	☐
	• The Student Learning Team regularly monitors and reviews the impact of adjustments on student learning.	☐	☐	☐
	• The Student Learning Team regularly monitors and reviews the fidelity of the implementation of adjustments.	☐	☐	☐
	• The Student Learning Team regularly evaluates each component and the overall intervention process in the school.	☐	☐	☐

Claim, Support, Question

The ultimate goal of the Intervention Framework process is to improve student outcomes and it is critical to be able to gather evidence which confirms that we have achieved this goal.

Use the Claim, Support, Question thinking routine to help you explore ways to achieve this goal. Refer to the table below.

CLAIM: Our use of the Intervention Framework improves student outcomes.

SUPPORT: Things you see, feel, and know that provide supporting evidence of how …

Your school team monitors student's progress against their identified learning goals, including those articulated in PLPs and BSPs.	Your school team evaluates the effectiveness of any adjustments or intervention program or approach that is implemented.	Your entire staff compares and reflects on the efficacy of the inclusive practices implemented in every classroom.

QUESTION: Ways your school could improve …

How the school team monitors student's progress against their identified learning goals, including those articulated in PLPs and BSPs.	How the school team evaluates the effectiveness of any adjustments or intervention program or approach that is implemented.	How your entire staff compares and reflects on the efficacy of the inclusive practices implemented in every classroom.

Student scenarios

Schools need to be able to evaluate the effectiveness of any program or approach that is implemented with students.

Schools need to consider:

- a student's estimated rate of improvement and the process which will identify a student who is not demonstrating adequate progress

- the efficacy and fidelity of implementation.

School teams should work collaboratively to plan and review the progress of all students on a regular basis.

All students should be identified on the continuum of the curriculum and their progress monitored against it.

Explore four student scenarios.
Read each scenario and match each student's growth against the criteria in the evaluation grid. The first one has been done for you.

Jane is a Year 3 student who has had 20 weeks (five sessions per week, 20 minute sessions, 1:1) of a number intervention program focusing on early number knowledge. She has achieved the personalised goals from her PLP and her end-of-year PAT Maths score was Stanine 5.

Daniel is a Year 3 student who has had 20 weeks (five sessions per week, 20 minute sessions, 1:1) of a number intervention program focusing on early number knowledge. He has achieved some of his personalised goals from his PLP and his end-of-year PAT Maths score was Stanine 3.

Grace is a Year 3 student who has had 20 weeks (five sessions per week, 20 minute sessions, 1:1) of a reading intervention program focusing on reading fluency. Her reading fluency score on a YARC was within the average range. She does not have a PLP and her end–of-year PAT Maths score was Stanine 1.

Harry is a Year 3 student who has had 20 weeks (one to two sessions per week, 10 or 15 minute sessions, 1:1 and small group – with changing students and changing teachers) of a number intervention program focusing on early number knowledge. He has not achieved the personalised goals from his PLP and his end-of-year PAT Maths score was Stanine 1.

	JANE	DANIEL	GRACE	HARRY
Student met identified goals and is ready for the next stage of learning and continued support				
Student met identified goals and is ready to return to universal teaching	X			
Student made limited progress due to poor match of intervention				
Student made limited progress due to poor implementation fidelity				

Parent engagement

Parents are important partners in the education of their children and should be actively engaged in the process of monitoring their child's growth and progress.

Evaluate the ways you actively engage with parents around their child's growth and progress in Key Learning Areas and personal and social capabilities.

Use the Parent Engagement in Learning table below assess your performance.

Provide examples of the ways you actively engage with parents around their child's growth and progress in key learning areas and personal and social capabilities.

Parent Engagement in Learning	Yes – it's the norm	No – it's not the norm
Parents' understanding of learning and teaching		
Students' learning is shared with parents	☐	☐
Students' developmental stages are identified and discussed with parents	☐	☐
The language of learning (i.e. education specific terms) is explained to parents using parent friendly language	☐	☐
Classroom / year level / subject area's arrangements and teaching strategies are explained to parents	☐	☐
Strategies for meeting student learning needs are explained to parents	☐	☐
Transitions		
I provide information to parents regarding student educational transitions	☐	☐
I invite parents to explain their child's learning needs at key transition points	☐	☐
I work with parents to prepare students for further stages of education	☐	☐
Learning beyond school		
I regularly acknowledge that learning happens beyond the classroom (including at home)	☐	☐
My learning at home strategies meet student learning needs	☐	☐
I invite parents to contribute to my learning at home strategies	☐	☐
Teachers and parents as co-educators		
I celebrate parents as the students' primary educators	☐	☐
I celebrate students' learning achievements with parents	☐	☐
I invite parents to share their strategies/knowledge with me for meeting the individual needs of their child	☐	☐
I invite parents to contribute to the learning experiences provided in my classroom / year level / subject area	☐	☐
I invite parents to be partners with me in achieving their child's learning	☐	☐
The school is a learning community for all	☐	☐

Taken from CEOM Parent Engagement in Action Guide

Action plan

Consider further actions your school needs to take. Complete the table below.

ACTION – What	Who*	When	How

*You will need to consider whether each action is to be completed by:

- an individual
- school team
- level
- department
- whole school.