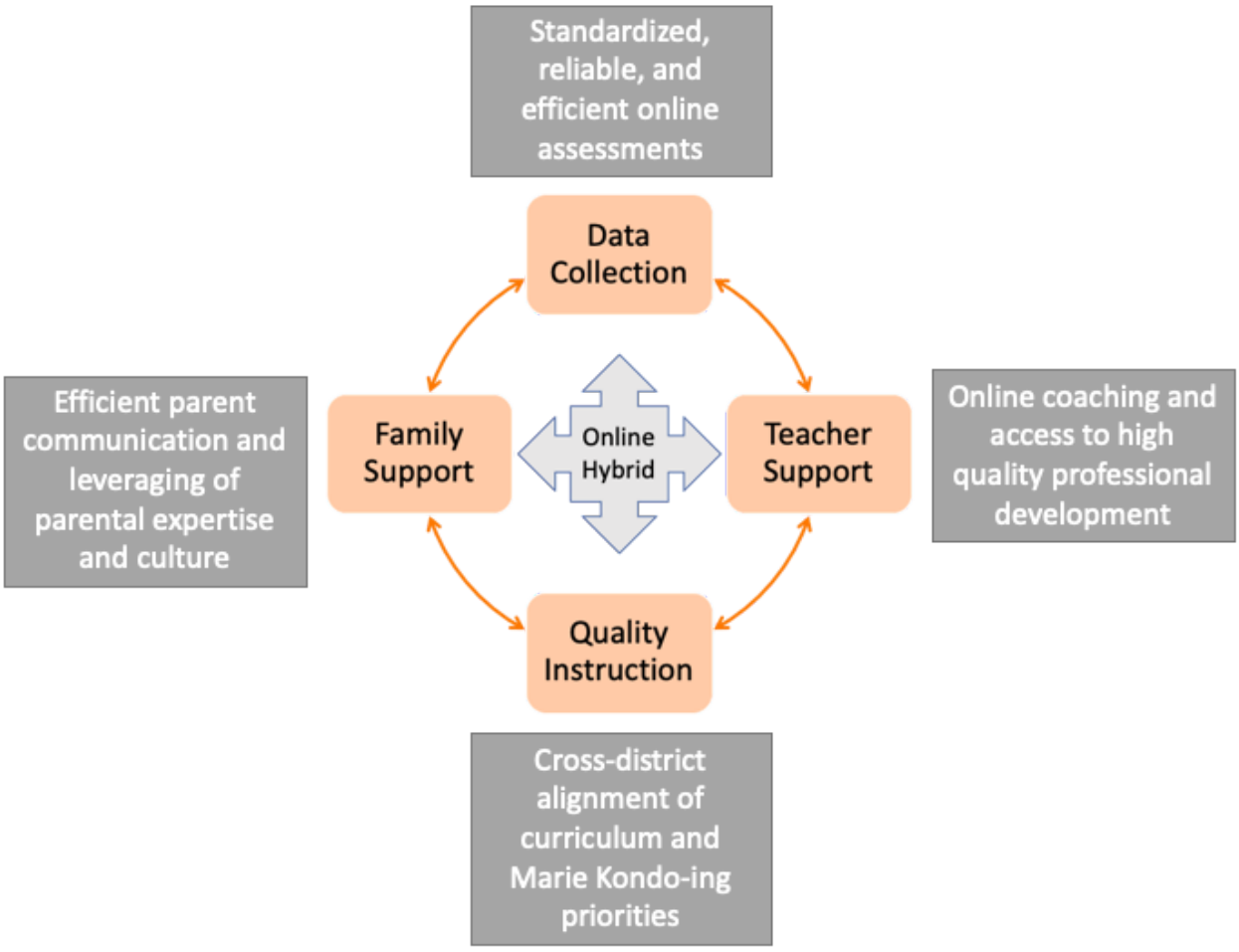
Panel 1 - Summary of Recommendations for Students with Disabilities (SWD's)



Recommendations for Testing

- There are possible reliability and validity issues with translating current assessments into online administration (e.g., sound quality and audibility, student motivation, not all tests translate to an online administration).
- Opportunity for efficient, standardized, and reliable tests that are administered online, adaptive, and automatically scored.
- Types of assessments:

    - Universal screening and benchmarks for everyone to find students who need more help (e.g., determine risk for dyslexia, IEP/ELL determination)
        - Evaluation of existing screeners
    - Progress monitoring for those getting intervention/support
    - Formative curriculum-based measures and summative assessments designed by individual teachers to check on learning loss and learning progress concerning a specific content
    - Qualitative assessments
        - E.g., encourage and facilitate the use of recorded video by the family to share how their child is participating in routines and for the teacher or provider to share potential activities and suggestions
- Provide families results of assessments and contact person for interpretation (caregivers should be informed IEP team members)

Recommendations for Instruction and delivery

- Define clear benchmarks for success
- Review interventions and curricula used across PSB and identify opportunities for alignment and consistency
- Identify crucial components of the curriculum to prioritize
- Provide additional curriculum planning time for teachers
- Provide coaching and professionals development (research shows that PD on its own is not very effective!) specific to virtual instruction and service delivery for students with special needs
    - Online instructional support from district-level coaches
    - Coaching is characterized by an observation and feedback cycle in an ongoing instructional situation (Kraft et al., 2018)
- Use Student Support Teams efficiently to optimize synchronous time support

References

Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of educational research*, *88*(4), 547-588.