Teacher Tools

2020 VISION

Provide infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student and improve student outcomes and school climate resulting in increased quality of life and a workforce ready future.

AROUND THE STATE

Georgia Teachers Use Game-based Assessment to Monitor Student Progress

The Georgia Department of Education's **Keenville** assessment was recently featured in [Education Week](). Keenville is a formative assessment designed for first and second grade students. This research-based assessment provides educators an alternative to traditional assessment routines and gives real-time feedback while keeping young learners engaged.

"They love Keenville," Coweta County teacher Brandi Cook told Education Week's Alyson Klein. "They think decorating those houses and their [character] is so much fun and they have no idea that those problems they're solving are really assessing them at all. That's amazing."

Keenville is a statewide initiative through the Georgia Department of Education's Division of Assessment. Some accommodations may be required, depending on the student's Individualized Education Program (IEP).

To learn more about Keenville and view user guides, webinars and more, visit [Keenville]().

FORMATIVE ASSESSMENTS

Assessing Students with Disabilities

The Council of Chief State School Officers (CCSSO) released a 2018 report on Formative Assessment for Students with Disabilities.

The report provides teachers, both special education and general education, with an introduction to the knowledge and skills they need to implement formative assessments for students with disabilities in their classrooms.

The strategies mentioned in the report are not limited to students with disabilities. CCSSO said the practices can be effective for all students.

To view the report, visit [Formative Assessments]().

TECH TIPS

Help Students Stay Focused While Learning

Guided Access is a built-in accessibility feature with an iOS operating system 6 or later. It helps individuals with attention and sensory challenges stay focused on the app at hand. With Guided Access, a parent, teacher, or therapist can limit a student's access to one app and/or limit the amount of time spent in an app. Guided access disables the Home button.

Access to the keyboard or touch input on certain areas of the screen can also be restricted, so taps and gestures won't distract from learning.

To access, tap Settings> General> Accessibility> Guided Access

For more detailed information: [Apple Support]().

HIGH-LEVERAGE PRACTICES

Integrating HLPs in Georgia: CEEDAR's HLP Team

The inclusive nature of HLPs aligns them with Georgia Systems of Continuous Improvement (GSCI). The framework may be used by school districts to consider ways to coordinate supports for learners. The framework intends to align work, foster collaboration, create a common language and approach for improvement. Additionally, Georgia's Tiered System of Supports for Students (Georgia's MTSS) advances the work of GSCI.

The framework operates with the whole child at the center of consideration as decision about the identification and implementation of evidence-based practices and interventions occurs, including HLPs. Ensuring the success for ALL students is the central focus of both frameworks.

To demonstrate the integration of HLPs in Georgia, CEEDAR's HLP Team has developed a HLP webinar series and resources for all stake-holders invested in positively impacting students and their learning. The series continues in February with: Use Explicit Instruction.

PROFESSIONAL LEARNING

Teacher and Leader Support and Development 2019 Module Release

Professional learning modules are assessible for teachers on the SLDS electronic platform.

To access, go to the **TKES/LKES Evaluation System** listed under professional learning opportunities.

For more information contact:

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TEACHER TOOLS

- **New Co-Teaching Models**

New Co-Teaching training models are now accessible for teachers. There are six identified commonly used approaches to providing instruction in a co-taught classroom. The models describe each co-teaching approach, give examples, and estimate planning time.

Additional resources on effective evidence-based practices for co-teaching are currently being developed and will be shared in the Teacher Tools newsletter. Click Co-Teaching to view modules.

- · **Maximizing Student Engagement**

In the Reimagining Classroom Experiences to Maximize Student Engagement webinar, the CEEDAR Center gives tips for teachers to create an active classroom experience.

SHARE YOUR FEEDBACK

We want to hear from you!

The Teacher Tools newsletter was designed to support Georgia teachers and help them thrive in the classroom. Please share your suggestions for additional resources, strategies, and tips that will help your classroom thrive by leaving your feedback, here.

NEWSLETTER SIGN-UP

To sign-up to receive the Teacher Tools newsletter, visit: Teacher Tools to subscribe or use the QR code to connect!