

Utilizing the New York State Education Department (NYSED) and Dynamic Learning Maps® (DLM®) Website Resources

Slide 1: This presentation explores the resources on both the NYSED and DLM websites. It is appropriate for all educators working on the New York State Alternate Assessment, or NYSAA.

Slide 2: NYSED has a website with NYSAA resources. The website's URL is provided on this screen.

Slide 3: NYSED's site includes numerous resources to help with test administration and provides answers to frequently asked questions.

Slide 4: Only students with severe cognitive disabilities are eligible for the NYSAA. A committee on special education, or CSE, determines annually whether a student takes the NYSAA, and this decision is documented on the student's individualized education program, or IEP. Once a student is determined eligible by the CSE, the Birthdate Ranges for Students with Disabilities memorandum should be referred to in order to determine the student's grade and subjects to be administered based on the student's chronological age. Please refer to the Birthdate Chart on NYSED's website for the most recent information. The chart is also linked on New York's page of the DLM website.

Slide 5: Eligible students in grades 3 through 8 and high school must be assessed in English language arts, or ELA, and mathematics. For science, the eligible students are required to be assessed in grades 5, 8, and high school. Reminder, all NYSAA-eligible students noted in the secondary or high school-level age range are assigned to the Grade 9 cohort in Educator Portal, regardless of the actual grade that the student is enrolled in at school. The grade must be 9 in the Educator Portal system and the age the student is eligible for the assessment is based on where the student's birthdate falls on the Birthdate Range Chart.

Slide 6: In addition to NYSED's resources, DLM has an extensive website with NYSAA resources.

Slide 7: Every state that uses the DLM assessment has its own page on the DLM website. The website itself is located at dynamiclearningmaps.org, but you can get to New York's page by using the URL shown on this slide or by selecting the "For States" tab at the top of

the page and then choosing New York from the dropdown menu. Bookmarking New York's page of the DLM website is highly recommended, as you will likely need to refer to the resources on this page many times throughout the school year. All the resources offered are listed alphabetically under the Resources heading and span multiple pages, but note the filter options at the left side of the page.

Slide 8: In addition to New York-specific versions of the manuals and guides, NYSED also posts other reference documents on the New York page of the DLM website. These include the NYSAA School Administrator's Manual, referred to as the SAM, the Birthdate Chart used to ensure students are enrolled and assessed in the correct grades, the Dates to Remember document, and the document about the Special Circumstance Codes New York uses and directions for applying codes.

Slide 9: Again, all the resources listed on New York's page of the DLM website are listed alphabetically under the Resources heading, but because there are numerous resources, they span across several pages. To narrow the results for easier access, use the Filter Results at the left side of the page. You can filter by role, resource category, and/or content area. For example, if you want to see all the resources available for teachers, you can select the Teacher role to narrow the resources listed on the page. Or maybe you want to see all the instructional resources provided for teachers. You could select both the Teacher role and the Instructional Resources filters. Another option is to type what you're looking for into the search bar of the website. If you do that, just be aware multiple versions of the resources may appear. When that's the case, if New York has a state-specific version, New York's abbreviation will be in the title.

Slide 10: Manuals are a good place to start in terms of finding information because they are thorough and often include screenshots. Manuals are written for various roles involved in the assessment. For example, the district or building staff responsible for creating rosters would need to refer to the Data Management Manual. Teachers wouldn't use the Data Management Manual. Teachers would, however, use the Test Administration Manual because it provides information specific to a teacher's responsibilities. Pinpointing the needed information in each manual is easy. Utilize the table of contents toward the beginning of each manual. Click to jump directly to the needed page and avoid having to scroll through pages of other information. It is not necessary to print manuals, as they are delivered each fall to schools.

Slide 11: User guides are particularly helpful because they contain step-by-step instructions about important tasks, again, often with screenshots. The Educator Portal User Guide is particularly important because it provides step-by-step guidance specific to completing tasks in Educator Portal. Anyone with an Educator Portal account, whether it's a teacher or district testing coordinator, will find the Educator Portal User Guide helpful. The Guide to DLM Required Test Administrator Training is for teachers and walks through the process for completing the required training. The Facilitator Guide to DLM Required Test Administrator Training is for those who will facilitate the training for groups of teachers.

Slide 12: It is recommended that teachers and students familiarize themselves with the DLM alternate assessment system by taking part in the practice activities and reviewing released testlets. Practice activities are designed to familiarize users with how testlets appear in Student Portal. One practice activity is for students, and the other is for teachers. Released testlets are like actual testlets. These testlets contain items that align to the DLM Essential Elements, or EEs, at designated linkage levels. The Guide to Practice Activities and Released Testlets has instructions for accessing these resources and can be shared with parents if interested.

Slide 13: Two sets of videos are linked on New York's page of the DLM website. The first set is for district staff. The videos on this page are mostly tutorials for how to complete tasks in Educator Portal, even though those tasks are also described in the Educator Portal User Guide. Then for teachers, there is a set of Educator Resource Video tutorials that provides information pertaining to the teacher role. The URLs for each of these sets of videos are provided here, but again, they are linked on New York's page of the DLM website and can be bookmarked for frequent reference.

Slide 14: Shown here is the first page of results when the Data Manager and District Staff Resources filters are selected. Note the link to the District Staff Video Resources. The videos for district staff mentioned on the previous slide can be accessed via this link.

Slide 15: And shown here is the link to the Educator Resource Videos when the Teacher role and Assessment Resources are both selected from the filter options. When the list of resources continues on multiple pages, use the numbers at the bottom of the page to see more results.

Slide 16: The NYSAA is part of the New York State testing program that measures the attainment of the state's learning standards in the areas of ELA, mathematics, and science for students with the most severe cognitive disabilities. The DLM alternate assessment system is a computer-based, adaptive assessment that measures student achievement of the ELA, mathematics, and science standards at a reduced level of depth, breadth, and complexity. The EEs are specific statements of knowledge and skills linked to the grade-level expectations identified in the New York State Learning Standards. The Essential Elements are listed on the DLM website.

Slide 17: The resources listed here are linked on New York's page of the DLM website. The test blueprints for each subject list the Essential Elements assessed by grade. The Currently Tested Essential Elements resource for each subject provides links to each Essential Element and its mini-map, which details specific skills at each linkage level. The Familiar Texts for ELA are provided for use in instruction and may be the text used in students' testlets. The Mathematics Glossary defines mathematical terms used for the assessment. The Sample Instructional Activities for Science provide lesson plans for some Essential Elements to use as a model. The Materials Collections Lists are provided for each subject and list the materials commonly used to administer testlets and that would

therefore be a good idea to use for instruction. Again, these and other resources are provided on New York's page of the DLM website.

Slide 18: Shown here, the Teacher role and English Language Arts filters have been applied. The Currently Tested Essential Elements for English Language Arts includes an explanation that the linked resource provides PDFs to the mini-maps for the ELA Essential Elements and their linkage levels. A Currently Tested Essential Element resource is also available for mathematics and for science. Referring to the mini-maps is helpful for teachers in understanding where each student's skill level is along the learning path for each Essential Element and what skills they could be taught to advance to a higher skill level.

Slide 19: Since the Materials Collections Lists were mentioned on slide 17, please be aware that DLM testlets sometimes call for the use of specific materials and that these materials are not provided. Each testlet has its own Testlet Information Page, commonly referred to as a TIP, that identifies the materials needed to administer the assessment. Many testlets do not require any materials. When materials are needed, in most cases substitutions are perfectly acceptable if the materials specified are not readily available or appropriate for the student. TIPs describe the way the materials are used in the testlet administration so that teachers can substitute materials that can be used in the same way if needed. For example, a TIP may state that four cups of the same size will be needed and that the cups will be stacked. If cups are not available, the teacher could use four other objects that are the same size and can be stacked, such as blocks.

Slide 20: Kite® Educator Portal is the web portal educators use to access student data for the assessment. A link to Educator Portal is provided in the header of the DLM website. The footer has a link to Educator Portal as well.

Slide 21: Shown here is the login screen for Educator Portal. Educator Portal users each have their own credentials, and those credentials are **not** to be shared with anyone.

Slide 22: Educator Portal is the administrative application that all teachers and administrators use to manage student data and retrieve reports and extracts. DTCs need to contact the State in order to have an account created. Any teacher who does not have an account needs to contact their local DTC to have an account created. Each time a user is created, the user receives an activation email from Kite Support with a link to follow to activate the account. Upon initial login and each August thereafter, the user must complete the Security Agreement, which will pop up automatically when due, before access to Educator Portal will be granted. Then, teachers do not have access in Educator Portal to students' credentials for the Student Portal testing application unless they have taken and passed the DLM Required Test Administrator Training and have students rostered to them. In New York, only users with the role of Teacher can administer the NYSAA.

Slide 23: Educator Portal is also where the DLM Required Test Administrator Training is accessed. It is located under the Training tab in the main menu.

Slide 24: Again, every teacher who will administer the DLM assessment must have an active Educator Portal account and must electronically sign the Security Agreement. Then, the DLM Required Test Administrator Training must be completed, regardless of whether the teacher is a new or returning test administrator. Upon completing the training, a certificate is generated, which must be clicked for the system to acknowledge the training as complete.

Slide 25: The DLM home page features periodic news and test updates. You are encouraged to bookmark and visit the site often. You can subscribe to automatically receive notices about test updates by clicking the link that says, “additional test updates and subscribe.” Look for the Subscribe to DLM Test Updates block on the linked page. Notice the Make a Difference link on the home page. Because DLM is a consortium of states, a variety of activities—both in-person and online—are conducted each year or periodically, such as item writing and item reviews. Panelists for these events are invited from the pool of individuals who sign up for consideration for these events. To be considered for an event, click the “Sign up to participate in DLM events” link on the home page of the DLM website then follow the instructions to create a profile.

Slide 26: A third website that should be considered is the DLM professional development site. While the DLM website at dynamiclearningmaps.org includes a link to the professional development site in its header and footer as well as on New York’s page of the site, the professional development site is actually its own, separate site. Its direct address is dlmpd.com.

Slide 27: The resources on dlmpd.com are provided courtesy of the Center for Literacy and Disability Studies at the University of North Carolina at Chapel Hill, which is a partner of the DLM consortium. The Center for Literacy and Disability Studies is an established leader in the field of professional development for teachers of students with significant cognitive disabilities.

Slide 28: The site includes tabs for exemplar text supports, instructional resources, professional development, frequently asked questions, and a blog. While the professional development tab is used to access the professional development modules, the other tabs provide a wealth of information teachers will find useful to their professional development. For example, the instructional resources tab includes text resources, communication supports, writing resources, and lesson supports. The professional development tab is where the professional development modules are listed.

Slide 29: All the resources provided on dlmpd.com were developed especially for teachers of students with significant cognitive disabilities. The site includes access to many modules that address topics for English language arts, or ELA, mathematics, and science. Some of the modules address more fundamental topics, such as Universal Design for Learning, or UDL, and IEP development. Sets of these modules are combined into

professional development packages. Then, supports for writing, communication, and lesson planning are also offered.

Slide 30: The professional development tab of the site provides access to a library of modules that can be searched alphabetically by title or by subject and claim. The professional development packages offer opportunities to explore sets of related modules.

Slide 31: For example, one of the professional development packages is about the foundations of instruction for students with significant cognitive disabilities. It suggests five specific modules that collectively help teachers better understand this topic. All total, those five modules are estimated to take about five hours to complete. These packages provide a thoughtful approach to maximizing the benefits of the modules so that teachers can better practice the skills and principles in their classroom instruction.

Slide 32: All the professional development modules are offered in two formats. The self-directed modules include a combination of videos, onscreen questions, and then a post-test. Teachers can conveniently choose a module and review its content when and as they wish. A passing score on the module's post-test will generate a certificate of completion. The modules are also offered in a facilitated format. This option is useful for groups of teachers who want to explore a module together. An agenda, links to the module videos, the video transcripts and PowerPoint slides, handouts, and pre and post learner assessments are all provided among the facilitated materials. The facilitated option does not require the facilitator to have expertise in the module's topic. These are not train-the-trainer modules. Instead, a facilitator uses the provided materials to guide the audience through the module and facilitate discussion.

Slide 33: A certificate of completion is generated for those who pass the module's post-test when using the self-directed version of the modules. Teachers participating in a facilitated training of professional development modules will need to access the self-directed modules and click past the training content to access the post-test and get a completion certificate, or the local facilitator can create completion certificates for the facilitated participants. Completion of DLM professional development modules can be used for Continuing Teacher and Leader Education, or CTLE, credit.

Slide 34: To receive CTLE hours, educators can email emscassessinfo@nysed.gov and provide their name as it appears on their teaching certificate, then their email, school, and location, the name and type of training they completed, the date they completed the training, and a copy of the completion certificate. If anyone has questions about that, they can, again, email emscassessinfo@nysed.gov or call 518-474-5902.

Slide 35: In conclusion, the DLM professional development modules foster continued improvement in classroom instruction to help teachers consider more than the act of administering the alternate assessment.

Slide 36: For questions about the DLM professional development modules, contact the DLM professional development team at dlmpd@unc.edu.