



About Us:

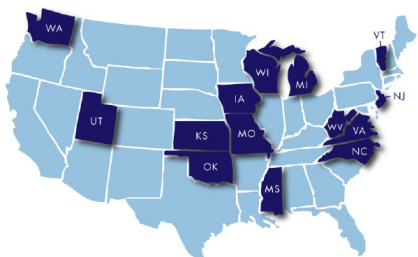
The Dynamic Learning Maps Alternate Assessment System Consortium is made up of 14 states and additional partner agencies developing the Dynamic Learning Maps Alternate Assessment System, a computer-based assessment for the 1% of the K-12 public school student population with significant cognitive disabilities for whom, even with accommodations, general state assessments are not appropriate.

Led by the Center for Educational Testing and Evaluation at the University of Kansas, DLM is funded through a five-year grant awarded in late 2010 by the U.S. Department of Education, Office of Special Education Programs. The assessment will be implemented during the 2014-2015 school year.

The DLM Consortium is one of two multistate consortia to receive federal grants to create a next-generation alternate assessment linked to Common Core State Standards in math and English Language Arts for the 1% population. DLM member states are involved during every phase of development.

DLM Consortium States

Iowa • Kansas • Michigan
Mississippi • Missouri
New Jersey • North Carolina
Oklahoma • Utah • Vermont
Virginia • Washington
West Virginia • Wisconsin



Professional Development

Even though the Dynamic Learning Maps Alternate Assessment System (DLM-AAS) is not scheduled to be implemented until the 2014-2015 school year, many DLM professional development materials geared toward educators of students with significant cognitive disabilities are already available.

The DLM-AAS, linked to Common Core State Standards in math and English Language Arts, is a comprehensive assessment system being designed to more validly measure what students with significant cognitive disabilities know and can do.

Its design will support student learning by having its assessment tasks model good instruction. Additionally, the assessment is embedded within teachers' instruction given throughout the school year in ways that allow the Dynamic Learning Map, a massive computerized network of connected skills, knowledge, and concepts upon which the assessment is based, to help teachers teach better.

Supporting teachers of students with significant cognitive disabilities in their efforts to teach and assess is the focus of DLM professional development materials, which are being created the Center for Literacy and Disability Studies (CLDS), a DLM partner.

"DLM professional development emphasizes that teachers understand the Common Core State Standards, but, most importantly, the bulk of our professional development is going to focus on how to teach children with significant cognitive disabilities in a multitude of ways that is conducive to student learning

A Variety of Materials

Professional development materials available to states in the Dynamic Learning Maps Consortium are available in a variety of formats:

- Self-directed Learning Modules
- Facilitated Trainings—fully prepared and ready-made
- Raw Materials—upon which to build a training

Detailed descriptions of materials currently available and in development can be found on the next page.

relative to the Common Core," said Karen Erickson, director of CLDS.

"Because students with significant cognitive disabilities have such unique learning needs, their teachers need every bit as much professional development related to the Common Core as general education teachers," she said.

With extensive input from member states in the DLM Consortium on materials' content, length, and release, the CLDS team has developed professional development materials in a variety of formats to provide states flexibility and choice in implementation.

"Rather than imposing one approach to how kids learn - or one theory of teaching and learning - from the ground up DLM is being developed with an understanding that not all kids learn in the same way and teachers can't have just one way that they teach if kids are going to learn," Erickson said.

Member State Activity

Virginia

The testing and special education units within the department of education collaborated to create six regional train-the-trainer trainings by using resources from the DLM website and their own materials. Attendees were mostly local district directors of testing and directors of special education who would then present the training to local teachers in their districts.

"We wanted a visual at the breakout sessions of a student with a significant cognitive disability so people could start to visualize their own students and really think through and see that this could work. Having access to Jake and the video really kicked our training up to another level and made it so people could grasp it. The video was a really important part of our training."

~ Sharon Siler, Virginia
Department of Education

Utah

Has extensively used the self-directed learning modules so far

"If teachers go through the videos [in the self-directed learning modules] and materials they will have learned so much information. The teacher interactive activities at the end of the each of the videos make teachers think. You get information and then you think about how it applies to students that you teach. They are well thought-out and are not too long."

~ Wendy Carver, Utah State Office of Education

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DLM Professional Development Available Now

The following professional development materials are currently available to states in the DLM Consortium. Access the materials from the State Member section of the DLM website, www.dynamiclearningmaps.org, under "Resources/Professional Development."

(1) Self-directed Learning Modules

These online modules take a learner through an entire training and provide explicit directions for navigating through the module. Each runs between 30 to 45 minutes long and focuses on a single topic.

Topics

- Common Core Overview
- Common Core Essential Elements
- Principles of Effective Instruction in English Language Arts
- Standards of Mathematical Practice
- Universal Design for Learning

Each includes

- Narrated slide show
- Interactive activities
- Pre- and post-test
- Video segments featuring students with significant cognitive disabilities

(2) Facilitated Trainings

These fully prepared trainings are packaged in step-by-step fashion and ready for a trainer to present in-person to teachers. Materials provided include facilitator guides, agendas, handouts, and worksheets.

Topics

- Common Core Overview
- Common Core Essential Elements
- Common Core Essential Elements Instructional Alternate Achievement Descriptors (IALDs)
- Principles of Effective Instruction in English Language Arts
- Standards of Mathematical Practice
- Universal Design for Learning

Each includes

- Narrated slide show
- Interactive activities
- Pre- and post-test
- Video segments featuring students with significant cognitive disabilities

(3) Raw Materials

All materials from the facilitated trainings (see above) are available separately for states to use in building localized training.

Currently in Development

- Augmentative and Alternative Communication (AAC) System of Supports, which will be a comprehensive system with a set of symbols provided that students can use to communicate broadly about most topics
- Self-directed learning modules, facilitated trainings, and raw materials on each domain of the Common Core within English Language Arts (reading, writing, speaking and listening, language) and mathematics
- Collection of books for students with significant cognitive disabilities, with lesson plans, that link directly to the Common Core
- Repository of instructional materials and supports for teachers of students with significant cognitive disabilities
- Video library of short videos of students with significant cognitive disabilities doing instructional tasks

The present publication was developed under grant 84.373X100001 from the U.S. Department of Education, Office of Special Education Programs. The views expressed herein are solely those of the author(s), and no official endorsement by the U.S. Department should be inferred. The University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression and genetic information in the University's programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Director of the Office of Institutional Opportunity and Access, IOA@ku.edu, 1246 W. Campus Road, Room 153A, Lawrence, KS, 66045, (785)864-6414, 711 TTY.