

HLP 5

Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs

Gather & Interpret Assessment Results

- Gather and organize all assessment information at least a few weeks prior to an IEP meeting.
- Highlight/summarize key findings of assessments that are related to both students' strengths and needs.
- Consider results in relation to same-age peers and consider how language and culture might influence the interpretation of assessment results, especially for students from culturally and linguistically diverse students.
- Generate an initial list of students' strengths and needs from multiple sources of data.
- Consider how assessment information may impact accommodations, modifications, and grading practices.

Tips for Faculty to Support Candidates' Learning and Enactment

Introduce – Provide explicit instruction and examples of assessment information, key findings, and effects of language & culture.

Prepare – Create assessment artifacts or a case study; assign to groups of candidates to interpret the data; and provide feedback.

Enact – Using multiple sources of assessment artifacts or a case study, have individual candidates develop lists of student strengths and needs.

Analyze – Using sample IEPs, ask small groups of candidates to collaborate and interpret how accommodations, modifications, and grading practices were determined based on data sources.

Communicate Assessment Results to Develop IEPs

- Develop a summary sheet, guide, or table including all assessment data to effectively communicate information with key stakeholders, including families.
- Allow time for team members/stakeholders to read and digest results before meeting.
- Facilitate collaborative discussions and problem solving among team members.
- Work with team members, general education colleagues, and other key stakeholders to monitor students' response to instructional plans across settings.

Tips for Faculty to Support Candidates' Learning and Enactment

Introduce – Watch exemplar video or provide instruction on communicating assessment results within an IEP conference

Prepare – Provide candidates a set of assessment data; ask them to complete a summary sheet including student strengths and needs.

Enact – Provide candidates an opportunity to participate in collaborative discussions followed by reflection.

Analyze – Share example monitoring plans and ask candidates to analyze for completeness.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- Why do special education teachers need to carefully deliberate on assessment results from a variety of sources and viewpoints before communicating?
- Why is summarizing assessment interpretations concisely when communicating with parents important?
- What roles do various team members play in the collection, interpretation, and communication of assessment results?

CEC Standards

CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12)

Alignment of the CEC High Leverage Practices with CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)

Alignment of the Division of Early Childhood Recommended Practices (birth- age 5) and CEC High Leverage Practices (age 5-8) with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

Books

Berlinghoff, D. & McLaughlin, V.L. (Eds.) (2022). Practice-Based Standards for the Preparation of Special Educators (The Purple Book). Council for Exceptional Children

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2022). High leverage practices for inclusive classrooms. Routledge.

Pennington, R., Ault, M. J., Courtade, G., Jameson, J. M., & Ruppert, A. (Eds.). (2022). High leverage practices and students with extensive support needs. Taylor & Francis.

Journal Articles

Maheady, L. J., Patti, A. L., Rafferty, L. A., & del Prado Hill, P. (2019). School–university partnerships: One institution’s efforts to integrate and support teacher use of high-leverage practices. *Remedial and Special Education, 40*(6), 356-364.

Martin, R., O’Hara, S., Bookmyer, J., & Newton, R. (2020). Identifying high-impact practices of learning communities that foster collective professional growth. *The New Educator, 16*(4), 296-312.