

Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs

Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs: Categories of Work

Analyze Data from a Variety of Sources to Describe Students' Strengths and Needs

- Possess knowledge of a variety of formal and informal assessment.
- Possess knowledge of issues of bias in assessment and strategies for ensuring non-biased use of culturally and linguistically appropriate assessments.
- Demonstrate ability to collect, aggregate, and interpret academic data from multiple sources.
- Demonstrate ability to collect, aggregate, and interpret environmental and behavioral data from multiple sources.

Collaborate with Professionals, Students, and Families.

- Collaborate with professionals to collect, aggregate, and interpret data from multiple sources.
- Work with students to gather information about their preferences, strengths, needs, and long-term goals.
- Communicate with parents and families to ensure accurate understanding and inclusion of students' interests, motivations, language and cultural experiences.
- Utilize information gathered to develop a comprehensive learner profile and inform IEP-related decisions.

Suggestions for Faculty to Support Candidates' Learning and Enactment

Introduce – Explicitly introduce candidates to a variety of non-biased formal and informal assessment tools; watch exemplar video of teacher(s) administering assessments and discuss procedures.

Prepare – Provide opportunities for candidates to administer assessments to their peers and score and interpret results; Provide candidates with assessment data to interpret in small groups and receive feedback.

Enact – Work with P-12 partners to provide opportunities for candidates to administer assessments with children and youth in schools; Observe or video record teacher candidate and provide feedback; Provide candidates with comprehensive data and ask them to develop a learner profile.

Analyze – Share transcripts or watch video of IEP meetings and ask candidates to look for evidence of non-bias and collaboration.

Introduce – Explicitly teach skills and knowledge associated with self-advocacy and self-determination as they relate to assessment and the IEP process.

Prepare – Develop and employ simulated interactions of IEP meetings focused on sharing assessment data and considering goals.

Enact – Provide field experience in which candidates observe or participate in collaborative data sharing and/or IEP meetings.

Analyze - Share transcripts or watch video of IEP meetings and ask candidates to look for evidence of non-bias and collaboration.

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

- Why is developing a comprehensive learner profile including information and data from a wide variety of sources critical for making programmatic and service decisions about a student?
- What are the strengths or limitations of formal or informal assessments in the educational decision-making process?
- What are some added benefits to including student voice when developing learner profiles?
- Are there any other ways that you can gather additional valuable information about students?

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., & Ruppard, A. (Eds.). (2022). High leverage practices and students with extensive support needs. Taylor & Francis.

Journal Articles

Jacobs, J., & Perez, J. I. (2023). A qualitative metasynthesis of teacher educator self-studies on social justice: Articulating a social justice pedagogy. *Teaching and Teacher Education*, 123, 103994.

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.

O’Flaherty, J., & Beal, E. M. (2018). Core competencies and high leverage practices of the beginning teacher: a synthesis of the literature. *Journal of Education for teaching*, 44(4), 461-478.