

DOMAIN TWO:

Data Driven Planning, Embedded HLP

HLP 4: 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

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

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 culturally inclusive collaboration.

Collaborate with Professionals, Students, and Families

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 culturally inclusive 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 the added benefits to including student voice when developing learner profiles?
- What other ways beyond formal and informal assessments can you gather additional valuable information about students?