**Resource L: Simulation/Role-Play Activity**

***\*\*\*For simulation specialist or instructor/professional development (PD) provider only\*\****

Target participant behaviors for the simulation or role play include “hits,” which represent strategies that should be seen during a collaborative discussion. “Misses” refer to non-preferred participant behavior.

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| **When special education teacher participants…** | **The general education avatar will…** |
| **HIT** | **HIT** |
| … interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.   * Organizes student data, both existing and newly collected, to make informed instructional decisions. * Explains the data and data implications for general education instruction. * Develops accommodations and modifications to be used in the general education classroom. * Retains, reuses, and elaborates on practices that improve student learning while discarding those that do not. | You will be an upper elementary, general education teacher who has Harrison in your class.  If the special education teacher has interpreted the data correctly, they will be able to explain Harrison’s needs in the general education setting. Most of the conversation should focus on reading fluency needs. |
| **MISS** | **MISS** |
| * If teacher does not use or accurately use data or is not prepared. * If teacher cannot make suggestions for continued instructional strategies that support Harrison’s progress. * If teacher cannot respond to the general education teacher in the simulation or role play. | * If the special education teacher is not prepared and does not make suggestions that coincide with Harrison’s informal assessment data, the general education teacher can disagree with the special education teacher’s recommendations or ask multiple questions to clarify. |

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| **When general education teacher participants…** | **The special education avatar will…** |
| **HIT** | **HIT** |
| … interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.   * Organizes student data, both existing and newly collected, to make informed instructional decisions and implications. * Explains the work samples, data, and implications for Harrison’s progress in the general education classroom, as related to his Individualized Education Plan (IEP). * Discusses Harrison’s accommodations and modifications used in the general education classroom that best support his learning and progression. * Retains, reuses, and elaborates on practices that improve student learning while discarding those that do not. | You will be an upper elementary, special teacher who supports Harrison in the general education classroom.  If the general education teacher has discussed the classroom work samples and data from those work samples correctly, the special education teacher will be able to discuss how to support Harrison’s needs in the general education setting.  *\*\*\* NOTE- Most of the conversation should focus on informal assessment data.* |
| **MISS** | **MISS** |
| * Teacher cannot accurately explain data and implications for Harrison’s progress in the general education classroom, as related to his IEP annual goal, objectives, and accommodations. * Teacher cannot accurately discuss Harrison’s accommodations that are used in the general education classroom to best support his learning and progression. * Teacher cannot respond to the special education teacher in the simulation or role play. | The special education teacher does not make suggestions that coincide with Harrison’s work samples, data, and implications for Harrison’s progress in the general education classroom, as related to his IEP.  The special education teacher spends time helping the general education teacher organize data.  The special education teacher begins to ask multiple clarifying questions.  The special education teacher cannot accurately discuss and/or add to the discussion regarding Harrison’s accommodations that are used in the general education classroom to best support his learning and progression. |