

Simulation Package for High-Leverage Practice #5
Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.



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Definition: Mixed reality simulation (MRS) is a type of simulated interaction that is gaining popularity in teacher preparation. It is a well-validated approach for candidates in fields outside of education, including the military and medical field (McGaghie, Issenberg, Petrusa, & Scalse, 2010), and has been applied successfully in a small number of studies in education. MRS extends upon traditional role play and allows pre- and in-service teachers the opportunity to purposefully practice important teaching strategies they are learning about prior to, or alongside, their K-12 field experiences (Driver, Zimmer, & Murphy, 2008). The key difference from a role play is that MRS allows for real-time interaction that mimics an authentic classroom setting. Education simulations allow pre-service teachers to practice decision making and instructional skills in an authentic environment that allows them to see how real K-12 students might respond and adjust their actions based on those responses (Dieker, Hynes, Hughes, & Straub, 2014). Further, the simulations provide meaningful opportunities for instructor and peer coaching and feedback (Zimmer, Driver, & McHatton, 2020). Research on simulated interactions have been shown to yield changes in knowledge and instructional skill (Dawson & Lignugaris-Kraft, 2017; Garland et al., 2012 & Vasquez III et al., 2017; Storey & Cox, 2015).

Description of this activity: In this practiced-based learning opportunity (PLO), Peterson and Mrstik describe how to use MRS to teach candidates to use strategies for effectively communicating assessment data to key stakeholders (HLP #5). Specifically, candidates play the role of a general or special education teacher to communicate assessment results about a student with a specific learning disability and develop plans for intensifying instruction. Harrison is a fourth-grade student with a specific learning disability. When using this simulation, candidates are asked to first complete pre-work activities and then plan for a collaborative

discussion about Harrison's data and how they will collaboratively address instructional goals and objectives on Harrison's Individualized Educational Plan (IEP). Once candidates plan for the simulation, they engage in the simulation using their plans. In the Mursion simulator, candidates have an opportunity to enact HLP #5 with a student avatar while they act as either the general or special education teacher. This avatar is played by a live actor and responds to the candidates' attempts based on directions provided to them. Once the simulation concludes, the instructor or professional development (PD) provider can provide feedback to the candidate using a rubric. If peers provide feedback, they will need to be coached to do so. This PLO addresses the second and fourth phase of the Enactment Cycle.

Context: The Mursion simulation presented in this activity can be employed at different points in the teacher education program, beginning teacher induction programs, and PD efforts. We refer to teacher candidates throughout, but the simulation is also appropriate for teachers. Activities described in the implementation guide can be used in their entirety, or specific components can be used depending on candidates' or teachers' instructional needs (e.g., integrated in coursework, ongoing PD, professional learning communities). This resource is designed to be customizable, depending on prior knowledge and other needs of candidates and the context of the learning community. This simulation should follow instruction in HLP #5. The Mursion simulation can also be used as a role play or some other type of face-to-face simulation.

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HLP #5 Simulation Packet Overview

Scenario Overview:

You are one of Harrison's fourth-grade teachers (general education or special education). Harrison has a specific learning disability (SLD), and you are reviewing his informal assessment data and IEP annual goals, objectives, and classroom accommodations. Through a collaborative discussion between the general and special education teacher, you will interpret Harrison's beginning-of-year informal and formal assessment data to inform accommodations and classroom instruction specific to Harrison's needs.

Stage 1: (Pre-Work) Developing Prerequisite Knowledge About Interpreting and Communicating Assessment Information with Stakeholders.

What is this stage about?

In this stage, participants develop prerequisite knowledge needed to interpret and communicate informal assessment information to develop their understanding of HLP #5. The instructor/PD provider will ensure that participants understand assessment, data-based decision making, progress monitoring, and collaborative communication skills.

How does the instructor/PD provider implement this stage?

Step 1: Complete the IRIS Module on testing and instructional accommodations ([Resource A](#)).

Step 2: Read the article on evidence-based instruction ([Resource B](#)).

Step 3: Complete the module from the National Center on Intensive Intervention and work through each activity presented in the module ([Resource C](#)).

Step 4: Read through the resources posted on the IRIS Module entitled IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs. View and read the materials for the Perspectives and Resources section. ([Resource D](#)).

Step 5: Watch the two videos on collaborative special education/general education teacher meetings ([Resources E](#) and [F](#)) related to data and IEPs. Use [Resource G](#) to take notes as you watch the meetings to highlight examples that specifically show or describe effective questions or discussion.

Step 6: Read Chapter 1 and Chapter 5 from the text *High Leverage Practices for Inclusive Classrooms*. (2nd ed.) McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2022). Routledge.

Materials and resources needed to implement:

[Resource A: Accommodations: Instructional and Testing Supports for Students with Disabilities](#)

Resource B: [Lane, H. \(2014\). Evidence-based reading instruction for grades K-5 \(Document No. IC-12\). Retrieved from University of Florida, Collaboration for Effective Educator Development, Accountability, and Reform Center](#)

Resource C: [National Center on Intensive Intervention Module](#)

Resource D: [IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs.](#)

Resource E: [Grade level data meeting with third grade teachers \[Video\]](#)

Resource F: [Facilitated IEP meeting \[Video\]](#)

Resource G: [Notetaking Form for Discussion Points During the Simulation or Role Play Activity](#)

Additional readings:

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2022). *High Leverage Practices for Inclusive Classrooms*. (2nd ed.). Routledge: London.

Questions instructor/PD providers might have when teaching participants about Stage 1:

Question: What prior knowledge do participants need to have to be successful at Stage 1?

Answer: The instructor/PD provider should ensure that participants understand assessment, data-based decision making, and progress monitoring through activities and practice with various informal assessments. They also need to make sure candidates have practice with communication skills.

Question: How do you ensure that participants understand the material from Stage 1?

Answer: In addition to monitoring through activities and practice with various informal assessments, the instructor/PD providers can use [Resource G](#) to determine participants' understanding of material from Stage 1. They also need to make sure candidates have practice with communication skills.

Stage 2: Planning

What is this stage about?

In this stage, participants will practice discussing Harrison's informal assessment data and Harrison's IEP Review and Summary, playing either the role of a general or special education teacher. Participants will prepare to have a collaborative discussion as a general or special education teacher to talk about Harrison's beginning-of-year informal assessment data.

How does the instructor/PD provider implement this stage?

Step 1: Read the scenario that provides the basis for the simulation or role play ([Resource H](#)).

Step 2: Review Harrison's beginning-of-year informal assessment data ([Resource I](#)) that has been collected by the general education teacher. Note initial patterns and trends in the data by taking notes on the form located in [Resource J](#).

Step 3: Review Summary of Harrison's IEP Assessment Data, Goals, and Short-Term Objectives ([Resource K](#)).

Step 4: Participants will plan aspects ([Resource L](#)) of their collaborative discussion in the role of a general or special education teacher. The discussion will be based on informal assessment data ([Resource I](#) and [K](#)) in light of IEP goals and objectives, and previously completed activities in Stage 1.

Resources and Materials

[Resource H: Simulation or Role-Play Scenario.](#)

[Resource I: Harrison's Informal Assessment Data.](#)

[Resource J: Notetaking Form for Discussion Points During the Simulation or Role-Play Activity.](#)

[Resource K: Review and Summary of Harrison's IEP Assessment Data, Goals, and Short-Term Objectives.](#)

[Resource L: Simulation/Role-Play Activity.](#)

Questions instructor/PD providers might have when teaching participants about Stage 2:

Question: What prior knowledge do participants need to have to be successful at Stage 2?

Answer: General and special education participants must understand IEP goals, objectives, informal assessments, and accommodations. They also must have collaborative communication skills. Special education participants must also understand formal assessments and be able to explain their results without using jargon.

Stage 3: Implementation

What is this stage about?

In this stage, participants practice collaboratively discussing Harrison's beginning-of-year informal assessment data, in the role of a general or special education teacher, in a simulated learning environment (e.g., Mursion, TeachLivE, role play).

Step 1: Schedule simulation prior to the desired date. Suggested simulation times are 5 to 10 minutes per participant.

Step 2: Implement the simulation individually. The candidate selects the role of the general or special education teacher, and the avatar plays the role not selected by the candidate using [Resource L](#). The instructor/PD provider records the simulation.

Step 3: Repeat simulation until each candidate has an opportunity to practice.

Step 4: Provide feedback during or after the simulation. The instructor/PD provider can use [Resource M](#) to formulate feedback.

Materials and resources needed to implement:

[Resource L: Simulation/Role-Play Activity.](#)

[Resource M: Video Self-Reflection Questions \(post-simulation or role play\).](#)

Questions instructors/PD providers might have when teaching participants about Stage 3:

Question: What prior knowledge do participants need to have to be successful at Stage 3?

Answer: General and special education participants must understand IEP goals, objectives, informal assessments, and accommodations. They also must have collaborative communication skills. Special education participants must also understand formal assessments and be able to explain their results without using jargon.

Question: Should the instructor or PD provider give participants a script for engaging in the simulation?

Answer: No, they have the opportunity to plan for the simulation, and you want to see if they can employ their skills, not follow a script.

Question: Can role play be used instead of the simulation?

Answer: Yes, the instructor/PD provider just needs to assign participants to their roles and allow 5 to 10 minutes for the role play during class. One candidate will play the role of the special educator, and the other will play the role of the general educator. [Resource M](#) can also be provided to the respondent in the role play but not the person leading the conversation. The role play will be recorded, and feedback will be provided during or after the role play.

Stage 4: Evaluating and Reflecting

What is this stage about?

In this stage, participants will view their recorded simulation video to reflect on the

effectiveness of their collaborative education teacher meeting. They will also plan goals/action items for Harrison's continued success.

How does the instructor/PD provider implement the stage?

Step 1: Participants watch their recorded simulation or role-play video and complete the self-reflection questions ([Resource M](#)).

Step 2: Instructors/PD providers watch the recorded simulation or role-play videos and list feedback that will be provided to each participant about the effectiveness of the collaborative meeting.

Step 3: Participants review instructor/PD provider feedback.

Step 4: Participants set a minimum of three goals with action items to achieve those goals for continuous improvement in future collaborative meetings ([Resource N](#)).

Materials and resources needed to implement:

[Resource N: Goal-Setting Form.](#)

Questions instructors/PD providers might have when teaching participants about Stage 4:

Question: What knowledge do participants need to have to be successful at Stage 4?

Answer: Success in Stage 4 will be determined by the level self-reflection the participant demonstrates after watching the recording of their simulation or role play and reviewing the instructor/PD provider feedback.