

January EC Pre-/Post-Assessment KEY

5. Describe how creating communication plans is similar to each step in the problem solving process.

Problem Identification	to identify problems in communication you 1. determine your purpose & 2. determine your audience
Problem Analysis	to analyze problems in communication you 3. determine what the audience know/thinks now about the topic
Plan Development	In developing plans you 4. determine the goals/what the audience should know/think/do & develop the message 5. Decide when to deliver the message 6. Decide how to deliver the message (communication channels)
Plan Evaluation	when evaluating plans you 7. determine how to gain feedback & evaluate effectiveness

step receives point if any of #’ed items are present

4 pts
1
point
for
each
PS
step

6. What are the big ideas when considering special education eligibility for an English Language Learner?

- Need to have a process to determine the effectiveness of instruction and intervention across tiers for the English Learner population.
 - Staff trained in English as a Second Language (ESL) must be part of the team.
 - If the student’s difficulties are not evidence across languages and contexts, then it is not a disability.
- 3 pts
1
point
for
each
bullet

7. Aiden is having significant difficulty with math in 7th grade, and his parents have sent a written request for referral to special education. Your school currently does not have a Tier 3 intervention process for math. What do you do? (outline the process the team should go through)

- When parents request referral to special education services the school team must meet and determine whether or not they will conduct a comprehensive evaluation.
 - When the school’s data shows that the referred student is discrepant from peers and/or not making adequate progress, need to consider whether this may be a student with a disability, even if you do not have RTI/MTSS systems in place.
 - During the evaluation process, team needs to put an intervention in place for the student.
 - During the evaluation process, team needs to monitor progress regularly.
 - During the evaluation process, team needs to evaluate student’s respond to the implemented intervention by evaluating educational progress & any potential change in discrepancy.
- 5 pts
1 point for
each bullet

8. Rose is a 4th grade student with an IEP. A progress report on her goals was sent home at the end of first trimester indicating that she was making little to no progress. What should have happened prior to the progress report and/or should happen next?

- The team should have or needs to conduct an Individual Problem Solving (IPS) Process in order to collect data to determine why she is making little to no progress.
 - The team should have or needs to make changes to her instructional/intervention plan based on the results of data.
 - The team should have or needs to monitor progress regularly on the new plan to see if it is resulting in better outcomes/improved progress.
- 3 pts
1 point for
each bullet