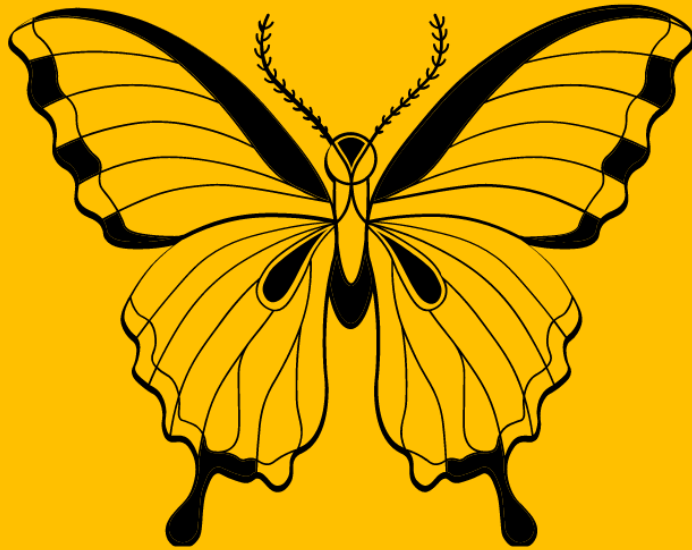


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2022



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To

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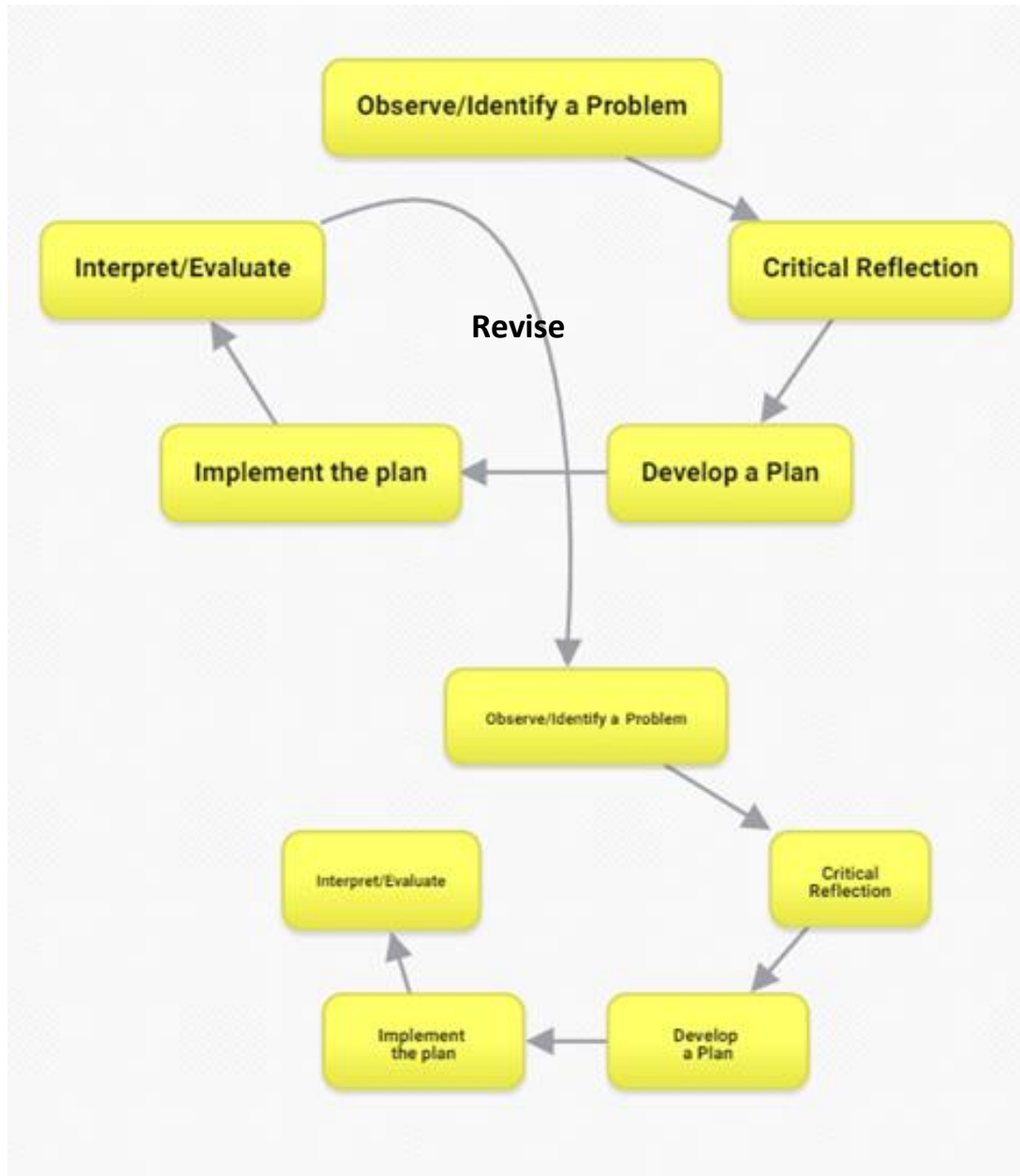
PAC-TE welcomes
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1. Cast your vote for the open seats on PAC-TE's Board of Directors before you leave the conference, if possible.
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Creating Mixed-reality Scenarios to Assess Students' Application of Theory to Practice: Work-in-Progress Session

Colleen Duffy, Ed.D., Assistant Professor, Misericordia University
Roberta (Bobbi) Yeager, Ed.D., Assistant Professor, Misericordia University





Action Research- seeks transformative change through the simultaneous process of taking action and doing research, which are linked together by critical reflection.



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Identified Problem: Limited Access to IEP Meetings



Source: <https://iepbasics.org/>



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Critical Reflection

- Preservice teachers learn best from applying theory to practice- direct experience coupled with guided reflection and analysis (Hornyak et al., 2007).
- Genuine knowledge derives not from abstract thought, or by acting uncritically, but rather by integrating thinking and doing, and reflecting on the act (Dewey, 1938).
- Human learning, mental development, and knowledge are embedded in a particular social and cultural (Vygotsky, 1978).
- Active learning models emphasize the importance of experience rather than merely listening as a means of acquiring knowledge; it is indispensable to learning (Bonwell & Eison, 1991; Coulshed, 1993; Felder & Brent, 2003; Miller & Boud, 1996).

How can we ensure access to authentic, reflective and active learning?

.....Mixed-reality Scenarios?

Background: Misericordia University meets Mursion



Source: <https://www.facebook.com/pg/mursionauditions/posts/>

Develop a Plan

- Establish SLO and objectives
 - *Work collaboratively with the MDT to develop at least 2 annual goals in conjunction with at least 2 SDIs.*
- Establish Assessment Criteria
- Consider format
- Design the IEP meeting
 - Fictitious Student- “Jimmie”
 - MDT members- Special Education Teacher, Regular Education Teacher, Speech-Language Pathologist, Parent
 - Ascribe characteristics to team members
 - Determine push-back (type and severity)
- Define parameters for goal setting and SDI

Objective: Gain buy-in from the general education teacher to support Jimmie.

Assessment Criterion: Collaboration

- Sets collegial tone by welcoming members/introductions
- Identifies common interest- supporting Jimmie
- Communication is clear, appropriate, and educationally sound
- Ensures understanding by all team members
- Values/considers input from other team members
- Appropriately addresses concerns expressed by members of MDT
- Compromises as appropriate

Objective: Collaborate to form a concrete action plan that employs at least 2 clear annual goals and 2 SDIs.

Assessment Criteria: Goal Setting and SDIs

- Proposed goals are realistic and aligned to identified need in RR
- Explicit connection between current level and each goal is made
- Goals are stated as a behavioral objective using four criteria:
 - Given_____ (Students name) will_____at a rate or measure of_____ (criteria).
- Checks for understanding of the method, frequency, and reporting of the progress monitoring plan.
- At least 2 SDI are proposed
- Each SDI is realistic and appropriate to student need/ability and setting; and would likely benefit the learner



Assessment Criteria: Overall Performance

- Gains buy-in from members of MDT
- Consistently presents in a professional manner
- Consistently makes recommendations that are educationally sound
- Consistently makes recommendations that are legally sound
- For 1:1 sessions
 - Student objectively reflects on their performance and identifies strengths and weaknesses
 - Student demonstrates growth by improving on an area of identified weakness

Implement the Plan

“**Jimmie**”- 4th grade special education student in an inclusive classroom

- Multiple disabilities with secondary disability of speech or language impairment
- Pleasant, hard-working, tries his best
- Independent with classroom routines, easily interrupted during transitions and when on-task
- Adapts well to change
- Responds well to the classroom behavior system, regularly rewarded for good behaviour
- Enjoys playing with friends
- RR summary contains current levels, strengths and weaknesses

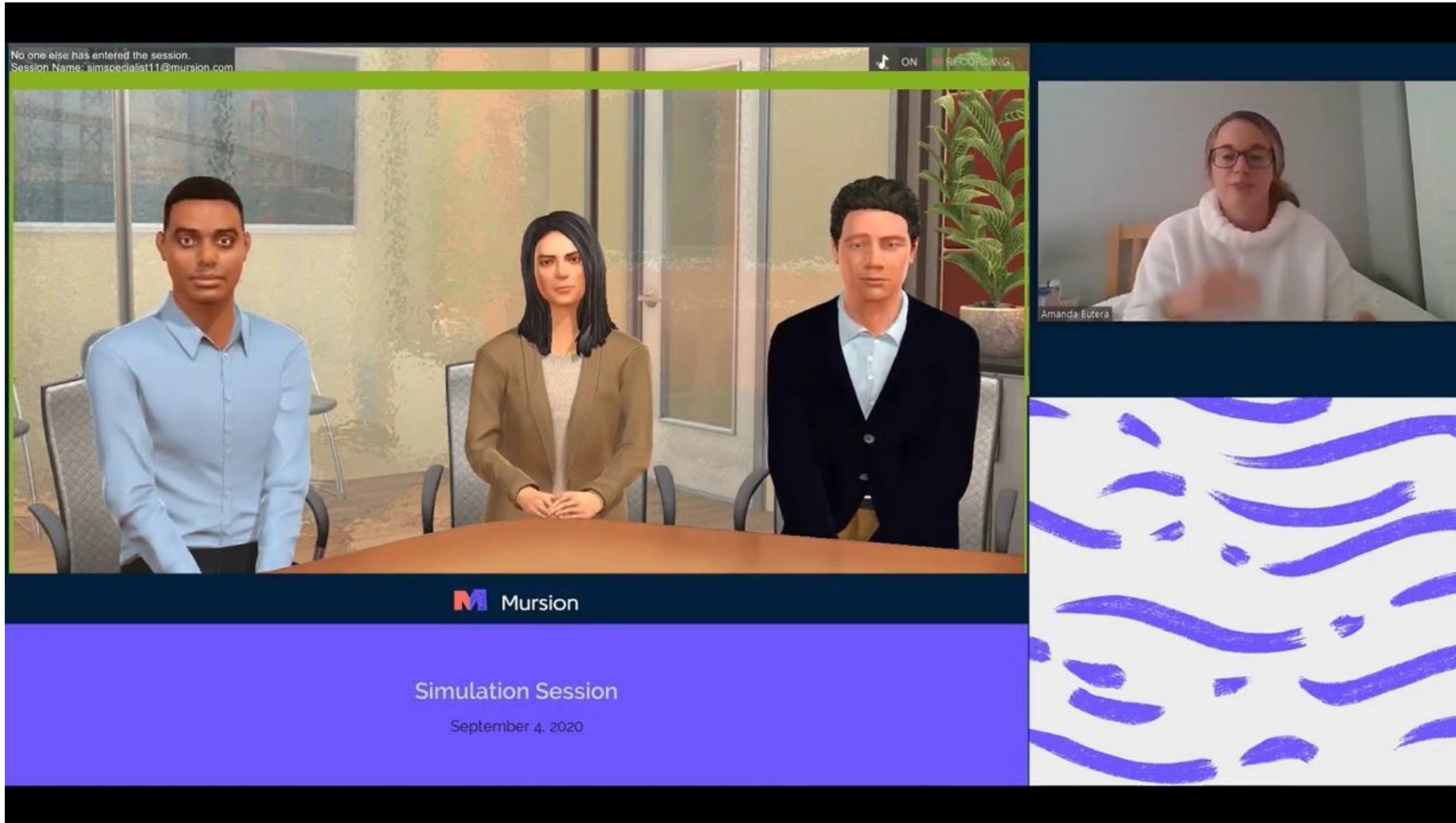
MDT Members

- **Darius**- Gen Ed teacher, he wants support- he feels he has too many students and lacks the time needed to provide effective interventions, but is not antagonistic, he needs to feel supported and empowered to confidently meet Jimmie’s needs
- **Dani**- SLP, collaborative, inclined to offer goals related to his speech/language impairment rather than academic goals, is willing to visit the classroom
- **Max**- Dad, Strong advocate, wants full inclusion, concerned about the social stigma, not familiar with acronyms, is hesitant to agree to new goals without discussing with his wife

Implement Plan

- Pilot created Spring through Summer of 2020
- Integrated into curriculum Fall of 2020
 - Course name number -
 - SPE 221 IEP: Process and Procedure
 - SPE 411: Inclusive Practices
 - SPE 362: Methods High
- Fishbowl and 1:1 sessions

Scenario in Action- Current Level & Goal 1

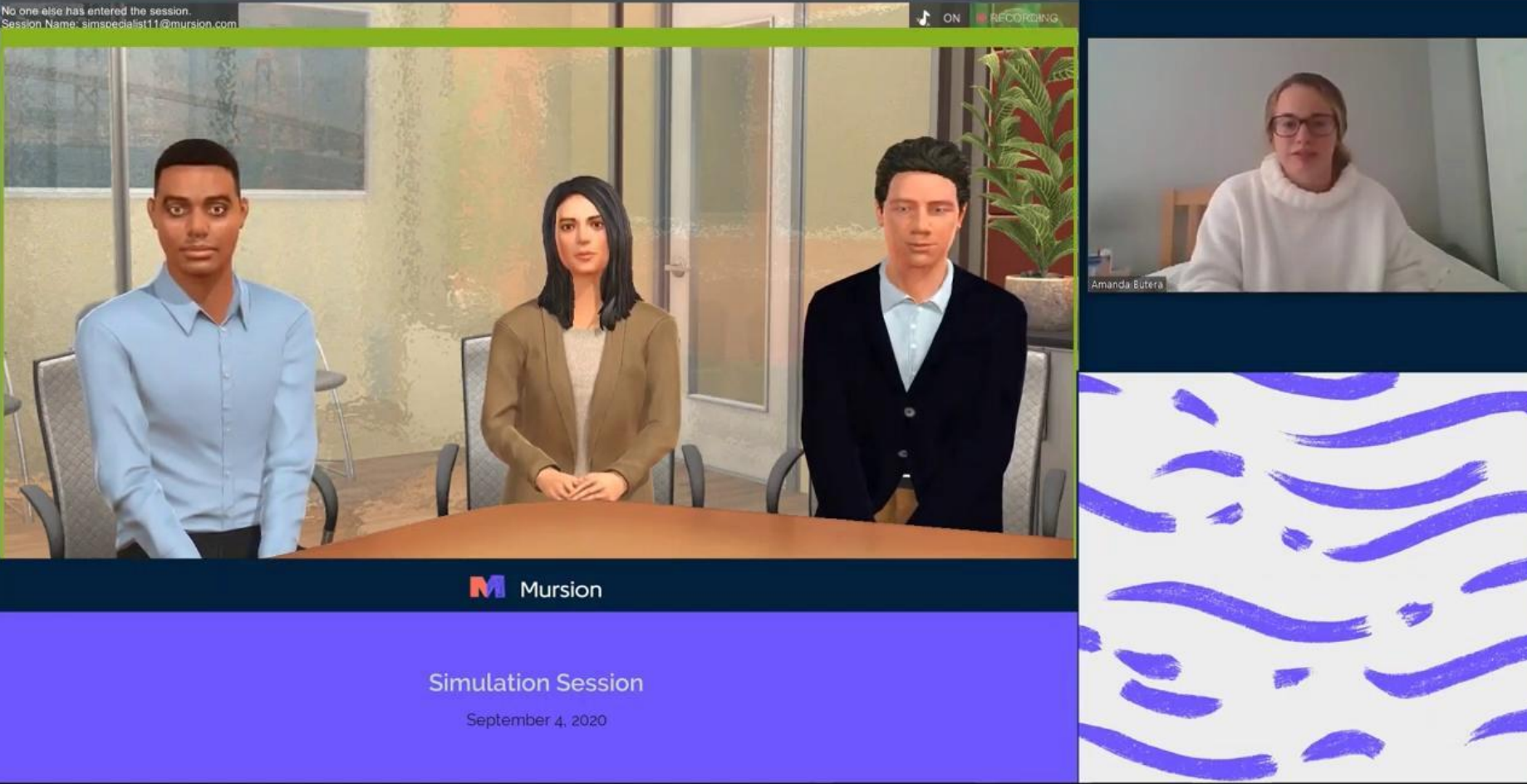


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Scenario in Action- SLP

No one else has entered the session.
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Mursion

Simulation Session
September 4, 2020

Amanda Butera




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Scenario in Action-LRE


No one else has entered the session.
Session Name: simspecialist11@mursion.com

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Mursion

Simulation Session
September 4, 2020



Amanda Butera





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Evaluation Plan

- Track students, compare pass rates
- End-of-course surveys
- Exit/Alumni Surveys

Open Discussion

Revise

What could/should be changed to improve the learning experience?

Are there aspects of an IEP meeting that students are not being assessed on through the scenario?

Reconceptualize

What other skills/competencies could be practiced and assessed through mixed-reality scenarios?

Is there a better way to apply theory to practice without having access to traditional learning environments?

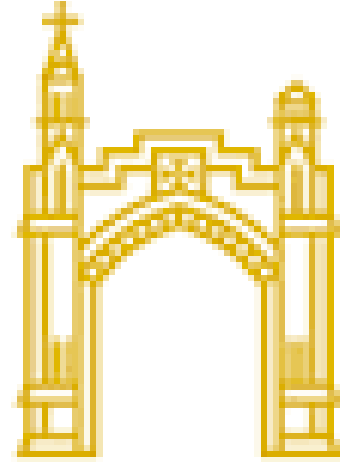
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Thank you.....

- *Special thanks to Amanda Butera, Special Education/ECE major from Misericordia University for sharing her performance in the pilot video.*
- *Special thanks to the folks at Mursion for their creative collaboration and image and video sharing.*
- Questions? Contact Colleen Duffy cduffy@misericordia.edu or Bobbi Yeager ryeager@misericordia.edu





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