

MAASE Focus Areas:

We will align and organize the strategic priorities and work of MAASE to focus on the following elements:

High Quality Student Evaluations	Specially Designed Instruction	Skilled Staff	Program Evaluation
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Through the platforms of:

Association Partnerships	Legislative Action and Advocacy	Professional Learning	Membership Services
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EdCamp is an open format where group members share thoughts to help one another in implementation of "real life" practice. These notes reflect the thinking of someone in the group but do not represent an official position on behalf of MAASE. Anyone using this as a resource is encouraged to use their best judgement in interpreting the suggestions.

MAASE EdCamp Format:

1. Clarify the Problem of Practice to Solve
2. Collaborate around the Problem of Practice by offering suggestions and resources
3. Give feedback to the committee on how to improve next time

Notes:

- What is the problem of practice?
 - o Writing a more unified report
 - o What do educational reports look like? What should they look like?
 - o What could be cut back or streamlined in order to allow opportunities for other areas of interest?
 - o Summary loses the intent
 - o Emailing assessments to parents rather than having the face to face opportunity that provides more opportunity for dialogue
 - o Overidentification of students with disabilities
 - o How do we as administrators facilitate the unified thinking of all team members?
 - o Identifying assessments that would be used to ensure that the student qualified for special education services
 - o Information from the MET not flowing through to the IEP
 - o Difficult to break habits and move from individual "territories"
 - o Psychologists and lack of curriculum knowledge
 - o Increase in Independent Educational Evaluations
- Suggestions and resources:
 - o Requirement to come together to review data against the indicators, have to come to consensus
 - o Centralized Evaluation Team Meeting
 - o Identification of assessments that will be utilized to get the best data-approved list has been created to assist in identifying appropriate assessments (Donna)
 - o Providing data sources that are not standardized assessments
 - Put a team of professionals together to develop a process
 - o Problem solving based on RIOT/ICEL
 - Sample unified template:

https://docs.google.com/a/amaesd.org/document/d/1fHwDFSbEfc-zBII8XOMneDngJGwdsZ5_5R/YLEsEwcCk/edit?usp=sharing

- o Use of intervention data
- o Adding recommendations to the evaluation report
- o Clinical vs. Educational reports-what would this look like?
 - Need to use some of that clinical skill set
 - Very hard to separate the information
 - Observational data, developmental history, description of test behavior, providing a picture of who the child is
 - Does the child need specialized instruction? What is holding them back from being able to access the curriculum?
- o Psychologist involvement in intervention
- o Must Haves vs. Nice to Have w/in evaluation reports
 - Recommendations
 - Core diagnostic testing
 - Appropriate-spending time on the front end conducting a thorough review of the child's educational journey
 - Attendance/Exclusionary Factors
 - How does the learner see their world? How do we present to this child so that they're able to learn?
 - Look within the psychological report for the how and why they came to their conclusion
- o Culture and mindset change
- o Oakland's SLD Guidelines
- o Re-evaluation is just as critical
- o Parent friendly written reports to increase understanding of the information being presented

Feedback:

- What made this time worth your while?
 - o Appreciate the note taking and that this is located on the wiki
- What specifically can we do to make this better?
 - o Longer timeframes provided to have more discussion
 - Could a follow up group be created to further the discussion?