



# Developing a Formative Assessment Tool for Special Education Teachers

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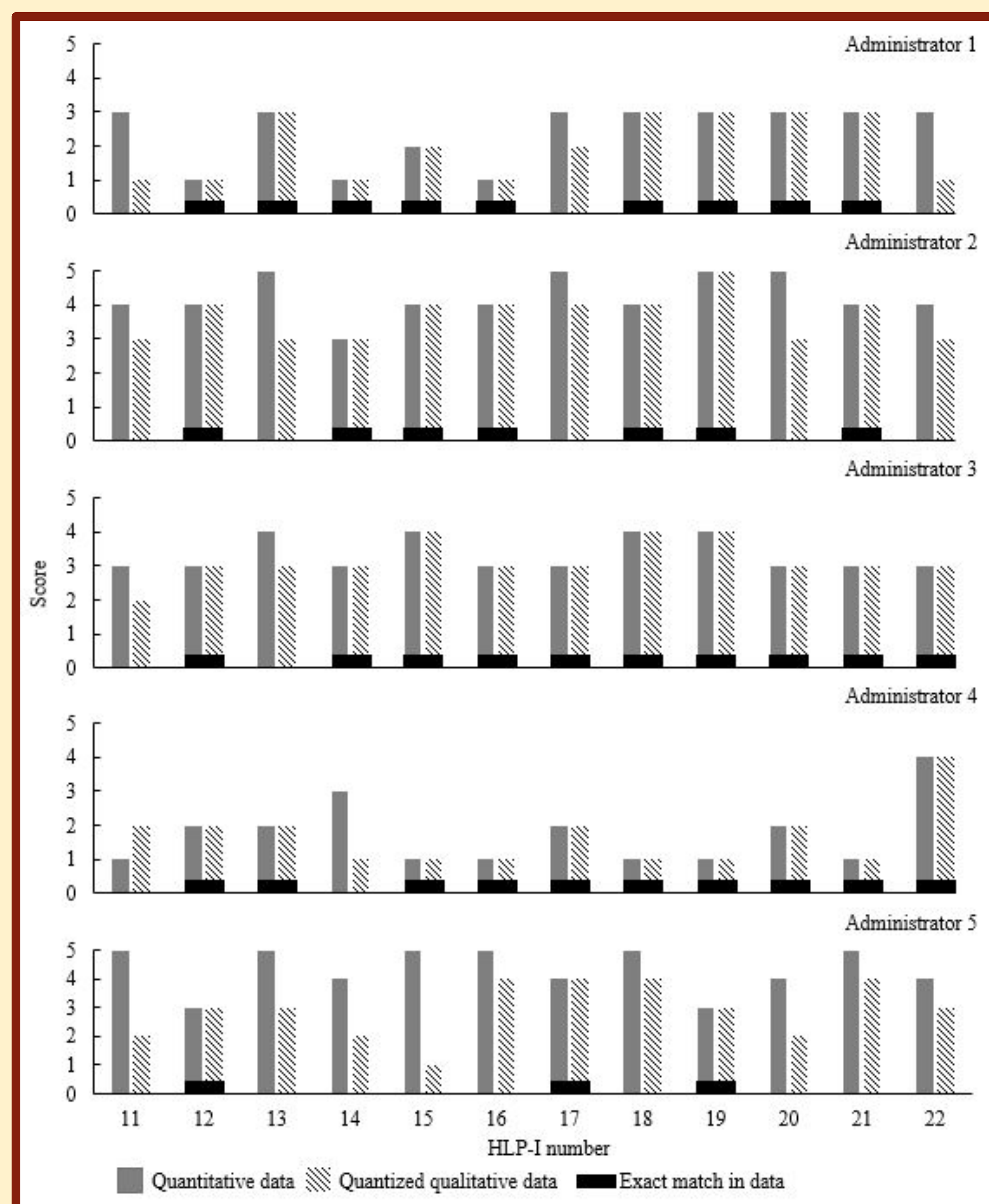
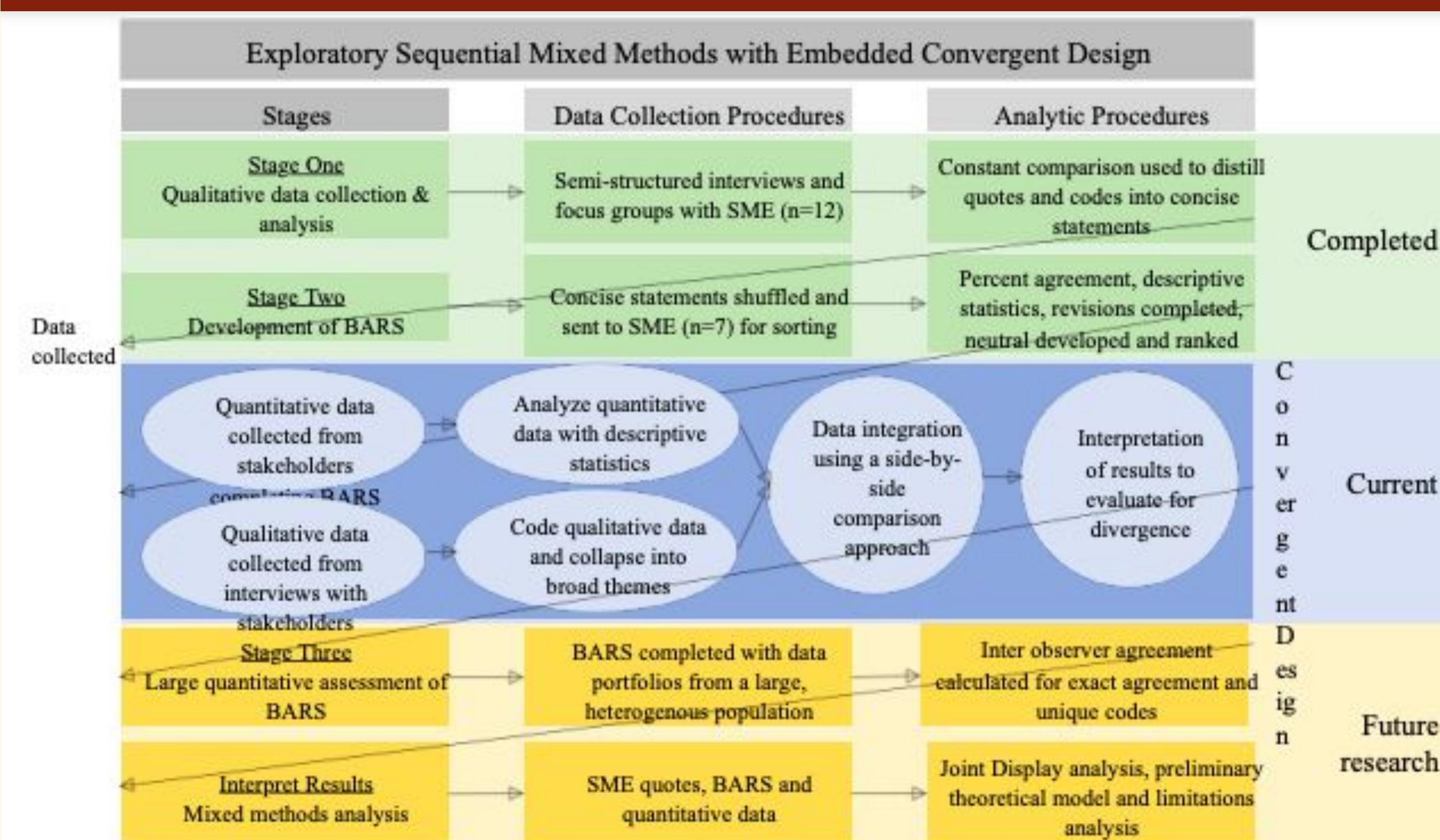
## BACKGROUND INFORMATION

Administrators were required to evaluate their teachers through two separate methods: an online survey and an interview. This was done to see if any discrepancies were found through the written or verbal examinations. After both evaluations were completed, the qualitative data was quantitized and a score was created.

## PURPOSE

This project was based on the lack of assessment tools for special education teachers. The same evaluation tools are currently used for both general education teachers and special education teachers. Children with special education needs have unique demands and need specialized instruction. When specialized tools are developed for special education teachers, they will be able to help their students. This project uses High Leverage Practices to create an assessment tool made specifically for special education teachers. High Leverage Practices are frequently occurring, evidence-based, educational practices that all educators should know how to do (McLeskey et al., 2017). Past evidence has shown that teachers who implement these practices improve their future instructions and therefore see better learning results with their students. Field tests were conducted through administrative interviews to see how these specialized educational tools were used in school. After the project, the developed assessment will be used to help special education teachers in the future. Additionally, this assessment can be expanded upon further research and help schools. This project helps promote equality in curriculum between general education and special education tools.

## METHODS



## RESULTS

- Our results found that overall what the administrators answered in the survey matched their spoken responses in the interview.
- When there was a discrepancy between the survey and spoken response, the teacher was marked lower in the interview.
- We hypothesize that when administrators are grading teachers, they are less keen to mark issues that should be addressed on paper. This can be due to the lack of resources or support for that teacher.
- The major difference in Administrator 5 could be hypothesized in the research collection method. They observed the teacher in between answering the survey and their interview. The discrepancy could be the refresh from the observation.

## REFERENCES

McConomy, Addie. *Chapter Three: Evaluating a Formative Assessment Tool for the High Leverage Practices in Special Education Using Mixed Methods*. 2022.

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

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