

## Course Syllabus

### EEC 483—Assessment for Children with Exceptionalities

Fall 2013

<u>Instructor</u>	<u>Class Meets</u>	<u>Office Hours</u>
Calli Lewis, Ph. D	Thursdays	Tuesday 4:00-5:00
717.477.1707	6:30 – 9:15	Wednesday 3:00-6:00
Email: <a href="mailto:CLewis@ship.edu">CLewis@ship.edu</a>	200 Shippen Hall	Thursday 4:00-5:00
***Email is the best way to contact me! Please include your course number in the subject line***		306 Wright Hall
		Also by appointment

**Course Overview.** According to the *Shippensburg University School of Graduate Studies 2012 – 2014 Graduate Catalog* (2012), this course is:

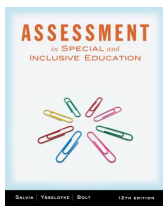
“Designed to provide teacher candidates with a comprehensive overview of the skills, processes, and research-based interventions for linking assessment and instructional decision-making in inclusive settings for students with disabilities. The academic core areas of literacy, writing, math, and behavior will focus on preparing candidates to participate in pre-referral data collection, contribution to the identification of students with disabilities, IEP writing, progress monitoring, and curriculum based assessment.”

**Learner Outcomes.** The overarching goal of this course is to prepare teacher candidates to link assessment with instructional decision-making. In order to meet this overarching goal, candidates must be able to demonstrate mastery of the course objectives, or learner outcomes. At the conclusion of this course, candidates will be able to:

1. Explain the basic considerations, concepts, and principles in the assessment of students, both with and without identifiable disabilities.
2. Identify and perform formal and informal assessments most frequently used by classroom teachers.
3. Explain current issues and trends in assessment practices.
4. Use assessment data to make instructional decisions.

## Required Readings (Additional readings will be assigned throughout the semester)

Salvia, J., Ysseldyke, J., & Bolt, S (2013). *Assessment: In Special and Inclusive Education (12 edition)*. Belmont, CA: Wadsworth Cengage Learning



## General Expectations

1. **Professionalism:** It is expected that you demonstrate professionalism in this class. For the purposes of this course, professionalism will be exhibited by the student being: (a) prompt in assignment submission, and (b) adherence to the university student code of conduct (e.g., plagiarism, cheating).
2. **Writing Assignments:** Prepare all written assignments according to the APA Publications Manual (6<sup>th</sup> ed.), as appropriate. You can access information regarding basic APA style at <http://owl.english.purdue.edu> or the Learning Center located on the main floor of the library.

## Specific Requirements

1. Read all assigned material. You will need to know the information in order to complete the required activities for the course.
2. Online Quizzes (to be held on D2L).
3. FIELD EXPERIENCE: (24 hours) **Assessment Project** see Appendix A
4. Journal article reflections and Web activities. Specific articles and activity instructions will be on D2L.
5. Midterm.
6. Functional behavior assessment case study activity (see D2L for details).

## Course Grades:

In both undergraduate and graduate school, grades are earned according to individual student performance on described activities. Effort is important but the outcome of your effort is the

product upon which grades are based. Final grades are assigned as follows using a total points earned scale:

- ✓ Grades of A are *reserved* for students whose products are consistently exemplary and commensurate with the work of an accomplished graduate student. A products provide clarity of thoughts and ideas with no grammatical, structural, or spelling errors.
- ✓ Grades of B are earned by students whose products are good but not outstanding. B products provide detail and explanation; may have a few grammatical, structural, or spelling errors.
- ✓ Grades of C are earned by students whose products are limited but display sufficient understanding; may have major grammatical, structural, or spelling errors.

### **Students with Disabilities:**

Any student with a disability that requires special considerations and/or modifications, please provide documentation from the Office of Social Equity. In addition, you must inform me of any suggested accommodations that will maximize class participation, completion of assignments, etc., by the SECOND class meeting so that accommodations can be implemented. Because I am a special education teacher and have conducted research on how students with learning disabilities learn best; I try to provide explicit assignment expectations and generous timelines. However, if you need additional accommodations; please schedule a meeting with me to discuss.

### **Plagiarism:**

(from the undergraduate catalog)

Plagiarism is a form of academic dishonesty. Shippensburg University will not tolerate plagiarism, and the faculty will make all reasonable efforts to discourage it. First offenders will be penalized with a maximum sanction of an "F" in the course in which the plagiarism takes place. Second offenders may be penalized with a maximum sanction of suspension from the university.

Plagiarism is your acknowledged use of another writer's own words or specific facts or propositions or materials in your own writing. When other writers' words or materials (even short phrases or specific terminology) are used, you should put these words, phrases or sentences inside quotation marks (or else indent and single-space more extended quotations), and you should then cite the source of the quotation either in the text of your writing or in footnotes. Failure to do so may be considered plagiarism. When the propositions of another writer are restated in your own words (paraphrased), you should also indicate the source of the paraphrased material in your own text or in footnotes. Comparable citations should be made for borrowing from media other than printed texts, such as lectures, interviews, broadcast information, or computer programs.

### **Full Completion of All Course Elements Required**

This course develops competencies that you need as a teacher. The assignments will help you develop skills to meet those competencies. Therefore, all work that I assign must be completed in this course. Failure to complete or hand in work on time may result in failing the course.

### **Incompletes**

From the Shippensburg University Catalog:

*“The grade of I (incomplete) can be given if you are unable to complete the requirements of a course due to a serious illness, death in the family, or other personal emergency.”*

Additional time to complete the requirements of the course can be granted by the instructor or the dean. The time limit for completing course requirements is the end of the following semester.

### Class Calendar EEC 483 2013

<b>Week</b>	<b>Date of Class</b>	<b>Topic(s)</b>	<b>Required Chapters to be Read Before Class</b>	<b>Assignments to be completed before class. Quizzes and Web Activities are due at 11:59 am the day of class.</b>
1	August 29	Introduction to course		
2	September 5	Assessment in social and educational contexts;	1	Readings Quiz on D2L Web Activity
3	September 12	Assessment and decision making in schools; Laws, ethical codes, and professional standards that impact assessment	2-3	Readings Quiz on D2L Web Activity
4	September 19	Test scores and how to use them; Technical adequacy	4-5	Readings Quiz on D2L Web Activity
5	September 26	Assessing behavior through observation; Teacher made tests of achievement	6-7	Readings Quiz on D2L Web Activity
6	October 3	Curriculum-based approaches to measuring student progress; Managing classroom assessment	8-9	Readings Quiz on D2L Web Activity
7	October 10	Using measures of intelligence	15	Readings Quiz on D2L Web Activity
8	October 17	Assessment of academic achievement with multiple skill devices; Using diagnostic reading measures	11-12	Readings Quiz on D2L Web Activity
9	October 24	Using diagnostic mathematics measures; Using measures f oral and written language	13-14	Readings Quiz on D2L Web Activity

10	October 31	Using measures of perceptual and perceptual-motor skills; Using measures of social and emotional behavior	16-17	Readings Quiz on D2L Web Activity
11	Class held online; November 7	Using test adaptations and accommodations; Cultural and linguistic considerations	21-22	Readings Quiz on D2L Web Activity
12	November 14	Using technology to help make assessment decisions; Multi-tiered system of supports and response to intervention	23-24	Readings Quiz on D2L Web Activity
13	November 21	Making instructional decisions; Making special education eligibility decisions; Presentations: Assessment Project	26-27	Readings Quiz on D2L Web Activity Due: Assessment Project
14	November 28	No class! Happy Turkey Day		
15	December 5	Making accountability decisions; Collaborative team decision making; Presentations: Assessment Project	28-29	Readings Quiz on D2L Web Activity

**Quizzes** will consist of 10 questions. You will have one hour to complete each quiz. You may take each quiz twice and will receive credit for the highest score.

**Web Activities** can be found at the end of each chapter. You can select the activity you would like to complete. You only need to complete one Web Activity per week, even if multiple chapters are assigned in one week. It is that the expected to be ¼ to one full page in length, double-spaced. You may use bullets when appropriate. Do not copy and paste material found online as this is considered plagiarism.

### Grading

Quizzes.....	130 pts
Reflections & Web Activities .....	130 pts
Midterm.....	100 pts
Assessment Project.....	150 pts
Participation.....	50 pts

(Regarding attendance, you will lose participation points if you are absent from class more than twice.)

Total points possible: 560

### Grade Scale:

532-560 = A (95-100%)	504-531 = A- (90-94%)	
492-503 = B+ (88-89%)	470-491 = B (84-87%)	454-469 = B- (81-83%)
426-453 = C+ (76-80%)	392-425 = C (70-75%)	
336-391 = D (60-69%)		
0-390 = F (0-59%)		

## **Appendix A:**

### **EEC 483: Assessment Project Due 11/21**

My hope is that the final product this assignment will look similar to an artifact that would serve as evidence that a teacher would bring to a parent-teacher conference, an Individualized Educational Program (IEP) meeting, and/or a multi-tiered system of support team meeting. The evidence provided in this product will support and justify your instructional decisions, as well as your professional opinions regarding a student's academic, social, and/or behavioral performance. Finally, the final product will be in a format that can be reviewed by other individual's on the multidisciplinary or IEP team, so they may collaborate on decisions regarding the whole child.

Directions:

1. Identify a student in your placement to assess.
2. Determine what assessment to administer (the special education department has several different assessments to choose from; however, the teacher you are placed with may have curriculum-based assessments that you could use).
3. Plan how and when you will administer the first assessment.
4. Administer assessment and collect data.
5. Analyze the assessment data.
6. Summarize how the student performed on the assessment (BE SPECIFIC!! Provide statements regarding strengths displayed and areas for growth).
7. Based on your data analysis, formulate an academic, social, or behavioral goal for the student in order to facilitate growth in an area requiring growth. Make sure the goal is written in a way that it will be clear when the student has met the goal (i.e., observable and measurable).
8. Using your academic, social, or behavioral goal, list benchmarks you want the student to meet, in order to show progress is being made towards the goal.
9. Write lesson plans (i.e., design instruction) that specifically target the first benchmark.
10. Teach the lesson plans and document the outcomes.
11. Following a period of instruction (e.g., one week of targeted lesson plans), re-assess your student to find out if/what progress has been made as a result of your instruction. Collect assessment data.
12. Analyze your data. Consider how it compares to the data you collected and analyzed at the beginning of the project (i.e., steps 4 and 5).

13. Using your findings, determine what criterion was met, if any. If no progress has been demonstrated, develop hypotheses as to why the student is not progressing. Consider re-designing your instructional strategies and/or supports.
14. Plan your next step of instruction for the student based on his or her present level of performance.
15. Write additional lesson plans targeting the student's new benchmark.
16. Go through steps 10 – 15 as many times as necessary to meet the goal formulated in step 7.

**Final Product to Include:**

***Place all of the following materials in a 3-ring binder with dividers.***

**Section One: Contextual Information**

Summary of Student Information. Length parameters: No more than 1.5 pages, no less than two paragraphs.

Environmental Analysis. There is a template that will guide your analysis. Length parameters: No more than 1.5 pages, no less than whatever is required to complete the form (i.e., address each of the specified points, even if it is with “Not applicable”).

**Section Two: Baseline Data**

Assessment Administered. Write a summary (one or two paragraphs) describing (a) the instrument(s) used to assess the student, (b) why the instrument(s) was chosen, and (c) possible limitations to the instrument(s).

Raw Data. Baseline data (i.e., data reflecting where the student was performing prior to intervention), progress monitoring data, and final assessment data is to be submitted. Data collection forms, permanent products, and/or observational (anecdotal) data are expected.

Data Analysis. An analysis of your data is to be presented in the form of a summary of findings (you may use a Data Triangulation form) and/or a graphical representation (e.g., histogram, pie chart).

**Section Three: Intervention**

Intervention Goal. Formulate an intervention/instructional goal. The goal is to be written in observable and measureable terms!!



Benchmarks/Objectives. Benchmarks, or objectives, are to be written in observable and measurable terms and show direct connection to the overall goal. Include a time frame (i.e., after how many instructional opportunities) for when the benchmark/objective is to be met by the student.

Lesson Plan. Present 3 or more lesson plans designed to teach benchmarks/objectives.

Progress Monitoring. Collect data on the outcomes of your lesson plans designed to target instruction on prescribed benchmarks/objectives. Include your data with its corresponding lesson plan.

#### Section Four: Analysis and Implications

Analysis of Progress Monitoring Data. Summarize your progress monitoring data. Determine how your instruction has impacted the student's learning by comparing your intervention data to your baseline assessment data. Length parameters: No more than 1.5 pages, no less than one paragraph.

Implications. Based on your data, delineate what additional steps are necessary for the student to be successful in meeting the overall instructional goal. Does the student require continued targeted instruction? Does the student require a referral to the multidisciplinary team for further evaluation?

## Scoring Rubric

### Assessment Project

Student name:

#### **Section One (10 points)**

\_\_\_ Summary of Student Information (6 points)

\_\_\_ Information listed included: age, sex, student preferences as observed? (6 points)

\_\_\_ Environmental Analysis (4 points)

\_\_\_ Template completed? (2 points)

\_\_\_ Detailed information about environment? (2 points)

#### **Section Two (40 points)**

\_\_\_ Assessment Administered (12 points)

\_\_\_ Information about instrument used to assess student? (5 points)

\_\_\_ Why the instrument was chosen? (2 points)

\_\_\_ Possible limitations delineated? (5 points)

\_\_\_ Raw Data (8 points)

\_\_\_ At least one scoring sheet? (3 points)

\_\_\_ Additional anecdotal observations and permanent products? (5 points)

\_\_\_ Data Analysis (20 points)

\_\_\_ Summary of findings (5 points)

\_\_\_ Used numerical language? (5 points)

\_\_\_ Graphical representation? (10 points)

#### **Section Three (60 points)**

\_\_\_ Intervention Goal (20 points)

\_\_\_ Observable? (10 points)

\_\_\_ Measurable? (10 points)

\_\_\_ Benchmarks/Objectives (20 points)

\_\_\_ Observable? (5 points)

\_\_\_ Measurable? (5 points)

\_\_\_ Direct connection to overall goal is clear to reader? (5 points)

\_\_\_ Time frame delineated? (5 points)

\_\_\_ Lesson Plans (10 points)

\_\_\_ Three or more? (1 point)

\_\_\_ Lesson plans have clear instructional connection to target benchmark? (3 points)

\_\_\_ Materials listed? (3 points)

\_\_\_ Targeted benchmark listed? (3 points)

\_\_\_ Progress Monitoring (10 points)

\_\_\_ Data collected on all three lesson plans? (2 points)

\_\_\_ Permanent products included? Detailed anecdotal for behavioral lessons? (5 points)

\_\_\_ Data collected was clearly aligned to benchmark being targeted? (3 points)

**Section Four (40 points)**

\_\_\_ Analysis of Progress Monitoring Data (20 points)

\_\_\_ Progress monitoring data summarized using measurable/numerical language? (15 points)

\_\_\_ Intervention data and baseline data were compared? (5 points)

\_\_\_ Implications (20 points)

\_\_\_ Additional steps delineated? (10 points)

\_\_\_ Recommendations about student needs based on data discussed? (10 points)

\_\_\_ **Bonus Points for early submission? (5 points)**

**Final Points (150) \_\_\_\_\_**