|  |  |
| --- | --- |
| Course Name and Number: SPED3006 Assessment & Intervention | |
| Description: This course will focus on special topics associated with assessment and evaluation of learners who have special needs. Specifically, this course provides a foundational understanding of assessment in education and special education. Course content will cover legal and ethical issues, statistical and measurement considerations, and both formal and informal assessment processes across all abilities and disabilities. Students will gain understanding in the selection, administration, scoring, and interpretation of formal and informal assessments for the purpose of identifying and addressing exceptional learning needs. | |
|  |  |
| Credit Hours: 3 semester hours | |
| Required or elective: Required | |
| Faculty members who teach the course: Maya Israel, Ph.D. | |
| Prerequisites: None | |
| Textbooks:  Bracey, G. W. (n.d.) *Thinking about tests and testing:* [Blackboard resource]  Overton, T. (2009). *Assessing learners with special needs: An applied approach.* Upper Saddle River, NJ: Merrill.  Salvia, J., Ysseldyke, J. E., & Bolt, S. (2007). *Assessment in special and inclusive education. (*11th Ed.) [Select chapters]  Wright, J. (1992) *Curriculum-based Measurement: A manual for teachers.* [http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf]. [Blackboard resource] | |
| Other resource materials: | N/A |
| **Learning Outcome:**  **How is this outcome assessed?** | |
| 1.   Describe the process, legal implications, and ethical issues related to assessment.  Discussion Boards, Final exam | |
| 2.   Identify the following approaches to assessment: ecological, universal design for learning, and understanding by design.  Discussion Boards, Reading Reflections | |
| 3.   Describe the major statistical and measurement considerations related to assessment.  Case Study Assessment, Reading Reflections | |
| 4.   Develop valid classroom-based and curriculum-based assessments for all students.  Vanderbilt IRIS Module Assessment | |
| 5.   Describe the ecological and academic domains related to assessment.  Midterm Parent Letter, Reading Reflections | |
| 6.   Discuss the personnel responsible for conducting assessment in the various domains.  Reading Reflections, Final exam | |
| 7.   Explain the decision-making process involved in entitlement and service designations.  Midterm Parent Letter, Discussion Boards | |
| 8.   Identify and explain the pros and cons to formal test instruments.  Case Study Assessment | |
|  |  |
|  |  |
| **Alignment with Transformation Initiative:**  In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is ***to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data driven instruction.***  ***Theme:******Helping candidates come to terms with unintentional barriers and bias.***  ***Theme: Preparing teachers for urban schools.***  ***Theme: Implementation of research-based strategies.***  ***Theme: Reflection.*** | |
|  | |
| **Alignment with Conceptual Framework:**  This course addresses these institutional standards: *Candidates of the University of Cincinnati are* *committed, caring, competent educators*   * with foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context. * with content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline. * who successfully collaborate, demonstrate leadership, and engage in positive systems change. * who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity. * able to address issues of diversity with equity and posses skills unique to urban education including culturally responsive practice. * able to use technology to support their practice. * who use assessment and research to inform their efforts and improve student outcomes.   who demonstrate pedagogical content knowledge, grounded in evidence- based practices, and maximizing the opportunity for learning, and professionalism. | |
|  | |
| **Alignment with Specialized Program Association:** | |
| **Standard #1: Foundations**  CC1K1: Models, theories, and philosophies that form the basis for special education practice.  CC1K2: Laws, policies, and ethical principles regarding behavior management planning and implementation.  CC1K4: Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.  CC1K5: Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.  CC1K6: Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.  CC1K7: Family systems and the role of families in the educational process.  CC1K9: Impact of the dominant culture on shaping schools and the individuals who study and work in them.  CC1K10: Potential impact of differences in values, languages, and customs that can exist between the home and school.  EC1K1: Historical and philosophical foundations of services for young children both with and without exceptional learning needs.  EC1K3: Law and policies that affect young children, families, and programs for young children.  **Standard #2: Development and Characteristics of Learners**  CC2K1: Typical and atypical human growth and development.  CC2K2: Educational implications of characteristics of various exceptionalities.  CC2K3: Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.  CC2K4: Family systems and the role of families in supporting development.  CC2K5: Similarities and differences of individuals with and without exceptional learning needs.  CC2K6: Similarities and differences among individuals with exceptional learning needs.  EC2K5: Impact of medical conditions on family concerns, resources, and priorities.  **Standard #3: Individual Learning Differences**  CC3K1: Effects an exceptional condition(s) can have on an individual’s life.  CC3K2: Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.  CC3K3: Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.  CC3K4: Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.  CC3K5: Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.  EC3S1: Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.  **Standard #8: Assessment**  CC8K1 Basic terminology used in assessment.  CC8K2 Legal provisions and ethical principles regarding assessment of individuals.  CC8K3 Screening, prereferral, referral, and classification procedures.  CC8K4 Use and limitations of assessment instruments.  CC8K5 National, state or provincial, and local accommodations and modifications.  CC8S1 Gather relevant background information.  CC8S2 Administer nonbiased formal and informal assessments.  CC8S3 Use technology to conduct assessments.  CC8S4 Develop or modify individualized assessment strategies.  CC8S5 Interpret information from formal and informal assessments.  CC8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.  CC8S7 Report assessment results to all stakeholders using effective communication skills.  CC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.  CC8S9 Create and maintain records.  EC8S1 Assess the development and learning of young children.  EC8S2 Select, adapt, and use specialized formal and informal assessments for infants, young children, and their families.  EC8S3 Participate as a team member to integrate assessment results in the development and  implementation of individualized family service plans and individualized education programs.  EC8S4 Assist families in identifying their concerns, resources, and priorities.  EC8S5 Participate and collaborate as a team member with other professionals in conducting family-centered assessments.  **Standard #9: Professional and Ethical Practice**  CC9K1 Personal cultural biases and differences that affect one’s teaching.  CC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs.  CC9K3 Continuum of lifelong professional development.  CC9K4 Methods to remain current regarding research-validated practice.  CC9S1 Practice within the CEC Code of Ethics and other standards of the profession.  CC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.  CC9S3 Act ethically in advocating for appropriate services.  CC9S4 Conduct professional activities in compliance with applicable laws and policies.  CC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of  individuals with exceptional learning needs.  CC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.  CC9S7 Practice within one’s skill limit and obtain assistance as needed.  CC9S8 Use verbal, nonverbal, and written language effectively.  CC9S9 Conduct self-evaluation of instruction.  CC9S10 Access information on exceptionalities.  CC9S11 Reflect on one’s practice to improve instruction and guide professional growth.  CC9S12 Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one’s colleagues.  EC9S3 Respect family choices and goals.  EC9S4 Apply models of team process in early childhood.  EC9S6 Participate in activities of professional organizations relevant to the field of early childhood special education.  EC9S8 Develop, implement, and evaluate a professional development plan relevant to one’s work with young children.  **Standard #10: Collaboration**  CC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.  CC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.  CC10K4 Culturally responsive factors that promote effective communication and collaboration with  individuals with exceptional learning needs, families, school personnel, and community members.  EC10K1 Dynamics of team-building, problem-solving, and conflict resolution.  CC10S1 Maintain confidential communication about individuals with exceptional learning needs.  CC10S2 Collaborate with families and others in assessment of individuals with exceptional learning needs.  CC10S3 Foster respectful and beneficial relationships between families and professionals.  CC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.  CC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.  CC10S6 Collaborate with school personnel and community members in integrating individuals with  exceptional learning needs into various settings.  CC10S7 Use group problem-solving skills to develop, implement, and evaluate collaborative activities.  CC10S8 Model techniques and coach others in the use of instructional methods and accommodations.  CC10S9 Communicate with school personnel about the characteristics and needs of individuals with  exceptional learning needs.  CC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.  EC10S1 Assist the family in planning for transitions.  EC10S2 Communicate effectively with families about curriculum and their child’s progress.  EC10S3 Apply models of team process in early childhood settings.  EC10S5 Establish and maintain positive collaborative relationships with families. | |
|  | |
| **Alignment with Ohio Standards for the Teaching Profession:** | |
| **Standard #1: Students**  Teachers understand student learning and development, and respect the diversity of the students they teach.  1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.  1.2 Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students.  1.3 Teachers expect that all students will achieve to their full potential.  1.4 Teachers model respect for students’ diverse cultures, language skills and experiences.  1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.  **Standard #2: Content**  Teachers know and understand the content area for which they have instructional responsibility.   * 1. Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.   2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.  **Standard #3: Assessment**  Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.  3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.  3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.  3.3 Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.  3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.  3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.  **Standard #4: Instruction**  Teachers plan and deliver effective instruction that advances the learning of each individual student.  4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.  4.2 Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.  4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.  **Standard #5: Learning Environment**  Teachers create learning environments that promote high levels of learning and achievement for all students.  5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.  5.2 Teachers create an environment that is physically and emotionally safe.  5.3 Teachers motivate students to work productively and assume responsibility for their own learning.  5.5 Teachers maintain an environment that is conducive to learning for all students.  **Standard #6: Collaboration and Communication**  Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.  6.1 Teachers communicate clearly and effectively.  6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.  6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.  **Standard #7: Professional Responsibility and Growth**  Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.  7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.  7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.  7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement. | |
|  | |
| **Alignment with State Requirements:**  **N/A**  **Attendance Policies:** Students are expected to attend all required class sessions, to actively participate in class and in the Blackboard learning environment, and to complete all assignments in a timely manner. Infrequent and inconsistent attendance, participation, and work completion will negatively influence the benefits that may be obtained from the course as well as lead to a lower grade. If it is necessary for you to miss class due to extenuating circumstances, it is your responsibility to obtain class notes, assignments, and/or handouts from Blackboard and/or from a classmate as well as to become aware of any announcements that were made in class. You do not need to report your absence to the instructor; it is your responsibility to determine what was addressed in the class. | |
|  | |
| **Academic Integrity Policy** The University Rules, including the Student Code of Conduct, and other policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate). | |
|  | |
| **Electronic Communication Policy**  Participants are responsible for checking Blackboard and email on a regular basis. Students are encouraged to utilize email and other forms of digital communication when interacting with the instructor. When using email, students are to be professional and courteous. Students should also remember email is an asynchronous form of communication. Thus, while a prompt response may be desired, it may not always be possible (especially late at night and on weekends). Students should allow at least 24 hours (48 hours on weekends) for a response. That said, the instructor answers emails in the timeliest fashion possible. | |
|  | |
| **Grading:**  Grades will be assigned in accordance with the University of Cincinnati grading system.  **Grading Scale:**   |  |  |  |  | | --- | --- | --- | --- | | 94-100%=A | 83-86.9%=B | 73-76.9%=C | 63-66.9%=D | | 90-93.9=A- | 80-82.9%=B- | 70-72.9%=C- | 60-62.9%=D- | | 87-89.9%=B+ | 77-79.9%=C+ | 67-69.9%=D+ | Below 60%=F | | |
| Late Assignment Policy:Assignments should be submitted online through the Blackboard Assignments tab and are required to be submitted as instructed by the assigned time (i.e., 11:59 PM). Late class assignments will be assessed the following penalties: 1. 10% reduction of points for each day the assignment is late (including weekends).  2. Extensions may be given on a limited basis and are at the discretion of the instructor. To request an extension, communicate your request to the instructor prior to the assignment due date.  3. All assignments must be completed prior to finals week. Failure to complete an assignment will result in a lower course grade.  Readings. Readings are assigned for each lecture/course meeting. It is essential that you keep up with the assigned readings. We will have weekly quizzes over assigned readings. Additionally, the final exam will have information from the assigned readings.  Lectures/Course Meetings. Lectures and activities related to each topic will be presented in class. Lectures and assigned readings will be related but not repetitious of assigned readings. Knowledge and understanding of information presented during class meetings will be assessed on exams.  **Issues related to infusion of technology and electronic communication policy:**  Technology is integrated throughout the course content and assignments. Students are encouraged to seek outside assistance if they have difficulties in completing these integrated projects and assignments.   * Students will have access to course materials and professional website links through Blackboard. * Faculty will use PowerPoint to outline and illustrate course material. * Students may use Blackboard to turn in assignments.   **Issues related to diversity:**   * Students will learn how cultural diversity and ability differences are related to assessment. * Students will discuss legal and ethical issues related to diversity and assessment.   **Note:** If you have documented special needs related to your participation in this course you should meet with the instructor to arrange reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course. Note: Accommodations require prior approval and paperwork completed by Disability Services Office (DSO).  **Person-First Language:**  In accordance with the APA Manual, students and professionals in the field are to use “person-first" verbal and written language. Within this style of language, the person precedes the disability, both figuratively and literally. This standard will result in terms such as "people with disabilities" rather than "disabled people," or “a child with autism” rather than “an autistic child.” **Point deductions will be given for written student assignments that neglect to use person-first language.** | |
| **Course Schedule:** | |

|  |  |  |
| --- | --- | --- |
| ***Week*** | ***Topics*** | ***Readings and Assignments*** |
| Week 1 | Course introduction  Assessment in practice  Legality and accountability issues: Students with IEPs | Overton: Chap. 1 & 2  **\*\*\*Complete Pretest on Blackboard!!!** |
| Week 2 | Assessment processes  Norms, reliability, & validity | Overton: Chap. 3 |
| Week 3 | Statistical and measurement considerations | Overton: Chap. 4 |
| Week 4 | Guest Lecture: Dr. Michelle Sadeh, Ph.D. Topic: Assessing students with recent neurological dysfunctions. | Overton: Chap. 5, 7, & 9 |
| Week 5 | General Classroom Assessments  Assessment of ELL students | Classroom Assessment IRIS Module due Feb. 5th  Reading Rockets Webinar  Overton: Chap. 6 |
| Week 6 | Informal assessments  Case study group work time | **\*Parent letter (Midterm) due Feb. 12th** |
| Week 7 | Curriculum-based measures in reading and writing (CBM) | Wright: Chap. 1, 2, 3, and 5 [on Blackboard] |
| Week 8 | Curriculum-based measures in mathematics and science | Wright, Chap. 3 & 5 (IEP goal writing section only!!) |
| Week 9 | Accountability  RtI (Continued) | Overton Chap. 11  Salvia Chap. 20 [on BlackBoard]  **Case study due March 5th** |
| Week 10 | Accountability | **Final exam due March 16th!!!** |
| Week 11 | Group work week: Case study group meetings | Bracey p. 1-30 [on Blackboard]  Salvia Chap. 23 [on Blackboard] |
| Week 12 | Responsiveness to Intervention (RtI) | RtI IRIS Module Completion  Overton Chap. 10 |
| Week 13 | Entitlement & Services Decisions  Case study group work time | Salvia Chap. 21 [on BlackBoard] |
| Week 14 | Putting it all together: Integrating instruction and assessment  Group work time |  |
| Exam Week | Share Final Case Study Project in class |  |

**Assessment and Grade Assignment:**

1. **Baseline Assessment Exam: (taken/not taken):** Teacher candidates will take a pretest exam in the first two weeks of class to establish a baseline of knowledge in assessment. It is understood that most students will not pass the baseline exam. The baseline exam score **will not** affect your course point total but is needed to calculate your growth in understanding of subject matter. The baseline exam will be graded simply as “taken” or “not taken”. If the first exam remains untaken beyond XXXXXX, students will receive a 5% point deduction on their overall course point total.
2. **Reading Reflections (10 Pts each):** Teacher candidates are responsible for submitting a thorough, professionally written reflection each week that demonstrates careful consideration and critical reading of the text-based chapters assigned for the week. Please submit ONE reading reflection per week that covers all the assigned reading materials. For example, if you are assigned chapters 1 and 2, you will submit one reflection that addresses the content of both chapters. Please see the reading reflection rubric for more information (back of syllabus). Reflections should be approximately one page in length. You will be graded on **two** of these reflections during the course of the quarter.
3. **Midterm Exam: Letter to Parents/Guardians (30 pts):** Teacher candidates will effectively communicate understanding of the formal assessment and computed scores. Each candidate will write a letter to a parent/guardian describing assessment results in relation to student needs (based on case example provided in class). Candidates will be rated on: introduction, description of assessments, demonstrated understanding of assessment results, and recommendations.
4. **Case Study: (20 pts):** Teacher candidates, in groups of 2-3, will complete a case study. Students will have class time to collaborate and begin work on these case studies. Case study completion involves completion of all questions embedded within the case as well as a self reflection. Although the reflections must be turned in individually, groups may submit their case study questions together.
5. **Two Online Module Completion: (15 pts each)** Teacher candidates will complete two assessment-focused online modules developed by the IRIS Center (Peabody College at Vanderbilt University). IRIS Module 1: General classroom assessments. IRIS Module 2: Responsiveness to Intervention. Each IRIS module consists of video, audio, readings and interactive activities about disability-related assessment topics. Each module takes between 1-2 hours to complete, and you will be assessed by completing the module assessment questions on Blackboard. We will not hold class session on the days that IRIS Modules are assigned.
6. **Final Exam: (50 pts):** Teacher candidates will complete a take-home comprehensive final examination. The final exam will be cumulative and will cover assessment in education and special education. *The purpose of this assessment is for you to demonstrate your general knowledge of assessment as it relates to education and special education.*
7. **Graduate Credit Requirement (additional 10%)**

This course requires the following graduate credit performance assessment in addition to those already outlined: ***Select and read 6 course-related articles from peer-reviewed journals.*** Develop an annotated bibliography that meets the following criteria:

1. Summarize the article.
2. Explain the text. Develop a brief account that reflects some in-depth and personalized ideas and is supported by theory as well as evidence or argument
3. Interpret the text. Briefly expand on a perspective that is a helpful interpretation or analysis of the importance/meaning/significance of a point. You may provide useful history or context.

Length 1-2 double-spaced pages for ***each*** reference

–OR-

**Students are encouraged to propose their own substituted project that the instructor approves.**

Reading Reflections

As you read **each of** the assigned readings, please use the following format for completing your reading reflections:

1. Identify the critical vocabulary and key concepts.

2. Answer: The reading confirms my experience/disconfirms my experience or thinking in the following ways…

3. Write three questions that you have from the reading.

Reading reflections will be rated with the following rubric:

# Reading Rubric Total

## Mechanics 1 0

### Article or Chapter Identified

**Spelling**

## Vocabulary 2 1 0

**Identifies key vocabulary**

**Identifies key concepts**

**Appropriate usage**

**Appropriate connections**

## Synthesis 2 1 0

**Big ideas explained**

**Big ideas/vocab connected**

**Questions relevant to the topic**

**Total**