CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION
EDMX 627: Assessment, Planning, and Instruction in Special Education
CRN #22488 Wednesday Evenings
Spring Semester, 2010

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This course is Web Based Instruction enhanced using WebCT 6 and can be found at:
https://webct6.csusm.edu/webct/entryPage.dowebct
On line access/work for web based instruction portion of the course is required.

THE COLLEGE OF EDUCATION MISSION STATEMENT
The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

COURSE DESCRIPTION
This is a required course in the Special Education Specialist Credential Program. EDMX 627 focuses on methods for assessing, instructing, and modifying curriculum so that students with disabilities, language, and other learning differences may access the core curriculum in inclusive educational environments through the application of best practices. Authentic assessment, social skills development, and multi-level assessment and instruction are examined. This course requires participation/observation in the public schools.

REQUIRED TEXT:
Pierangelo, Roger & Giuliani, George G. (2009). *Assessment in Special Education: A Practical Approach.* NJ: Pearson Education Inc. ISBN 0-205-60835-3

If you can bring a Woodcock Johnson III to class on the nights we cover it that would be very helpful. Selected handouts given in class, instrument manuals and protocols, other as assigned.

AUTHORIZATION TO TEACH ENGLISH LEARNERS
This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.
(Approved by CCTC in SB 2042 Program Standards, August 02)

COLLEGE OF EDUCATION ATTENDANCE POLICY
Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor**. Individual instructors may adopt more stringent attendance requirements.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.
(Adopted by the COE Governance Community, December, 1997).

STUDENTS WITH DISABILITIES REQUIRING REASONABLE ACCOMMODATIONS
Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

ALL UNIVERSITY WRITING REQUIREMENT
Every course at the university must have a writing requirement of at least 2500 words. This requirement is met via the WebCT discussion board requirement, the full case study assignment and the moderate-severe field work report.

FURLOUGH STATEMENT
The devastating California state budget cuts prohibit all CSUSM faculty and staff from working nine days per semester during the 2009/2010 academic year. Faculty are not allowed to work (e.g., teach, consult with students, answer emails, etc.) on furlough days to satisfy legal and ethical requirements of the California Labor Code. Despite the furlough days, you shall receive a quality education that allows you to achieve your student learning objectives. My furlough days for the spring semester are the following: January 19th and 26th, February 9th and 23rd, March 16th and 26th, April 9th and 23rd, and May 4th.

PERFORMANCE GOALS
1.0   Observation Skills
      1.1   Direct observations in informal situations
      1.2   Using checklists and various observation formats to record observational data
      1.3   Observation for one day in a setting serving learners with moderate/severe
           (M/S) disabilities with a field report requirement.

2.0   Record Keeping
      2.1   Maintaining a checklist/timelines for the assessment process
      2.2   Employing competency checklists
      2.3   Keeping anecdotal records
      2.4   Utilizing IEP and ITP forms
      2.5   Utilizing referral and planning for assessment forms
      2.6   Recording and submitting observation notes according to format provided for
           the M/S field observation.

3.0   Assessment Techniques
      3.1   Evaluating various commercially available assessment instruments.
      3.2   Administering, scoring and interpreting commonly used formal measures
           (standardized, norm-referenced)
      3.3   Using informal assessment methods
               (e.g., criterion-referenced, curriculum-based)
      3.4   Assessing student work in the classroom (setting criteria, mastery learning,
            records, work sampling)
      3.5   Using assessments for specific populations
      3.6   Using supplementary norm tables
      3.7   Using authentic assessment approaches (performance-based,   rubrics, portfolios)

4.0   Nondiscriminatory Testing
      4.1   Structuring the assessment environment
      4.2   Scheduling assessment sessions
      4.3   Evaluating and selecting assessment instruments
      4.4   Selecting and preparing assessment materials
      4.5   Ensuring parental participation in reporting of student performance

5.0 Writing Case Reports
    5.1   Gathering and reporting background information
    5.2   Using a structured format for reporting
    5.3   Reporting interactions with the child
    5.4   Reporting the child's approach to tasks and learning styles
    5.5   Using clinical judgment in interpreting results
    5.6   Summarizing overall finding regarding a child
    5.7   Making recommendations for interventions

6.0 Generating IEPs
    6.1   Summarizing current levels of functioning
    6.2   Identifying long-range goals and short-term objectives
    6.3   Completing sections of an IEP and ITP
    6.4   Adapting the IEP as a parallel curriculum for students under IDEA
    6.5   Ensuring parent participation and observation of rights

7.0 Best Educational Practice into Teaching
    7.1   Demonstrating knowledge of general education curriculum,
            & California Frameworks
    7.2   Refining a personal philosophy of education
    7.3   Empowering students as instructors, advocates, and decision makers
    7.4   Using formal and informal cooperative group learning structures
    7.5   Using thematic approaches in instruction
    7.6   Incorporating authentic assessment into lessons
    7.7   Adapting lessons for individual learners using differentiated

8.0 Collaborative Interdisciplinary Teaming and Creative Problem Solving
    8.1   Demonstrating the effective use of collaborative teaming principles
        to a) develop lessons, IEPs and ITPs, assessment
        plans and reports; curriculum, classroom management plans;
        b) problem solve curricular, instructional, and emotional or
        behavioral mismatches for students and c) guide other
        instructional and special education related decision making
    8.2   Facilitating a planning meeting for a student eligible for special
        education or being considered for specialized support services
    8.3   Differentiating the roles of various interdisciplinary team members
        and soliciting and utilizing diverse expertise of team members
    8.4   Applying various approaches to problem solving and conflict resolution

PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1.   Use "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student") must be used throughout all written and oral assignments and discussions.

2.   Word-process all written documents. Be sure to keep an electronic copy of all of your work including WebCT postings.   Also, you will want these copies for your records and use as TaskStream and professional portfolio entries.

3.   Always write in a professional voice. Be sure to avoid abbreviations, contractions, and slang. Write out acronyms on first appearance - such as Individualized Education Program (IEP).

4.   Examine WebCT6 at least twice weekly for messages and newly posted materials and resources. Download materials needed for each class *prior* to class and bring to class all required resources.

5.   Complete and post all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor. Any time that you have questions or concerns, please contact the instructor immediately.

6.   Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests. Participation points are assigned on the basis of participation, collegiality, collaborative effort, and professionalism in interactions with fellow students and the instructors and guest lecturers.

7.   If you are to miss class, be sure to select a class "buddy" to ensure that you receive handouts and information when you must miss class. You may wish to have the following:

        Buddy: Phone#:   e-mail:

GRADING STANDARDS

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%

Grading Rubrics
Criteria for Grading Student Performance in this Course:
A (Excellent):   Performance at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.

B (Good):   Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements.

C (Satisfactory):Performance at an adequate level, meeting the basic objectives and requirements of the course.

NOTE: The minimum acceptable grade for a course in the sequence of professional education courses is C+, and a B average must be maintained.

Criteria for Grading Assignments
A (93%) Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing,

B (83%) Completion of assignment in good form with good syntheses and application of information and experiences, writing is good,

C (73%) Completion of assignment, adequate effort, and adequate synthesis of information and application of information and experiences, writing is adequate.

COURSE REQUIREMENTS
Please note the College of Education Attendance policy stated page two of this syllabus.

Participation (15 sessions @ 5 points per session = 75 points maximum)
Regular, punctual attendance is critical and expected in the teaching profession. Because this class is participatory in nature, the experiences and discussions are difficult to recreate. Additionally, it is important that each class member have the opportunity to exhibit collaborative teaming and participatory behavior.

Criteria for Grading Participation:
Participation points will be assigned on the following criteria: collaborative cooperation in all labs, classes, and group assignments; enthusiasm for the content and activities; respect for the speakers; patience and flexibility with the technology; appropriate use of all assessment materials.

ASSIGNMENT POLICY
Each assignment is due on the date indicated on the syllabus/course schedule.
- It is strongly advised that students keep up with the assignments from session to session.

ACADEMIC HONESTY POLICY
(Be sure to read the CSUSM Academic Honesty Policy below)
- Plagiarism of any type will result in a failing grade. All work in this course must be the original work of the credential candidate.

- Scanning of student work via TurnitIn™ software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others.

- Assignment will be checked via TurnitIn™ software for accuracy of citation and originality of work.

- The instructor may require that some assignments in the course be submitted via WebCT 6 using the built in TurnitIn™ software feature.

- Students making unauthorized copies of copyrighted materials or microcomputer software will receive a failing grade.

CSUSM Academic Honesty Policy Statement from the CSUSM Catalogue
"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Plagiarism
As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

ASSIGNMENT DESCRIPTIONS

REPORTS:
Ecological Design/map and reflective paper: (individual, 7 points total).
We will learn about Bronfenbrenner's work on systems theory of development across the life span and understanding children/learner behaviors. During this process each student will create an individual eco map (a small square of poster board) of their own to contribute to a class quilt. Examples of past cohort quilts will be shared. This is an individual creative assignment. You will post a three - five page paper explaining your eco map and share your quilt square in class. (paper 5 points, map 2 points)

Practice Administration of the Woodcock Johnson III: (individual, 10 points)
Requirement is to practice administering the WJIII to another classmate and share out as whole group. Format will be found in Assignment section of WebCT. You must submit your protocols with your lab sheet (paper 5 points, protocols 5 points).

Instrument review and Instrument Fair: (individual, 7 points)
Grade is based upon the quality of Instrument Review Paper with paper posted to share with instructor and classmates. Participation in the Instrument Fair **with the instrument** is required (Paper = 5 points; instrument = 2 points. If you do not bring instrument the night of the fair you lose the 2 points).

Each student will review an instrument and write a guide for use and interpretation. We will have an instrument fair. The student must find a commercially available instrument to share in class. You do not need to purchase the instrument. A sign up list for the instruments will be provided early in the semester. The night of the Instrument Fair, we will have presentations on the instruments.

FIELD WORK
Moderate-Severe Field Work and Report: (individual, 20 points) This is REQUIRED!
Field work: observation in a class providing services to student with moderate – severe disabilities. The format for writing up the field work will be found in Assignment section of WebCT. If you currently work in a moderate-severe setting, then you may get approval from Ms. Reed to use a Mild-Moderate setting.

CASE STUDY (requires working with a child in the schools)
Assessment Case Study (individual, 35 points)
Includes: Observation for Assessment, Individual Assessment Case Study write up, IEP Meeting Preparation Plan, and completed Special Factors Form
Each participant will select a learner in his or her classroom to study. This learner must be a child who is eligible for special education or who is being referred for an initial assessment for consideration for special education services. You will provide background information based upon observations, administer three (if possible) formal assessments, provide student work samples, and interview the parents/guardians (as allowed), and interview the child's teacher. This assignment includes an observation for assessment, the case write up, and a Preparation for the IEP Meeting Plan.   A format for this assignment will be found in Assignment section of WebCT.
NOTE: Do not begin this case study work until you have received approval from your instructor for your assessment and case study plan. **All information is kept strictly confidential, use a pseudonym, you must have parental permission before beginning this case study even if the child is on your caseload. Your instructor has the introduction letters and permission forms. Your permission form MUST be submitted with the Case Study. Remember, any information on your lap top must be strictly confidential using pseudonyms, and deleted at semester's end.**

WebCT 6 WORK
(36 points) (Be sure to keep an electronic copy of all of your postings)
Assignment prompts and responses to others (3 sessions X 9 points))
Course Reflection: (9)

Web Based Components and Communications for the Course
All communications by E-mail will be via the Course Mail tool in WebCT 6.

Check your Course Mail always before coming to class in the event of last-minutes information.

Criteria for Grading for WebCT work including Discussion Board (DB) Postings:

- **Never give your password to anyone else or allow anyone else to access this course using your password.**
- Post your response to the Discussion Board (DB) Prompts by the due date listed on the course schedule. It is best to post at the beginning of the week.
- All postings must be written in professional and respectful language. Use person-first language at all times.
- It is recommended that you compose off-line in Word and keep a text document of all of your work. Paste your responses into the discussion board from that document so that you have a record of your postings preserved.
- Be sure your responses are well thought out prior to posting your work.

TASK STREAM
(10 Points) Each candidate must have a Task Stream Account
Postings in relation to CCTC Level I Standards M/M/S 17 and M/M/S 22 are required.

You will be required to formally address the CCTC Standards for the Level 1 Special Education Specialist Credential in this course. This assignment will be addressed in class. All postings must be completed prior to being cleared for your Level I credential.

TaskStream Electronic Portfolio. Students must register online for TaskStream access for a minimum of one year. Fees are paid online at www.TaskStream.com. This is a requirement of every credential candidate. Candidates learn how to use this site in EDUC 422. Students post selected assignments and make reflective comments in response to Education Specialist Level I Preliminary standards identified in the syllabus. Once you have an account, click on "My Programs." Under the list on the top of the page find "Self-Enrollment Options." Click here. A box appears asking for a program code. The Education Specialist Level I Auto Enrollment Code is 2FSA56.

L I - Standard 17 (Assessment, Curriculum and Instruction)

Each candidate demonstrates knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. Each candidate demonstrates appropriate use of principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities.

L I - Standard 22 (Assessment and Evaluation of Students)

Each candidate demonstrates knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate/severe disabilities. Each candidate is able to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are functional, curriculum -referenced, performance-based, and appropriate to the diverse needs of individual students. Candidates utilize these approaches to assess the developmental, academic, behavioral, social, communication, vocational and community life skill needs of students, and the outcomes of instruction.

GUIDELINES FOR TASKSTREAM FOR LEVEL I STANDARDS

The purpose of the Level I portfolio is to assess how you meet each of the Level I standards. Although all of the artifacts you place in your portfolio have been assessed/graded by your professors, the connection between the artifacts and your understanding of how your course and field experiences evidence your competence is note demonstrated until you make those connections in your Level I portfolio in TaskStream. Your task is to write a cogent reflective essay for each Level I standard about how the artifacts you post provide evidence that you have met each Level I standard.

Level I standards are threaded throughout your Level I Education Specialist credential program and are addressed multiple times within and across courses. Even though a number of standards are addressed in each course, you are specifically responsible for writing a reflective statement for a given subset of

standards in given courses. The standards are identified in each course's syllabus and are expected to be reflected upon in TaskStream by the end of each course.

Please be succinct in your writing. More is NOT necessarily better. State your ideas clearly and ground them in the evidence represented by your artifact(s). When you submit each Level I response, you will request and receive feedback from the course instructor. The instructor will ask for revision or state that you are done. You will not be done with or receive full credit for a TaskStream submission if you are asked to revise it and you do not do so by the last class of the course. Please continue to check your TaskStream portfolio until the instructor states that you are done with the response to each assigned Level I standard.

Each narrative must include at least the following components.

To assist you writing your reflective essays for each standard, the faculty has agreed upon a paragraph structure to help guide you with your responses. You must attach a minimum of one artifact for each standard. This artifact may be designated by the course or it may be your choice. Consult the course syllabus to determine this. You also are encouraged to attach and write about more than one evidence.

Required 1st paragraph: Introduce the reader to the focus of your response as it relates to the Level I standard. DO NOT restate the standard; instead, reflect upon and summarize the significance of your overall learning and competence regarding the standard. Stated in another way, this paragraph should address the "so what" of your learning.

Required 2nd paragraph: Explain how one attached artifact evidences your learning related to the Level I standard. The key here is "evidence." How does this artifact prove that you have learned something specific related to this Level I standard?

Optional additional paragraph(s): If you attach additional artifacts, write a similar paragraph to that described for the 2nd paragraph. We encourage you to provide multiple evidences for each standard.

Final paragraph: Describe what from your field experiences (e.g., student teaching, internship, observations) has enabled you to demonstrate competence with regard to this Level I standard. You may include an artifact from your field experience. If you do so, please explain how it evidences your competence with regard to the standard. Finally, identify what you still need to learn related to this standard. In other words, set a professional learning goal for your future practice with regard to the standard.

Notes: If more than one course addresses a given standard (e.g. Standard 25 M/S which is addressed in both EDMX 632 and EDMX 634) you must add an additional paragraph in section 2, and attach the related artifact. Do not copy blocks of text from one standard to another.

ACADEMIC REQUIREMENTS

EDMX 627 Spring Semester 2010

Participation & Assignments	Notes	Points
Participation (75 points)	15 sessions @ 5 points per session = 75 points (includes three WebCT sessions)	**75**
Reports: (24 points)		
Eco Map for Class Quilt with report	Report on your eco systems with your own quilt square for the Class Quilt	**7**
Practice Administration of WJIII report	You must submit the protocols with your practice report paper	**10**
Instrument Review Report and Share Fair	Review Paper along with posting to WebCT Attendance with instrument and sharing at the class Fair	**7**
Field Based Work: (55 points)		
Moderate-Severe Field Visitation with report	Visit a program, take notes and write up a field report	**20**
Assessment Case Study:		**35**
Observation for Assessment	10 points	
Case Study	20 points	
IEP Meeting Preparation Plan	5 points	
WebCT Work: (36 points)		
Discussion Board and/or Assignment	Three sessions @ 9 points = 27 points	**27**
Course Reflection	Submitted online for 9 points	**9**
Task Stream Postings (10 points)		
Postings for level I Standards		**10**
	Each student must have a Task Stream Account These postings must be completed in order to be cleared for your Level I credential Standard 17 = 5 points Standard 22 = 5 points	
See the course schedule for due dates	**Total:**	**200**

LEVEL I STANDARDS MATRIX BY COURSE – WITH REQUIRED ARTIFACT

Standards	EDMX 622	EDMX 627	EDMX 631	EDMX 632	EDMX 633	EDMX 634	EDMX 572/671/672
Standard 10 Professional, Legal and Ethical Practices			Legal Brief				X
Standard 11 Educational Policy and Perspectives			Summer Institute				X
Standard 12 Educating Diverse Learners with Disabilities	Best Practices Report						X
Standard 15 Managing Learning Environments					Discipline Pyramid		X
Standard 16 Effective Communication and Collaborative Partnerships			Base Team Meeting				X
Standard 17 Assessment, Curriculum and Instruction		**IEP Prep Plan**					X
Standard 22 Assessment and Evaluation of Students		**Case Study**			MAPs		X
Standard 23 Planning and Implementing Curriculum and Instruction	Best Practices Report						X
Standard 24 Positive Behavior Support					PBS Plan		X
Standard 25 M/M Characteristics and Needs of Individuals with Mild to Moderate Disabilities	Facts About Learning Challenges Report and Presentation (Add-on candidates complete a Disability Matrix in either EDMS 512 or EDUC 501)			Standards Based Curriculum Project			X
Standard 25 M/S Communication and Social Networks				Vendor Research Project		Self-Determination Postings (WebCT)	
Standard 26 M/S Curriculum						Resource Area Project	
Standard 27 M/S Movement, Mobility, Sensory and Specialized Health Care						School Nurse & Medically Fragile reflection	
Standard 13 Special Education Field Experiences with Diverse Populations						Practicum Logs & Field Reflection	X

EDMX 627 Course Schedule Spring 2010 Wednesdays
Order of topics may change

Date	Topics	Preparation	Assignments due
1/20	Introduction to the course Eco Map work in class		**Course Survey Due**
1/27	Eco Map sharing. Create Class Quilt Create class quilt *Overview of Assignment: Obs .for Assessment*	Ch. 1-3	**Eco Map and paper due**
2/3	Formal Assessment Psychometrics	Ch. 4-6	In class workshop
2/10	Intro to Woodcock Johnson III Standard & Extended Batteries *Overview of Assignment: Case Study*	Ch. 7-8	
2/17	WJIII class #2: Scores and Scoring/Compuscore *Overview of Assignment: Instrument Fair*	Ch. 9-10	**Practice Admin lab** Bring WJIII if you have one
2/24	Adaptive Behavior Vineland Adaptive Behavior Scales Berry Visual Motor Integration *Overview of Assignment: Mod/Severe paper*	Ch. 11-12	
3/3 **WBI# 1**	**No Face-to-Face** **WB #1 on Response to Intervention (RTI)**		**Post Obs. For Assessment** **by March 3**
3/10	RTI workshop PLC	Ch. 17	**Post WebCT response prior to class**
3/17	Instrument Fair	Instrument and Review	**Post Instrument Review prior to class meeting**

EDMX 627 Course Schedule Spring 2010 Wednesdays
Order of Topics may change

3/24	Other assessments speech and language, early childhood, physical therapy, occupational therapy	Ch. 13-15	
3/31 **WBI# 2**	**No Face-to-Face** **Autism**		**Post WebCT response prior to class on April 7**
4/7	Assessment of Behaviors Autism/Attention Deficit	Ch. 16	**Post Mod/Severe Field Report by 4/7**
4/14 **WBI# 3**	**No Face-to-Face** **WBI #3 work on STAR, CAPA, CMA, CAHSEE**		**Post WebCT response prior to class on April 21**
4/21	Working with parents and advocates Alternative Assessments: CAPA and CMA	Ch. 18-20	**Post Case Study/IEP Prep Plan by 4/21**
4/28	Program Evaluations		**Course Reflection Taskstream Postings due by May 4**