

**EDMX 627: Assessment, Planning and Instruction in Special Education  
Fall Semester, 2003**

**Section 03: CRN #42114      Mondays: 5:00 p.m. to 7:45 p. m (San Diego Interns)  
Wiggins Center, San Diego City Schools**

**Section 02: CRN # 41534      Wednesdays: 5:30 – 8:15  
University Hall 441, Cal State San Marcos**

**Instructor:      Dr. A. Sandy Parsons, Professor      Office: University Hall, 408, CSUSM  
Office Hours:      Mondays 4:30 – 5:00 p.m., at the Wiggins Center or by appointment  
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**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-gong service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

**CLAD Emphasis.** In 1992, the College of Education (COE) voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted. Please see the CLAD competency grid included in this syllabus. The CLAD competencies addresses by content and activities in this course are highlighted on this competency grid.

**COE Attendance Policy:** The attendance policy of the College of Education: Due to the dynamic and interactive nature of course in the COE, 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. If you miss two class sessions or are late (or leave early) more than three sessions, you cannot receive a grade of "A". If you miss three class sessions, your highest possible grade is a "C+". Should you have extenuating circumstances, contact the instructor as soon as possible.

**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, peer mediated instruction (e.g., cooperative group learning), principles of instructional management; social skill development, creative problem solving, and multi-level assessment are examined. Students administer and interpret formal and informal assessments; and engage in the Individual Education Program planning, implementation, and evaluation process. Requires participation/observation in the public schools.

**Activities and instructional methods for realizing objectives:**

class discussions	group work	lectures	readings in texts & handouts
guest speakers	web site access	case studies	study guides & quick writes
demonstrations	videos	written reflections	observations

**Evaluation of attainment of these knowledge bases and skills:**

attendance	punctuality	participation in class
classroom maps	collaborative activities	study guide responses
assessment outcomes	role play performance	professionalism
group presentation	classroom design	team meeting products

## **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

### **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

### **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 and 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 through differentiated & sheltered instruction

- 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

**WHAT DO I NEED FOR CLASS? Required:**

Cohen, L. G., & Spenciner, L.J. (2002). *Assessment of children and youth, 2<sup>nd</sup>. Edition*. New York: Longman.  
 Parsons, S. Bound Reader for EDMX 627.

**Professional and Administrative Requirements**

1. Attend all class sessions. Please call the instructor when you are unable to attend class or if you must be late. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time, field experiences, or class sessions may not receive a passing grade for the course.
2. Use “Person-first” language (e.g., “Student with Down Syndrome” rather than “Down Syndrome student;” “Johnny who happens to have Down Syndrome” rather than “My Down Syndrome student”) must be used throughout all written and oral assignments and discussions.
3. Word-process all written documents. **Keep a copy of all of your work.** Proof of completion of all assignments is the responsibility of the student. Keep these records until you have received your grade. Also, you will want these copies for your records and for potential future use as professional portfolio entries.
4. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor(s). Any time that you have questions or concerns, please contact the instructor(s) immediately.
5. 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, professionalism in interactions with fellow students, instructors and guest lecturers, and respect for the materials and instruments used in this course.
6. Responsibility for obtaining handouts is that of the student. 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: Telephone, e-mail address, Fax number.
7. The points for all late work will be reduced. Unless arrangements have been made with the instructor, absolutely no work will be accepted one week past the due date on the syllabus.

**Grading Scale (in percentages):**

<b>A</b>	<b>93%</b>	<b>A-</b>	<b>90%</b>
<b>B+</b>	<b>87%</b>	<b>B</b>	<b>83%</b>
<b>B-</b>	<b>80%</b>	<b>C+</b>	<b>77%</b>

**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.

**SCHOLASTIC REQUIREMENTS**

**Please note the College of Education Attendance policy stated on the first page of this syllabus.** The CSUSM College of Education, which has an attendance policy that mandates a minimum attendance of 80% of class sessions, requires these guidelines. Please inform your instructors in advance of any extenuating attendance circumstances.

**Participation (07 point maximum/class X 15 Face-to-Face classes = 105 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. To reinforce our commitment to developing interpersonal skills, students are expected to arrive on time; return from break on time; stay for all of the class; and fully participate and cooperate with classmates, instructors, and guests. A class participant who arrives late, departs early, or engages a "non-collaborative" behavior will receive less than the maximum points for that given class

**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 the lab, hardware and software. Respect for the lab environment and equipment, (e.g. absolutely not food or drink in the lab), and for all testing and assessment materials in the assessment course.

**Classroom Design/map and Management Plan Project: (individual, 30 points total).**

This assignment must include a written description of your classroom plan and a map (visual representation) of the environment you have designed. The report should be about six-to-eight (6-8) pages in length. The map should represent the philosophy and content of your paper.

**The one-page paper (20 points):** The paper must be typed, double spaced. A format for this paper is posted to the course web site. Keep a copy for your records, turning in the original. You must title each section according to the format. Grading criteria will include content, application of information presented in readings and in class, grammar, accuracy and format of report.

**The Classroom Map (10 points):** The map must reflect your stated instructional and behavior management plan and your overall philosophy/approach to teaching. This map should be no larger than 1/4 of a large piece of poster board. Please do not make overlarge or 3-D maps as

these are very difficult to transport and store. Careful attention to detail, use of color and design creativity are important.

**Instrument review and Instrument Faire Share: (individual, 30 points)**

Each student will review an instrument and write a brief guide for appropriate uses, interpretation of score/results, and tips for the teacher. We will have an instrument fair. A sign up list for the instruments will be provided early in the semester. The night of the Instrument Fair, we will have stations and rotate the stations to learn about the instruments. Bring copies of your handout for everyone in class. Attendance (= 10/30 points) is required, no make-ups

**Practice Administration: (individual, 20)**

Each student will do a practice administration of the Woodcock Johnson III. Sign out an instrument from Dr. Parsons and practice administering several subtests to someone in your personal circle, preferably someone first grade through adulthood. The format for writing up your response to this practice administration is in the WebCT documents sections of this course.

**Jeopardy on assessment & measurement terms and concepts (group: 25 points)**

**Quality of the Game Grid (20 points)**

**Participation in the game night (5 points, attendance required, no make ups)**

The area of assessment, measurement, and instruction is filled with technical, statistical, and conceptual terms and concepts. A fun and facilitative way to acquire these concepts and terms is to play "Jeopardy". The class will work in groups to create Jeopardy grids. The teams will play Jeopardy on the night stated on the syllabus. The winning team will be provided incentives and all will participate in a "class party" after the game. This will serve as a mid term exam. There will be no make-ups for missing this class.

**Assessment Case Study based upon Observation, Individual Assessment, and IEP plan with completed Special Factors Form (individual, 80 points)**

Each participant will select a learner in his or her classroom to study. Always use a pseudonym, never include any identifying information in your reports (never use real DOB, school, real names, teachers names, etc.). 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 an IEP with completed Special Factors Form for the child assessed. A format for this assignments is available on the course WebCT site in the Documents section of the course. **Do not begin this case study work until you have received approval from Dr. Parson 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.**

**Parallel Curriculum Planning (group: 10 points, done in class, make-ups will not receive full points)**

You will receive information on how to adapt core curriculum so that it remains parallel with rather than divergent from the state frameworks and district curricula. This assignment will involve a content area with long term goals, short term objectives, activities, and materials for the general education classroom. You will be required to draft the necessary adaptations to provide accessibility for a child with disabilities. This assignment's format will be handed out in class and is due on the date stated on the syllabus.

**Web Based Components: (50 points)**

Check the Announcement block in the course home page each week for directions/updates on course information.

Discussion Board Prompts (DB): (50 points 10 for each of five online sessions)

Log into the course each week, and check the announcement block for assignments.

There will be a series of DB prompts on the readings and handouts for your reflection.

Post your response to the Discussion Board Prompts at the beginning of each week

they are required. Due dates are indicated in the syllabus schedule.

Read the postings of your colleagues (towards the end of that week) and post

responses to two posting of others.

Be sure your responses are well thought out prior to writing your posting.

You may wish to compose off line, and copy and paste your response into the DB

### **High School Special Education: Implications of IDEA '97 and More**

See the directions for this assignment at the end of this course syllabus. This assignment is due before the end of the academic year AND IS REQUIRED FOR CLEARING YOUR CREDENTIAL. Submit this work to Dr. Jacque Thousand. If you work in an high school setting, you must do this work in an K-6 setting. Please consult that section below. This must be completed by end of this academic year and prior to clearing your credential.

<b>Assignments</b>	<b>Maximum Points (280 points)</b>
Participation (15 sessions @ 7 points each)	<b>105</b>
Classroom Design Paper (20), and Map (10)	<b>30</b>
Instrument review and Share Fair	<b>20</b>
Practice Administration of WJIII	<b>20</b>
Jeopardy Grids for Mid Term, and game night	<b>25</b>
Parallel Curriculum Planning (in class)	<b>10</b>
Assessment Case Study:	<b>80</b>
Observation for Assessment (15)	
Case Report (40)	
IEP (15)	
Special Factors Form (10)	
<b>Web Based Components:</b>	<b>50</b>
Discussion Board Prompts (50)	
<b>TOTAL:</b>	<b>340 POINTS</b>

EDMX 627  
**Classroom Design Assignment**  
A. Sandy Parsons

This assignment must include a written description of your classroom plan and a map (visual representation) of the environment you have designed. The report should be about six-to-eight (6-8) pages in length. The map should represent the philosophy and content of your description.

**The paper:** The paper must be typed, double spaced. Keep a copy for your records, turning in the original. You must title each section according to the outline below. Grading criteria will include content, application of information presented in readings and in class, grammar, accuracy and format of report.

**Introduction:**

State your philosophy of instruction and classroom management, stating ideas and approaches to instruction which are important to you as a teacher.

**Description of the Classroom Population:**

Provide information on the grade level of children, make-up of the group, class size, youngsters with special needs, second language learners.

**Management Plan:**

Your management plan must include the following information:

- your classroom procedures for instruction,
- your discipline plan (e.g. rules and expectations for behavior ),
- inclusion of the students in its design,
- Inclusion of parents and students in its design.

**Curriculum and Materials/Resources:**

**Curriculum:**

- grade level
- any specific curriculum areas represented in the design (e.g. math center, art, science, etc.)
- any team teaching or co-teaching of subjects

**Resources:**

- areas for special materials, supplies, audio visual, etc.
- Inclusion of parents and students in selection/acquisition process
- areas provided for the teacher, aide, and visiting therapists or specialists

**Physical Arrangement of Your Classroom:**

**Be sure to describe:**

- school design (e.g. K-6 school, central pod between classrooms for meetings etc.),
- furniture, equipment, materials, cabinets etc.,
- space allocation for students, teacher, aides, and related services etc.,
- accommodation for any special needs

**The map:**

The map must be a visual representation of the philosophy and components presented in your paper. Please do not make plywood, over-large or three-dimensional maps. You may use paper to do 3-D images as in a pop-up book, but they should fold down flat. The map must not be over one fourth of a 22" X 28" piece of poster board. These pieces will be provided in class. Grading criteria will include effort, creativity, and materials representation of content in the report.

**JEOPARDY GRID (20 points)**  
**Attendance to Play (5 points) no make ups**  
**ASSESSMENT AND MEASUREMENT**  
**EDMX 627**

ATTACHED YOU WILL FIND TWO GRIDS FOR A JEOPARDY GAME

YOUR TASK IS TO:

1. Write answers relative the content of our class in the 30 cells given on the first “answer” grid (six categories with five answers per category). These categories will be selected in class as a group activity.
  
2. Write the generative questions for those answers in the 30 corresponding cells on the second “question” grid. (six categories with five questions per category).
  
3. An example grid will be discussed in class.
  
4. The rubric for grading the Jeopardy grids is provided below. provided.

Grading for EDMX 627 Jeopardy Grid:

Questions and answers will be judged in terms of representation of the content base of this area of content of the course through demonstrated synthesis of information provided in most questions and answers. Difficulty and challenge of the answer/questions pairs will be a factor in over-all assignment of points. Nonsense pairs of answers and questions (those that are impossible, or those that are no-barriers)

GROUP POINTS (20)

18-20 = Superior

16-17 = Very Good

14-15 = Adequate

>14 = Poorly Done

Note: The idea for using Jeopardy as a learning tool for our special ed courses is credited to Toni Hood. Assistant Professor, College of Education.

## EDMX 627 Course Schedule Monday Nights

Class #	Date	Topics	Readings	Assignments Due
1	09/08	Introduction and overview of the course Planning Books and Substitute Preparation WBI overview	Cohen 1 & 2	In Class Survey Begin work on Classroom Design
2	09/15	Establishing Classroom Designs Creating responsive environments for behavior management WBI: Multiple Ways of Knowing	Cohen 2, 15, & 16	Classroom Design Checkpoint Complete WEB #1 by 9/22
3	09/22	Multilevel Assessment Tests and Types Berry Visual Motor Integration (VMI)	Cohen 3 & 4 Parsons' Article	Form Jeopardy groups
4	09/29	Formal Assessment: Psychometrics Descriptive Statistics Jeopardy Preparation WJIII Introduction and overview	Cohen 3 & 4	<b>Class room map and paper is due</b> Choose Jeopardy Groups
5	10/06	WJIII: subtests, materials and practice Work in pairs, practice test	Cohen 8-11	Quick Write #1 all chapters to date
6	10/13	WJIII: administration and scoring of subtests Compuscore use and report writing		<b>Checkpoint on Practice Admin.</b>
7	10/20	Achievement Testing Wrap Up Key Math and subject area instruments WBI #2: Instruments research and review	Cohen 13	<b>Practice administration paper is due</b> Complete WEB #2 by 10/27
8	10/27	Assessment Case Study Format: Writing Assessment reports WBI:	Cohen 5 & 16	<b>Jeopardy Grids are due</b> <b>Bring in instrument for Fair sign up</b> Complete WBI #3 by 11/03
9	11/03	Affective Development and Social Skills Vineland Adaptive Behavior Scales (VABS)	Cohen 14	Jeopardy Mid Term
10	11/10	Curriculum Guidelines and Cycles IEP as Parallel Curriculum (in class project)		<b>Bring in curriculum guidelines/etc.</b> Complete the IEP project and turn it in.
11	11/17	Collecting authentic assessment data: rubrics and curriculum Based measurement (CBM) In class rubric activity	Cohen 2, 6, &7	<b>Turn in rubric project</b> Observation for Assessment is due
12	11/24	WBI session, no face to face meeting (STAR and CAPP) A Happy Thanksgiving!		Complete WBI #4 and post to the DB by 12/01
13	12/01	Assessment Accommodation/Modifications Non-Discriminatory Assessment	Parsons' article	WBI#5 by 12/08
14	12/08	Collaborative teaming in IEPs/ITPs Communicating Results to Parents	Articles on rubric	Complete readings prior to class <b>COMPLETE CASE STUDY IS DUE</b> <b>Including IEP plan and Special Factor</b>
15	12/15	Sharing of Case Studies	-	<b>Attendance required</b>
16	12/20	University Scheduled final class session	-	Place holder for course wrap up

**Legend:** **WBI:** Web Based Instruction    **DB:** Discussion Board in the WebCT course web site

## EDMX 627 Course Schedule Wednesday Nights

Class #	Date	Topics	Readings	Assignments Due
1	09/03	Introduction and overview of the course Planning Books and Substitute Preparation WBI overview	Cohen 1 & 2	In Class Survey Begin work on Classroom Design
2	09/10	Establishing Classroom Designs Creating responsive environments for behavior management WBI: Multiple Ways of Knowing	Cohen 2, 15, & 16	Classroom Design Checkpoint Complete WEB #1 by 9/22
3	09/17	Multilevel Assessment Tests and Types Berry Visual Motor Integration (VMI)	Cohen 3 & 4 Parsons' Article	Form Jeopardy groups
4	09/24	Formal Assessment: Psychometrics Descriptive Statistics Jeopardy Preparation WJIII Introduction and overview	Cohen 3 & 4	<b>Class room map and paper is due</b> Choose Jeopardy Groups
5	10/01	WJIII: subtests, materials and practice Work in pairs, practice test	Cohen 8-11	Quick Write #1 all chapters to date
6	10/08	WJIII: administration and scoring of subtests Compuscore use and report writing		<b>Checkpoint on Practice Admin.</b>
7	10/15	Achievement Testing Wrap Up Key Math and subject area instruments WBI #2: Instruments research and review	Cohen 13	<b>Practice administration paper is due</b> Complete WEB #2 by 10/27
8	10/22	Assessment Case Study Format: Writing Assessment reports WBI:	Cohen 5 & 16	<b>Jeopardy Grids are due</b> <b>Bring in instrument for Fair sign up</b> Complete WBI #3 by 11/03
9	10/29	Affective Development and Social Skills Vineland Adaptive Behavior Scales (VABS)	Cohen 14	Jeopardy Mid Term
10	11/05	Curriculum Guidelines and Cycles IEP as Parallel Curriculum (in class project)		<b>Bring in curriculum guidelines/etc.</b> Complete the IEP project and turn it in.
11	11/12	Collecting authentic assessment data: rubrics and curriculum Based measurement (CBM) In class rubric activity	Cohen 2, 6, &7	<b>Turn in rubric project</b> Observation for Assessment is due
12	11/19	WBI session, no face to face meeting (STAR and CAPPA) Happy Thanksgiving!		Complete WBI #4 and post to the DB by 12/01
13	11/26	Assessment Accommodation/Modifications Non-Discriminatory Assessment	Parsons' article	WBI#5 by 12/08
14	12/03	Collaborative teaming in IEPs/ITPs Communicating Results to Parents	Articles on rubric	Complete readings prior to class <b>COMPLETE CASE STUDY IS DUE</b> <b>Including IEP plan and Special Factor</b>
15	12/10	Sharing of Case Studies	-	<b>Attendance required</b>
16	12/17	University Scheduled final class session	-	Place holder for course wrap up

**Legend:** **WBI:** Web Based Instruction    **DB:** Discussion Board in the WebCT course web site

