

## **EDMX 627: Assessment, Planning, and Instruction in Special Education**

**Section 01**      **Monday: 5:00 p.m. to 7:45 p. m**      **Wiggins Center, SDCS, CRN# 40985**  
**Office Hours: Wiggins Monday, 4:00 – 5:00 or by appointment**

**Section 02**      **Wednesday: 5:30 – 8:15 p.m.**      **CSUSM, UH 444 CRN# 41836**  
**Office Hours: Wednesday, 4:30 – 5:30 or by appointment**

**Instructor:**      **Dr. A. Sandy Parsons, Professor**      **Office: University Hall, 408**  
**Phone:**      **760-750-4284**      **FAX: 760-750-3352**  
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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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

### **INFUSION:**

**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.

#### **Technology**

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning.

**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.

**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. Class session includes practical workshops on designing rubrics and planning adapted curriculum for individual learners. STAR, CAPA and high stakes testing are discussed. Students administer and interpret formal and informal assessments; and engage in the Individual Education Program planning, implementation, and evaluation process. This course covers assessment across the mild-moderate-severe disability spectrum. This course 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	WebCT course work	study guides	case studies/field work
demonstrations	observations	videos	written reflections

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

attendance	punctuality& professionalism	participation in class
eco development maps	collaborative activities	study guide responses
assessment outcomes	role play performance	enthusiasm for the work
case study work	instrument faire and forms	M/S field observation

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

Cohen, L. G., & Spenciner, L.J., (2002). *Assessment of children and youth, Second Edition*. New York: Longman.

Parsons, S. (2004) **Bound Reader**, available at Copy Serve in San Marcos. (760) 599-9823, 754 South Rancho Santa Fe Blvd. Enter the first driveway off San Marcos Blvd. just west of Rancho Santa Fe Rd. and the Citibank, turn right in this drive and make an immediate left. The store faces San Marcos Blvd.

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.

**On line access/work for web based instruction portion of the course is required.**

## **Recommended:**

California Department of Education, Special Education Division (2004). California special education programs: A composite of laws (26<sup>th</sup> Ed.). Sacramento: Author. (DE)

## **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 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

## **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. 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.
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, and professionalism in interactions with fellow students and the instructors and guest lecturers.
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.**  
 If you lose your handouts, you must copy one from a classmate, the copy budget of the COE is extremely limited. TAKE ONLY ONE HANDOUT, the exact number is run, with no extras.
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>93-100%</b>	<b>A-</b>	<b>90-92%</b>
<b>B+</b>	<b>87-89%</b>	<b>B</b>	<b>83-86%</b>
<b>B-</b>	<b>80-82%</b>	<b>C+</b>	<b>77-79%</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 (10 point maximum/class X 15 Face-to-Face classes =150 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.

## **ASSIGNMENTS:**

### **Ecological Design/map and reflective paper: (individual, 30 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 write a two page paper explaining your eco map and share your quilt square in class.

### **Practice Administration of the Woodcock Johnson III: (individual, 20 points)**

Requirement is to practice administering the WJIII to a family member or friend outside of class. This may not be done on a child in special ed in the schools and districts do not like practice assessment to be done as the children are already tested so often. The written report format is attached to the syllabus.

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

#### **Quality of Instrument Review with copies to share in class (20)**

#### **Participation in the Instrument Faire (10 points, no make-ups, no points if you do not bring instrument/handouts the night of the faire).**

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. A sign up list for the instruments will be provided early in the semester. The night of the Instrument Faire, we will have presentations on the instruments, compile all handouts. There will be no make-ups for missing this class.

### **Study Guides on the Reading: (two at 25 points each = 50 points)**

These study guides upon the reading will be handed out in class and due on the date indicated on the syllabus.

**Assessment Case Study based upon Observation, Individual Assessment, and IEP preparation plan with completed Special Factors Form (individual, 100 points)**

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 with completed Special Factors Form for the child assessed. A format for this assignment will be handed out in class. **Do not begin this case study work until you have received approval from Dr. Parsons 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.**

**Curriculum Planning (group: 20 points, in class work, 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 examination of a content area in the state standards based curriculum with 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.

**Rubrics Design: (group: 20 points in class work, make-ups will not receive full points)**

Rubrics provide one important of teacher designed assessment, and more authentic assessment techniques for evaluating student work. We will do this assignment in class. Attendance is required for full points.

<b>Assignments</b>	<b>Points</b>
<b>Participation(10 X 15 sessions)</b>	<b>150</b>
<b>Eco Map for Class Quilt with report</b>	<b>30</b>
<b>Practice Administration of WJIII</b>	<b>20</b>
<b>Instrument review and Share Fair</b>	<b>30</b>
Review Paper with copies to share (20)	
Attendance and sharing at Faire (10)	
<b>Study Guides on text (2 @ 25)</b>	<b>50</b>
<b>Curriculum Planning (in class)</b>	<b>20</b>
<b>Rubrics Workshop (in class)</b>	<b>20</b>
<b>Assessment Case Study:</b>	<b>100</b>
Observation for Assessment 20	
Case Report 40	
Special Factors Form 10	
IEP Preparation 20	
Risk Forms 10	
<b>Web Based Components of the Course</b>	<b>80</b>
Discussion Board four sessions 40	
Course Reflection 40	
<b>TOTAL:</b>	<b>500</b>

## Course Meeting Schedule

**Section 01 Monday: 5:00 p.m. to 7:45 p. m Wiggins Center, SDCS,  
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**Section 02 Wednesday: 5:30 – 8:15 p.m. CSUSM, UH 444  
CRN# 41836**

**Office Hours: Wednesday, 4:30 – 5:30 or by appointment**

The schedule of topics and assignments will be handed out in class the first night of class.

Try to purchase your bound reader (at Copy Serve, see below) and text book (\*Cal State San Marcos bookstore) before the first night of class if possible.

Parsons, S. (2004) **Bound Reader**, available at Copy Serve in San Marcos. (760) 599-9823, 754 South Rancho Santa Fe Blvd. Enter the first driveway off San Marcos Blvd. just west of Rancho Santa Fe Rd. and the Citibank, turn right in this drive and make an immediate left. The store faces San Marcos Blvd.

\*If you are taking the off campus section in San Diego (San Diego City Schools Internship Candidates **only**) the bookstore **may** mail it to you free shipping).