EDMX 627: Assessment, Planning, and Instruction in Special Education
CRN# 41787
Wednesday: 5:30 – 8:15 p.m.
CSUSM, UH 441

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Office Hours: Monday, 4:30 – 5:30 or by appointment

This course is Web Based Instruction enhanced using WebCT 6 and can be found at:
http://courses.csusm.edu This course will be offered in the new WebCT 6 version.

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.

Course Activities:
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.

Text and Materials:
Cohen, L. G., & Spenciner, L.J., (2002). *Assessment of children and youth, Second Edition.*
   New York: Longman. ISBN# 0-205-37203-1

Parsons, S. (2004*) EDMX 627: Assessment, Planning and Instruction, Bound Reader Fall 2006. (*this will not be available until September 6th)

The Reader can be purchased 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.

Activities and instructional methods for realizing objectives:

class discussions	group work	lectures
guest speakers	WebCT course work	study guides
demonstrations	observations	videos
written reflections	readings in texts & handouts	case studies/field work

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

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)

Task Stream Requirement:
Teacher Performance Expectation (TPE)
CTC Standards in Special Education

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Level 1 Special Education Specialist Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the CTC Standards in this course; this assignment will be handed out in class. You can find more information on this in the Academic Assignments section of this syllabus.

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 arriving late, leaving early or returning late from break shall receive participation point deductions.

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.

Table of CTC Level I Standards and Levels of Competence

M/M/S 11	M/M/S 12	M/M/S 13	M/M/S 15	M/M/S 16	M/M/S 17	M/M/S 19	M/M/S 20	M/M/S 21
K	K/A	K/A	K/A	K/A	K/A	K/A	K/A	A

M/M/S 22	M/M/S 23	M/M/S 24	M/M 25	M/S 26	M/S 26
K/A	K/A	K/A	K/A	K/A	K/A

Key to Table Standards and Areas of Certification:
M/M/S = Common Mild/ Moderate and Moderate/Severe Education Specialist Competency
M/M = = Mild/Moderate Education Specialist Competency
M/S = Moderate/Severe Education Specialist Competency
K = Competence at **knowledge** level
A = Competence at **application** level

COURSE OBJECTIVES:
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. 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:

7. Buddy: Telephone, e-mail address, Fax number. Be sure to have your Buddy pick up the handouts for you.

8. 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.

9. The instructor does not accept late work either for hard copy assignments or for Web CT assignments. If you have undue and extreme circumstances in your life please contact me for assistance with timelines.

GRADING STANDARDS:
(See also descriptors after each assignment listed above in the course requirements)

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 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. A grade of Incomplete can not be awarded unless at least 80% of the work in the course has been accomplished.

Participation (16 point maximum/class X 10 Face-to-Face classes =160 points maximum)
Regular, punctual attendance it 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. Attendance points are awarded for posting your WebCT work by the due date and time. If not posted on time both participation points and work points for that session are lost.

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. Respect for the lab environment and equipment, e.g. absolutely no food or drink in the lab. All WebCT work is posted on time.

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.

Assignment Policy:
Each assignment is due on the date indicated on the syllabus/course schedule. Keep a hard copy of each assignment turned in. Burden of proof of assignment completion is upon the student.

NOTE: If you have extraordinary circumstances in your life which impact upon your attendance or assignments, please let us know. If you have any questions or concerns, please contact the instructor.

- I do typically not accept assignments as e-mail/course mail attachments or embedded within e-mail/course mails. Seek prior permission in extenuating circumstances.

- I do not accept late work or late WebCT postings.

- Students are required to keep a copy of all work in case any work becomes lost. All proof of work accomplished is the responsibility of the student.

- It is strongly advised that students keep up with the assignments from session to session as I do not accept late work.

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 Turn it In™ 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 Turn-It-In 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 Turn it In™ software feature.

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

CSUSM Academic Honesty Policy
"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."

ASSIGNMENT DESCRIPTIONS:

REPORTS:
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 three - five page paper explaining your eco map and share your quilt square in class. (paper 20 points, map 10 points)

Practice Administration of the Woodcock Johnson III: (individual, 30 points)
     Requirement is to practice administering the WJIII to a family member or friend outside of class. **This practice "run" may not be done on a child in special ed in the schools** as 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. You must submit your protocols with your paper (paper 20 points, protocols 10 points)

Instrument review and Instrument Faire: (individual, 30 points)
Grade is based upon the quality of Instrument Review Paper with copies to share in class Participation in the Instrument Faire **with the instrument** is required (Paper = 20 points; no handouts and instrument = 10 points no make-ups, if you do not bring instrument/handouts the night of the faire you lose 10 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 Faire, we will have presentations on the instruments. There will be no make-ups for missing this class.

IN CLASS WORK SESSIONS: (75 POINTS)
Curriculum Planning (group: 25 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.

Rubrics Design: (group: 25 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.

Response to Intervention (RTI) (group: 25 points in class work, make-ups will not receive full points)
RTI is a new provision in the new IDEIA for the identification of learners with specific learning disabilities based upon the child's response to instruction in lieu of the typical discrepancy model of differential between intellectual potentials and actual academic performance via more formal measures. . This work will be done in class. There will be no makeup for this class session.

FIELD WORK:
Moderate-Severe Field Work and Report: (individual, 50 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 is provided. If you currently work in a moderate-severe setting, then you may get approval from Dr. Parsons to use a Mild-Moderate setting. This is to be done in a K-6 building.

Assessment Case Study (individual, 100 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 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. Dr. Parsons has the introduction letters and permission forms. Your permission form MUST be submitted with the Case Study.

WEBCT 6 WORK:
Discussion Board prompts and responses to others (3 session X 40 points))

Course Reflection: (30)

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 at least once per week, and always before coming to class.

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

- Post your response to the Discussion Board (DB) Prompts by the due date and it is best to post at the beginning of the week.

- All postings must be written in professional and respectful language; Respect the opinions of others, and respond collegially.

- Use person first language.

- You may wish to compose off-line and paste your responses into the discussion board before posting.

- Read the postings of your colleagues (towards the middle of that week) and post required responses to the posting of others as indicated in the Professor's prompts.

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

- Be sure to post your responses by the due date and time on the course schedule.

- **Never give your password to anyone else or allow anyone else to access this course using your password.**

TASK STREAM: (50 Points) Each candidate must have a Task Stream Account

Postings in relation to CTC Level I Standards

TASK GUIDELINES FOR TASKSTREAM: LEVEL I STANDARDS

The purpose of the Level 1 portfolio is to assess how well you meet the LEVEL 1 STANDARDS. Although all the artifacts you place (which will be more than 1 per LEVEL 1 STANDARD) in your portfolio have been assessed/graded by your professors, it is not clear if you have a thorough understanding of the LEVEL 1 STANDARDS and can make the connection between the assignments completed in class with the teaching you have experienced and the LEVEL 1 STANDARDS. Your task is to write a cogent reflective essay for each LEVEL 1 STANDARD about how the artifacts you have chosen provide evidence that you have met each LEVEL 1 STANDARD.

The specific requirements for your Task Stream postings for this course to document reflection upon your Level 1 Standards will be handed out and discussed in class.

Academic Requirements

Participation & Assignments	Notes	Points
Participation (160 points)	(16 X 10 sessions = 160 points) (includes three WebCT sessions)	**160**
Reports: (90 points)		
Eco Map for Class Quilt with report	Report on your eco systems with your own quilt square for the Class Quilt	**30**
Practice Administration of WJIII report	You must submit the protocols with your practice report paper	**30**
Instrument Review Report and Share Fair	Review Paper with copies to share (20) Attendance with instrument and sharing at the class Faire (10)	**30**
In Class Workshops: (75 points)		
Curriculum Planning	Hands on in class	**25**
Rubrics Workshop	Hands on in class	**25**
RTI workshop	Hands on in class	**25**
Field Based Work: (150 points)		
Moderate-Severe Field Visitation	Visit a program, take notes and write up a field report, must be K-6 setting	**50**
Assessment Case Study:		**100**
Observation for Assessment	25 points	
Case Study	40 points	
Special Factors Form	10 points	
IEP Meeting Preparation Plan	25 points	
WebCT Work: (150 points)		
Discussion Board	Three sessions @ 40 points = 120 points	**120**
Course Reflection	Submitted on line (30 points)	**30**
Task Stream Postings (50 points)		
Postings for level I Standards	This assignment will be discussed in class	**50**
	Details will be handed out in class Each student must have a Task Stream Account	
	Total:	**675**

Course Meeting Schedule
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The schedule of topics and assignment due dates will be handed out in class the first night of class.