

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION**

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

Monday: 5:30 – 8:15 p.m.

CSUSM UH 370 CRN# 42541

Wednesday: 5:30 – 8:15 p.m.

CSUSM, UH 337 CRN# 41748

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Office Hours: Monday & Wednesday, 4:00 – 5:00 or by appointment

This course is Web Based Instruction enhanced using WebCT and can be found at:

<http://courses.csusm.edu>

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:

Text Book:

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

Bound Reader:

(See note at end of this syllabus, as reader will not be ready until 8/31)

Parsons, S. (2004) EDMX 627: Assessment, Planning and Instruction, Bound Reader, Copy Serve in San Marcos. (760) 599-9823, 754 South Rancho Santa Fe 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 WebCT based instruction portion of the course is required.

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)

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Special Education 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 following TPEs in this course: (these will be handed out in class.

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.

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

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 & 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:
7. **Buddy:** Telephone, e-mail address, Fax number. **Obtaining missed handouts is the responsibility of the student, get a buddy!**

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. **No Late Work is Accepted:** I do not accept late work. This includes assignments required in hard copy, as well as those to be posted to the discussion board in WebCT, or submitted online in WebCT using the assignments tool.
10. **I do not accept assignments sent my e-mail attachment.** Due to the large number of students in our classes I will not accept e-mail attachments of work that is due in hard copy in class.

NOTE: If you have extenuating circumstances in your life, contact the instructor about missed classes or late work due to extreme circumstances.

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.

Participation (10 point maximum/class X 13 Face-to-Face classes =130 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.

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.

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:

Ecological Design/map (10) and reflective paper (20): (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-three page paper explaining your eco map and share your quilt square in class. This provides an introduction to an example of a more authentic assessment procedure.

Practice Administration of the Woodcock Johnson III: (individual, 25 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)

Grade is based upon the quality of Instrument Review with copies to share in class (20) Participation in the Instrument Faire is required (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.

Curriculum Planning (in class group work: 20 points, 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: (in class group work: 20 points, 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.

Moderate-Severe Field Work and Reflection: (individual, 50 points)

Field work: visitation 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.

Assessment Case Study (individual, 110 points)

Includes: Observation for Assessment, Individual Assessment Case Study write up, IEP Preparation Plan, and completed Special Factors Form. University risk forms and parent permission forms are also required.

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.

WebCT assignments: 130 points

This course is web enhanced.

There will be four WebCT sessions (100 points), three of these class sessions will be completely on line, and we will not be face to face on those nights. Check your course schedule for these dates. Your course reflection (30 points) will be submitted via WebCT using the assignments tool.

Assignments	Points
Participation (10 X 13 sessions)	130
Eco Map for Class Quilt with report	30
Practice Administration of WJIII	25
Instrument review and Share Fair	30
Review Paper with copies to share (20)	
Attendance and sharing at Faire (10)	
Curriculum Planning (in class)	20
Rubrics Workshop (in class)	20
Moderate-Severe Class Field Reflection	50
Assessment Case Study:	110
Observation for Assessment 25	
Case Report 40	
IEP Preparation 25	
Special Factors Form 10	
Risk form 05	
Permission form from parent 05	
Web Based Components of the Course	130
Discussion Board four sessions 100	
Course Reflection 30	
TOTAL:	545

Course Meeting Schedule EDMX 627

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

Purchase your text book before the first night of class and bring it to class with you:

Cohen, L. G., & Spenciner, L.J., (2002). *Assessment of children and youth, Second Edition*. New York: Longman. This is available in the Cal State San Marcos bookstore.

WebCT portion of EDMX 627.

This course will be web enhanced. You will be able to access the course on Monday, August 29th if you are registered and have paid your fees. Be sure to log into the course to check the Home Page (which I use as a message board) and your course mail for messages. You may begin your work by posting your introduction!

Bound Reader for EDMX 627: The reader may not be ready until 8/31. I will send out a course mail, and post a note on the course Home Page when it is ready. Check the Home Page and your Course Mail for messages at least weekly throughout this course.

The Bound Reader is: Parsons, S. (2005) EDMX 627: Assessment, Planning and Instruction.

The Bound Reader, when ready, will be available at Copy Serve in San Marcos.

Directions:

Copy Serve, 754 South Rancho Santa Fe Blvd in the shopping center where Citi Bank is located. 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. (760) 599-9923. Ramin is the owner.

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second- language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration