

**EDMX 627: Creating Adaptive and Responsive Environments (CARE):
Curriculum, Instruction, and Assessment (3 credit units)**

**Section 02: CRN# 41745
Monday: 5:30 p.m. to 8:15 p. m University Hall, 370**

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College of Education Mission Statement

The Mission of the College of Education Community is to transform public education by preparing thoughtful educators and advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching learning and service. We value 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, peer mediated instruction (e.g., cooperative group learning), integrated thematic instruction, principles of discipline with dignity; social skill development, creative problem solving, and multi-level instruction 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	study guides	case studies
demonstrations	quick writes	videos	written reflections
team meetings	role plays	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, Second Edition*. New York: Longman.

Selected handouts given in class, instrument manuals and protocols, other as assigned.

On line access for web based instruction portion of the course.

Recommended:

California Department of Education, Special Education Division (2002). *California special education programs: A composite of laws (24th ed.)*. Sacramento: Author. (DE)

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):

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, 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 (5 point maximum/class X 15 Face-to-Face classes =75 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

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:**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 four-to-six (4-6) pages in length. The map should represent the philosophy and content of your paper.

The Paper (20 points): The paper must be typed, double spaced. A format for this paper is will be handed out in class. Keep a copy for your records, turning in the original. You must title each section according to the outline attached to this syllabus. 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: (individual, 30 points)**Quality of Instrument Review with copies to share in class (20)****Participation in the Instrument Faire (10 points, no make-ups)**

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, compiles all handouts. There will be no make-ups for missing this class.

Jeopardy on assessment & measurement terms and concepts (group: 20 points)**Quality of the Game Grid (15 points)****Participation in the game night (5 points, 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 preparation plan with completed Special Factors Form (individual, 70 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. 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.**

IEP/Curriculum Planning (group: 15 points, 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.

High School Special Education: Implications of IDEA '97 and More (Due to Dr. Thousand before completion of the Special Education Credential.

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. See the attachment.

Assignments	Maximum Points (points)
Participation (5 X 15 sessions)	75
Classroom Design, Paper, and Map	30
Paper (20)	
Map (10)	
Jeopardy Grids for Mid Term, and game night	20
Grid (15)	
Attendance and Participation Game Night (5)	
Instrument review and Share Fair	30
Review Paper with copies to share (20)	
Attendance and sharing at Faire (10)	
Practice Administration of WJ III	20
Curriculum Planning (in class)	15
Assessment Case Study:	70
Observation for Assessment (15)	
Case Report (20)	
Special Factors Form (20)	
IEP Preparation (10)	
Risk Forms (05)	
Quick Writes on the Reading	
Three at 10 points (20)	20
Web Based Components of the Course	75
Discussion Board five weeks (50)	
Responses to Classmates (25)	
TOTAL:	POINTS 370

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Note: The order of topics may change according to progress of the course delivery

Class	Date	TOPIC	READINGS FOR TODAY	ASSIGNMENTS DUE TODAY
#1	M 9/09	Introduction to the Course and Overview Preparation for Subs, First Week of School Designing Classroom Environments	Handouts Cohen 1, 12	In Class Survey Begin Work on Classroom Design
#2	M 9/16	Behavior Management Planning Temperaments/Emotional Intelligence Berry Visual Motor Integration Text (VMI) (16)	Cohen 15, 16	Classroom Design Check Point
#3	M 9/23	Formal Assessment: Psychometrics (4) Descriptive Statistics (3)	Cohen 3, 4,	You must have done the reading!! in class Quick Write
#4	M 9/30	Multi-Level Assessment: tests and types continued Assessment Case Study Format: Writing Case Reports Vineland Adaptive Behavior Scales (VABS) (14)	Cohen 5, 14	Classroom Designs/Maps Due
#5	M 10/07	Intro to Woodcock Johnson III Overview, purpose, design, administration	Cohen 6	Bring WJ III if you have them Parsons will provide protocols
#6	M 10/14	WJ III Subtests and Composites, Protocols, Scores Administration to another adult, practice session, Jeopardy Preparation	Cohen 8 - 11	Parsons will provide protocols Jeopardy Groups Begin Work
#7	M 10/21	WJ III Administration to an adult, scoring of a sub-tests Clinical Interpretation of Results (18)	Cohen 8 - 11, 18	Practice Admin is Due Jeopardy Grids due tonight
#8	M 10/28	Behavior management and Assessment (15) Connor Scales, ACTERS, and other instruments The Key Math: overview, use, and protocols (11)	Cohen 11, 15	Play Jeopardy!!! For the Midterm

Class	Date	TOPIC	READINGS FOR TODAY	ASSIGNMENTS DUE TODAY
#9	M 11/04	Curriculum Guidelines and Cycles IEPs as Curriculum Planning	Cohen 5, 7	Observation for Assessment is due (keep a copy)
#10	M 11/11	Non-discriminatory assessment Multicultural, multilingual, multi context assessment Alternative Assessments (7) California STAR testing information	Cohen 7, 18	Instrument Review is Due Handouts for everyone in class
#11	M 11/18	Preparing for Assessment Assessing student work in the classroom: Rubrics (7) Working with Parents: Inclusion and Interaction (2)	Cohen 2, 5	Instrument Faire Is Tonight Rough draft of Case Study is due
#12	M 11/25	Collaborative Teaming, IEP and ITP meetings Communication of Knowledge Base and Results Collaborating with Parents	Cohen 18, 19	Case Study is due (keep a copy)
#13	M 12/02	Alternative Assessment: Multiple Intelligences Curriculum Based Measurement	Cohen 7	IEP Preparation Plan due with Special Factors Form (keep a copy)
#14	M 12/09	Sharing of Case studies		Cases turned in tonight are late!
#15	M/ 12/16	Final Night of Class Complete Sharing of Case Studies Futures of Assessment and Planning Curriculum Program Evaluation (19)	Cohen 19	Course Reflection in class

