

**CALIFORNIA STATE UNIVERSITY SAN MARCOS  
SPRING 2003  
EDMX 627: CREATING ADAPTIVE AND RESEPONSIVE  
ENVIRONMENTS (CARE):  
CURRICULUM, INSTRUCTION, & ASSESSMENT  
UNIV 444  
Monday: 5:30 - 8:15 pm  
January 27- May 12**



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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 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).

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## **COURSE DESCRIPTION**

This is a required course in the Special Education Specialist Credential Program. EDMX 627 focuses on methods of assessing, instructing, and modifying curriculum so that students with disabilities, language, and other learning differences may access core curriculum in inclusive education 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 (IEP) planning, implementation, and evaluation process. This class requires participation/ observation in the public schools.

In this class prospective teachers gain knowledge and understanding pertaining to similarities and differences between, contributions of, exchanges between, and the varying perspectives of the populations referenced in the *Non-Discrimination Policy of the State of California*.

## AUTHORIZATION TO TEACH ENGLISH LEARNERS

Since fall of 2002, CSUSM an early adopter of the new AB 2042 program standards, intends to prepare new 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 Multiple Subject Program, as well as additional coursework. Students successfully completing this program receive the Preliminary Multiple Subject Credential with authorization to teach English learners (*note: formerly called CLAD*).

## TECHNOLOGY INFUSION

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. **Part or all of selected class sessions are to be completed on-line (2/17 (6:30-8:50), 3/8 (6:30-8:50), 4/21 (5:30-8:50), and 5/5 (5:30-8:50).**

## STANDARD ALIGNMENT

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards and performance goals are addressed in this class:

### **Standard 1: Observation Skills**

- 1.1 Direct observations in informal situations
- 1.2 Using checklists and various observational data

### **Standard 2: 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

### **Standard 3: Assessment Techniques**

- 3.1 Evaluating various commercially available assessment instruments
- 3.2 Administering, scoring, and interpreting commonly used formal measures (standardized and 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 samples)
- 3.5 Using assessments for specific populations
- 3.6 Using supplementary norm tables
- 3.7 Using authentic assessment approaches (performance-based, rubrics, portfolios)

### **Standard 4: Non-discriminatory Testing (including Equity, Diversity, and Access to the Core Curriculum)**

- 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

**Standard 5: 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 findings regarding a child
- 5.7 Making recommendations for interventions

**Standard 6: 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 curriculum for students under IDEA
- 6.5 Ensuring parent participation and observation of rights

**Standard 7: 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 to instruction
- 7.6 Incorporating authentic assessment into lessons
- 7.7 Adapting lessons for individual learners through differentiated and sheltered instruction

**Standard 8: Collaborative Interdisciplinary Teaming and Creative Problem Solving**

- 8.1 Demonstrating the effective use of collaborative teaming principles to a) develop lessons, IEPs, and ITS, 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 decision making
- 8.2 Facilitating a planning meeting for a student eligible for special education or being considered for special 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

**Standard 11.c : Preparation to use Educational Ideas and Research**

## Standard 13: Preparation to Teach English Learners

### TEACHER PERFORMANCE EXPECTATION (TPE) COMPETENCIES

This course is designed to help teachers seeking the Multiple Subjects 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. The following TPE's are addressed in this course:

#### Primary Emphasis

**TPE 3:** Interpretation and Use of Assessments

**TPE 6:** Developmentally Appropriate Teaching Practices

**TPE 11:** Social Environment

**TPE 14:** Educational Technology

**TPE 15:** Social Justice and Equity

#### Secondary Emphasis:

**TPE 1:** Specific Pedagogical Skills for Subject Matter Instruction

**TPE 4:** Making Content Accessible

**TPE 5:** Student engagement

**TPE 7:** Teaching English Learners

### 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 Professor. Individual Professors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the Professor as soon as possible. (*adopted by the COE Governance Community, December, 1997*). **NOTE:** *This means that if you miss three (3) classes (or arrive late, or leave early) you cannot receive a passing grade for the class!*

### GENERAL CONSIDERATIONS

**NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY AND ALL MATERIAL FROM THE COURSE.**

#### Academic Honesty

I expect that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance. If there are questions about academic honesty, consult the University catalog.

### **Appeals**

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. E. Oliver, Associate Dean.

### **Ability**

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special needs. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students who require reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, Room 5025a, and can be reached at (760) 750-4905 or (760) 750-4909 (TDD users).

### **Additional Considerations**

Use "person first" language (e.g., student with down's syndrome vs. a down's syndrome student or student with a hearing impairment vs. hearing impaired student). This language must be used throughout all class discussions, written assignments, and small group work.

Keep a copy of all of your written work. Proof of completion is the responsibility of students. 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 items.

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 professor immediately.

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.

Points for all late work will be reduced, 10 points for each day. Absolutely no work will be accepted one week past the due date on the syllabus.

When sending e-mail assignments to the professor, please send the entire page, do not send attachments as they can be problematic. **After writing the assignment, cut it and then paste it directly to the e-mail message window.** Points will be taken if attachments are sent.

## COURSE REQUIREMENTS

### REQUIRED TEXTS

Cohen, L.g., & Spenciner, L.J. (2002). *Assessmemnt of children and youth* (2<sup>nd</sup> Ed.). New York: Longman.

Artiles, A.J., & Ortiz, A.A. (Eds.) (2002). *English language learners with special needs: Identification, assessment, and instruction*. CAL.

Class handouts and website visits assigned.

### DETAILS

In this class, all students begin with 200 points. Points will be deducted from your total, based on the quality of the work you turn in for each assignment.

In addition, all students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed-in on due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced (including the class journal).

The following grading scale will be used with the points students have remaining at the end of class:

93-100%.....	A
90-92%.....	A-
88-89%.....	B+
83-87%.....	B
80-82%.....	B-
<u>75-79%.....</u>	<u>C+</u>
72-75.....	C
70-71.....	C-
60-69%.....	D
59% and below.....	F

All assignments are due on the dates indicated below (also indicated on the course weekly activity listing). Please manage your time and plan accordingly. Assignments must be **word processed/ typewritten, double-spaced, with standard margins, unless completed in class.** It is expected that all assignments will reflect university level composition.

## ASSIGNMENTS, DUE DATES, AND BEGINNING POINT VALUES

1. Reading Log (3.3 pts each X 15 for 15 class sessions) 50 points

Reading logs are due once a week, and should summarize your readings for the week as listed on the session activities. **Your reading log should be made available to the professor at the beginning of each class period.** For session 2, your log should reflect readings for the first two weeks of class. During break I will record your points at first break, so you may refer to your notes throughout the discussion. Please use headings that follow the table of contents for the readings and label each log for the class session (e.g., Session 1: Cohen 1, 12) and then proceed to make brief notations referring to the text as you read. This exercise will make class discussions much more meaningful and carries more points than any other assignment.

2. Attendance and class participation (2.6 max/class, 15 classes) 40 points

First is the expectation that you will attend all class sessions and participate actively in class activities, group and individual sharing, and discussions. Regular punctual attendance is critical and expected in the teaching profession. A class participant who arrives late, departs early, or engages in non-collaborative behavior will receive less than the maximum points for that given class. ***Remember, if you miss three class sessions (or more), you will automatically lose between 30 and 40 points, dropping your grade to the C range, based on the COE attendance policy.***

2. Classroom Design Project (***Due: 2/17***) 20 points

**Classroom Design/map and Management Plan Project: (individual, 20 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 (15 points):** The paper must be typed, double spaced. The paper should include as headings: Introduction, Description of Classroom Population, Management Plan, Curriculum and Materials/ Resources, and Physical Arrangement of the Classroom. Keep a copy for your records, turning in the original. ***Grading criteria will include content (3pts), application of information presented in readings and in class (3pts), grammar (3pts), accuracy (3pts), and format of report (3pts).***

**The Classroom Map (5 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 (22' X 28'). Please do not make overlarge or 3-D maps as these are very difficult to transport and store (your map should be able to fold flat). ***Grading criteria will include effort (1pt), creativity (1), materials representation of content in the report (3pts).*** Careful attention to detail, use of color and design creativity is important.

3. Instrument Review and Instrument Faire (**Due 3/24**) 20 points

**Instrument Review (10 points, no make-ups)**

Rate 10 of the instruments presented on a scale of 1-5, 5 being the highest number of points possible for tester usability, student friendliness, report availability/ readability, score readability, and overall practicality of the instrument.

**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 Faire. The student must find a commercially available assessment 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 and participant handouts. There will be no make-ups for missing this class.

4. Assessment & Measurement Terms and Concepts (**Due 4/14**) group: 20 points

The area of assessment, measurement, and instruction is filled with technical, statistical, and conceptual terms and concepts.

**Presentation (10 points, no make-ups)**

A fun and facilitative way to acquire these concepts and terms is for groups to creatively present the terms to the class followed by a mini-quiz following each group presentation. Groups can “assess” the class any way they would like to including authentic assessment, formative assessment, using a rubric, curriculum based, etc. Groups need to be prepared to explain their rationale for testing type.

**Assessment Participation (10 points)**

Class participants will earn points depending on their ability to pass term and concept tests presented by colleagues.

5. IEP/Curriculum Plan (**Due 4/28**) 20 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 discussed in class.

6. Peer Review Assessment Case Study based upon Observation, Individual Assessment (**Peer Review [10 pts]; Assignment with Peer Review Attached 20 pts] Due 5/5**) 30 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 two 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. This assignment will be further explained in class. **Do not begin this case study work until you have received approval from Dr. Santamaría 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.**

**Peer Review (10 Points)**

For session 14 (5/5), via e-mail, you will send a colleague of your choosing, this assignment for review with the same grading criteria checklist I will use. The same colleague will send you their assignment for review. You will then each send me and copy of your reviews. For example, Mary will send Ted her assignment, and Ted will send her his. The students will review each other's work and then send me an e-mailed evaluation of their findings to me and to each other. Both students will receive 10 points for this assignment if their findings correlate with mine.

**Assignment (20 points)**

For session 15 (5/12) please bring a printed version of your own assignment, as well as your peer review. I will return the assignment with your final grade for the SEMESTER, IN THE GRAY TRANSPARENT MAILBOX OUTSIDE OF MY OFFICE DOOR BY FRIDAY 5/16.

200 points

## SESSION ACTIVITY LISTING

Date	Topic	Readings/ Assignment
<b>Session 1</b>	<ul style="list-style-type: none"> <li>Introduction to the Course and Overview</li> <li>Designing Classroom Environments</li> </ul>	Cohen 1, 12 <b>Begin Work: Classroom Design</b>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>Behavior Management Planning</li> <li>Temperaments/Emotional Intelligence</li> </ul>	Cohen 15, 16 (log check) Artiles & Ortiz 2 Classroom Design Check Point
<b>Session 3</b>	<ul style="list-style-type: none"> <li>Formal Assessment</li> <li>Psychometrics</li> <li>Descriptive Statistics</li> </ul> <p><b>Guest Lecturer: Andrés Santamaría Carlsbad School District</b></p>	Cohen 3, 4 (log check) Artiles & Ortiz 1
<b>Session 4</b>	<ul style="list-style-type: none"> <li>Multi-Level Assessment: Tests and Types continued</li> <li>Assessment Case Study Format: Writing Case Reports</li> </ul> <p><b>ON-LINE 6:30-8:50</b></p>	Cohen 5, 14 (log check) Artiles & Ortiz, 3 <b><u>CLASSROOM DESIGNS/MAPS DUE</u></b>
<b>Session 5</b>	<ul style="list-style-type: none"> <li>Intro to Woodcock Johnson III Overview, purpose, design, Administration</li> </ul> <p><b>Guest Lecturer: Jill Thompson Cardiff School District</b></p>	Cohen 6 (log check) Bring <b>WJ III</b> if you have them Dr. Santamaría will provide protocols
<b>Session 6</b>	<ul style="list-style-type: none"> <li>WJ III Subtests and Composites Protocols, Scores</li> <li><b>GROUPS BEGIN WORK ON ASSESSMENT TERMS PRESENTATIONS</b></li> </ul>	Cohen 8 – 11 (log check) <b>Administration to another adult, practice session, Dr. Santamaría will provide protocols.</b>
<b>Session 7</b>	WJ III Administration to an adult, scoring of a sub-tests <ul style="list-style-type: none"> <li>Clinical Interpretation of Results</li> </ul> <p><b>Guest Lecturer: Andrés Santamaría Carlsbad School District</b></p>	Cohen 8 - 11, 18 (log check) <b>Practice Admin. is Due</b>

<b>Session 8</b>	<ul style="list-style-type: none"> <li>Behavior management and Assessment (15)</li> <li>Connor Scales, ACTERS, and other instruments</li> </ul> <p><b>Guest Lecturer: School Psychologist</b></p> <p><b>ON-LINE 6:30-8:50</b></p>	Cohen 11, 15 (log check)
<b>Session 9</b>	<ul style="list-style-type: none"> <li>Curriculum Guidelines and Cycles</li> <li>Observation for Assessment</li> <li>IEPs as Curriculum Planning</li> </ul> <p><b>SPRING BREAK NEXT WEEK!!!</b></p>	Cohen 5, 7 (log check) Artiles & Ortiz 6, 7 <b><u>INSTRUMENT REVIEW FAIRE</u></b>
<b>Session 10</b>	<ul style="list-style-type: none"> <li>Non-discriminatory Assessment</li> <li>Multicultural, multilingual, multi context assessment</li> <li>Alternative Assessments (7)</li> <li>California STAR testing Information</li> </ul>	Cohen 7, 18 (log check) Artiles & Ortiz 4
<b>Session 11</b>	<ul style="list-style-type: none"> <li>Preparing for Assessment</li> <li>Assessing student work in the classroom: Rubrics (7)</li> <li>Working with Parents: Inclusion and Interaction (2)</li> </ul> <p><b>Guest Lecturer: Andrés Santamaría Carlsbad School District</b></p>	Cohen 2, 5 (log check) <b><u>ASSESSMENT TERMS PRESENTATIONS ARE TONIGHT</u></b> Rough draft of Case Study is due (if you want feedback from Santamaría)
<b>Session 12</b>	<ul style="list-style-type: none"> <li>Collaborative Teaming, IEP and ITP meetings</li> <li>Communication of Knowledge Base and Results</li> <li>Collaborating with Parents</li> </ul> <p><b>ON-LINE 5:30-8:50</b></p>	Cohen 18, 19 (log check) Artiles & Ortiz 5 <b>Case Study is due next week for peer review!</b>
<b>Session 13</b>	<ul style="list-style-type: none"> <li>Alternative Assessment: Multiple Intelligences</li> <li>IEP :Curriculum Based Measurement using the Special Factors Form</li> </ul>	Cohen 7 (log check) Artiles & Ortiz 8 <b><u>IEP Plan due tonight, SEND TO DR. SANTAMARIA USING E-MAIL.</u></b>

<b>Session 14</b>	Sharing of Case studies  <b>PEER REVIEW CASE STUDIES ON-LINE 5:30-8:50</b>	<b>SEND PEER REVIEWS OF CASE STUDIES <u>VIA E-MAIL TO PARTNER AND TO DR. SANTAMARIA.</u></b>
<b>Session 15</b>	<ul style="list-style-type: none"> <li>• Final Night of Class: Sharing of Case Studies and favorite munchies.</li> <li>• Futures of Assessment and Planning Curriculum</li> <li>• Program Evaluation (19)</li> </ul>	Cohen 19 (log check)  Artilles & Ortiz 9  <b>COURSE REFLECTION IN CLASS</b>