



**EDTE 517 Assessment  
Spring 2020**

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**Course Description:** This course applies developmental, psychological, academic, social, and behavioral characteristics of typical/atypical learners in PK-12 to recommend academic, social, and behavioral supports for learning. Candidates are instructed on comprehensive (formal/informal), unbiased, non-discriminatory assessment of learners; collaborative multidisciplinary decision-making approach; and the application of learning theories in development of an academic support program (IFSP, IEP, and/or ITP). Candidates will review school records (such as ELPAC/CELDT, High Stakes Tests, etc.), assess a student’s present levels of performance, and gather information from multiple sources to inform identification, placement, planning, monitoring and transitioning of students academically, socially and/or behaviorally. Candidates are trained on administration of assessments, data-driven decision making, and working with stakeholders in designing an academic, behavioral, and social/emotional support system at home, school, and within the community settings. This course provides hands-on experience with case studies / management, informed instruction, progress monitoring, and collaboration in support of diverse learning needs. The holistic assessment of diverse learners supports candidates in learning the skills necessary in meeting the standards of the CalTPA.

<b>Course Objective/Student Learning Outcome:</b>	<b>Evidence:</b>
<p><b>Diversity &amp; Inclusion:</b> <i>By the end of the program, students will:</i></p> <ul style="list-style-type: none"> <li>● Collaborate with multidisciplinary team of stakeholders in data-driven decision making to design an academic, behavioral, and social/emotional support system at home, school, and within the community setting to support all learners. (<i>EdSpec TPE 1.5, 2.2, 2.4, 2.6, 2.7, 4.6, 4.7; GenEd TPE 1.2; NBPTS 1, 5; InTASC 3, 5</i>)           <ul style="list-style-type: none"> <li>· Identify and administer comprehensive (formal/informal), unbiased, non-discriminatory assessment of learner</li> <li>· Review school records (such as ELPAC/CELDT, High Stakes Tests, etc.), assess a student’s present levels of performance, and gather information from multiple sources to inform identification, placement, planning, monitoring and transitioning of students academically, socially and/or behaviorally.</li> </ul> </li> <li>● Apply learning theories in development of an academic support program (IFSP, IEP, and/or ITP) (<i>EdSpec TPE 1.5, 2.2, 2.3, 2.4, 2.6, 2.7; GenEd TPE 4.1, 4.2, 4.5, 5.1, 5.2, 5.4, 5.5, 5.6, 5.8; NBPTS 1, 4; InTASC 1, 5, 6</i>)</li> </ul>	<p>Assessment Report, Critical Reflection Prompts</p>

<p><b>Changemaking for a more just world:</b> <i>By the end of the program, students will:</i></p> <ul style="list-style-type: none"> <li>● Applies aspects of developmental, psychological, academic, social, and behavioral characteristics of typical/atypical learners in TK-12 to make informed decisions on behavioral, academic, and social supports. (<i>EdSpec TPE 2.2, 2.4, 2.6, 2.7, 4.3, 4.6, 4.7, 5.4; GenEd TPE 1.1, 1.3, 1.8, 5.1, 5.2, 5.4, 5.5, 5.6, 5.8; NBPTS 3, 4; InTASC 1, 3, 6</i>)</li> <li>● Demonstrate the ability to translate statistical data results into family-friendly language, practice talking to stakeholders about the learner support without the jargon often found in education. (<i>GenEd TPE 1.8, 2.1, 2.2, 2.4, 2.4, 2.5, 2.6; NBPTS 1, 4; InTASC 1, 3, 6</i>)</li> </ul>	<p>Assessment Report, Critical Reflection Prompts, Scored Protocols</p>
<p><b>Critical Inquiry:</b> <i>By the end of the program all students will:</i></p> <ul style="list-style-type: none"> <li>● Implement hands-on experience with case study/management to analyze student data, inform instruction, monitor progress, and collaborate to support students with diverse learning needs (<i>EdSpec TPE 1.1, 4.6, 6.1; GenEd TPE 1.2, 1.8, 6.4, 6.5, 6.6; NBPTS 3, 4, 5; InTASC 5</i>)</li> </ul>	<p>Assessment Report, Critical Reflection Prompts</p>
<p><b>Internationalization &amp; Global Citizenship:</b> <i>By the end of the program all students will:</i></p> <ul style="list-style-type: none"> <li>● Examine their positionality, privilege, and power as assessors and collaborators in the creation of the individualized academic programs of their learners by examining and analyzing their personal biases and beliefs, ensuring fidelity in administration, data collection, analysis, and suggested IEP goals, progress monitoring, and collaboration plans. (<i>EdSpec TPE 1.5, 4.7; GenEd TPE 1.1, 1.2, 6.1, 6.4, 6.5, 6.6; NBPTS 4, 5, 1, 9</i>)</li> </ul>	<p>Assessment Report, Critical Reflection Prompts</p>

**Key TPEs for Course:**

TPEs	Evidence/Signature Assignment	Benchmark/Criterion
GenEd TPE 1.1	Case Study Assessment Report: review of records, student interview (CRSTP)	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
GenEd TPE 1.2	Case Study Assessment Report: family interview, collaboration statement, progress monitoring plan	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
SpEd TPE 1.1	Case Study Assessment Report: IEP goals, Progress Monitoring Plan and Collaboration Statement	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
SpEd TPE 1.4	Case Study Assessment Report: Review of Records, student interview (CRSTP), IEP goals, Progress Monitoring Plan	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
SpEd TPE 1.5	Case Study Assessment Report: Student interview (CRSTP), IEP goals, Progress Monitoring Plan	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>

SpEd TPE 1.6	Case Study Assessment Report: Student interview (CRSTP), IEP goals	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
SpEd TPE 2.4	Case Study Assessment Report: Collaboration Statement	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
SpEd TPE 2.7	Case Study Assessment Report: Progress Monitoring Plan and Collaboration Statement	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
GenEd TPE 3.4	Case Study Assessment Report: Collaboration Statement	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
GenEd TPE 4.1	Case Study Assessment Report: Using the review of records, interviews, observations, and results of various academic assessments develop instructional plan. The plan should be strengths-based and address IEP goals and objectives.	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
GenEd TPE 4.5	Case Study Assessment Report: Using the review of records, interviews, observations, and results of various academic assessments develop instructional plan. The plan should be strengths-based and address IEP goals and objectives.	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
SpEd TPE 4.4	Case Study Assessment Report: IEP goals, CRSTP goals	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
SpEd TPE 4.6	Case Study Assessment Report: Collaboration and Progress Monitoring	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
SpEd TPE 4.7	Case Study Assessment Report: Collaboration and Progress Monitoring	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
GenEd TPE 5.1	Case Study Assessment Report: Assessment training, administration, and analysis of data	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>

GenEd TPE 5.2	Case Study Assessment Report: Assessment training, administration, and analysis of data	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
GenEd TPE 5.4	Case Study Assessment Report: Assessment Results, Progress Monitoring Plan)	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
GenEd TPE 5.5	Case Study Assessment Report: Assessment Results, Progress Monitoring Plan)	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
GenEd TPE 5.6	Case Study Assessment Report: working w/psychologist in deciphering formal assessments in psychoeducational report, possibly w/Speech and Language therapist, Occupational Therapist in supporting students w/disabilities	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
GenEd TPE 5.8	Case Study Assessment Report: Results, Strengths, Areas of Growth, IEP goals, progress monitoring	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
SpEd TPE 5.1	Case Study Assessment Report	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
SpEd TPE 5.2	Case Study Assessment Report	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
SpEd TPE 5.6	Case Study Assessment Report: Data collection and results	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
GenEd TPE 6.1	Case Study Assessment Report: Reflection	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
GenEd TPE 6.4	Case Study Assessment Report: Collaboration Statement and Reflection	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>
SpEd TPE 6.1	Case Study Assessment Report: Collaboration Statement and Reflection	<i>90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.</i>

SpEd TPE 6.2	Case Study Assessment Report: Reflection	90% of MCC Dual Education candidates in EDTE 317/517 will earn a rubric equivalent score of at least a B on this assignment.
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## Readings

### Required Textbook:

Overton, T. (2016). *Assessing Learners with Special Needs: An Applied Approach (8th Edition)*. Pearson Education, Inc.: Austin State University. ISBN-13: 978-0133846591 ISBN-10: 0133846598

### Online Links:

EasyCBM: <https://easycbm.com>

IRIS Module: Progress Monitoring Math

<https://iris.peabody.vanderbilt.edu/module/pmm/challenge/#content>

IRIS Module: Progress Module Reading <https://iris.peabody.vanderbilt.edu/module/pmr/>

The Lie Behind Standardized Testing (blog): <https://www.boredteachers.com/community-posts/the-lie-behind-standardized-testing>

**Format for PowerPoint citation:** Jez, R. J., Talbot, C., & Pohaku, S. (2019). Title of Presentation. Retrieved from <URL>.

### Readings:

Alper, S., Ryndak, D.L. and Schloss, C.N. *Alternative Assessment of Students with Disabilities in Inclusive Settings*. Needham Heights, Massachusetts: Allyn and Bacon, 2001.

Andrade, H. (2000). Using rubrics to promote thinking and learning. *Educational leadership*, 57(5).

Brady, L., Kennedy, K., and Marsh, C. (2003). *Curriculum and Assessment*. Sydney: Pearson.

Chappuis, J. (2015). *Seven Strategies of Assessment for Learning (2nd Edition)*. Pearson Education, Inc.

Dawson, P., & Guare, R. (2018). *Executive skills in children and adolescents: A practical guide to assessment and intervention*. Guilford Publications.

Dweck, C. (2015). Carol Dweck revisits the growth mindset. *Education Week*, 35(5), 20-24.

Hoover, J. J. (2012). *Linking assessment to instruction in multi-tiered models: A teacher's guide to selecting, reading, writing, and mathematics interventions*. Pearson Higher Ed.

Kea, C. D., Campbell-Whatley, G. D., Bratton, K. (2003). Culturally Responsive Assessment for African American Students with Learning and Behavioral Challenges. *Assessment for Effective Intervention*, 29(1) 27-38

Kritikos, E. P., McLoughlin, J. A., & Lewis, R. B. (2017). *Assessing Students with Special Needs*. Pearson.

Meier, D., & Knoester, M. (2017). *Beyond testing: Seven assessments of students and schools more effective than standardized tests*. Teachers College Press.

Montenegro, E., & Jankowski, N. A. (2017). Equity and assessment: Moving towards culturally responsive assessment. *Occasional Paper*, 29.

Nokes-Malach, T., Richey, E., Gadgil, S. (2015). When is it better to learn together? Insights from research on collaborative learning. *Educational Psychology Rev* (27), 645-656.

Stanovich, K. (2009). Rational and irrational thought: The thinking that IQ tests miss. *Scientific American Mind*, p. 34-39.

Willingham, D. (2009). *Why don't students like school: A cognitive scientist answers questions about how the mind works and what it means for the classroom*. San Francisco, California: Jossey-Bass.

### Mindfulness Materials:

Mind Yeti <https://www.mindyeti.com/>

## Course Expectations

Our goal is to create an academically rich environment, to engage our students in contemporary and innovative research-based practices, and to develop teacher leaders who embrace a global perspective guided by our mission of addressing the needs of all learners in a culture of care.

- Regular and constructive class participation in all classes is necessary.
- All assignments must be turned in to receive a grade in this course.
- Assignments are due before class.
- Make-up assignments will not be given unless there is a medical or legal reason, such reasons need to be appropriately documented.
- Assignments must be submitted to Blackboard (please do not email them), you received a timestamp on Blackboard. *The technology support number is 619-260-7900.*
- You may re-submit assignments once for a higher grade until Week 10 (-10% deducted on final grade of resubmissions), thereafter, any late assignment will be deducted -10% for each week it is late
  - **You must cut and paste the feedback you were given on the original assignment in the comments section if you are re-submitting an assignment**
  - **If you have a placement issue, you MUST write that in the comments, so you do not lose credit**
- If you have excessive absences/tardies and/or fall behind in your coursework, you need to schedule a meeting by Week 10 to discuss a plan for earning a grade in this course. At the second absence, schedule a meeting.
- **Recommendation:** we recommend you download the Grammarly and check your work before turning in assignments. <https://www.grammarly.com/>

### Course Requirements

**Attendance and Participation:** Your attendance/participation grade is determined based on your in-class attendance and participation. You will receive 10 points for being on time, participating fully in group and individual activities, and contributing to your community. *You need to be physically in class to earn the points.* If you are absent more than one class or have excessive tardies you will need to meet with the instructor to determine next steps and your final grade will be deducted by one full grade for each absence (For example, from an “A” to an “A-” for two absences). If you miss more than 3 classes you will need to meet with your instructor and department chair to determine if you are able to pass the course.

**Critical Reflection Activities:** Your grade will be determined based on your ability to connect the information from in-class discussions, readings, and activities; out-of-class readings and modules; and your own experience as teachers and students to ensure you digest the information in a meaningful manner and are able to continue to critically reflect on your experience as lifelong learners. Throughout the course a series of videos, learning modules and articles relevant to key concepts will be assigned. Read, view and/or listen to the assigned media. After viewing assigned media reflect about how this resource informs, changes or negates a previous held understanding of education relevant concepts. Responses should have quality information, examples of critical thinking (evidence from information provided and explanation of how this will impact your teaching), reference of materials (APA, 2009), contribution to your community of learners, and academic language.

**Scored Protocols:** For each assessment (WJ-IV, Brigance or EasyCBM, and CBM/work sample). For the WJ-IV, you will need to determine the raw score and derived scores (standard scores, percentiles, grade or age equivalent, and classification). For the criterion-referenced assessment and curriculum-based measure (work sample), you will need the raw score, percentage, and notes explaining what you learned from the assessment (strengths and areas of growth). Your protocols will be graded for tests administered, notes taken including responses and qualitative observations, and analyses of the results. Protocols will be checked to ensure all assessments were recorded and scored with fidelity and best practice:

- All responses are recorded (correct and incorrect). If the response is incorrect you must write down what the learner said/did. You will use this information to complete an error analysis and look for patterns
- Qualitative observations- marked the appropriate type on the protocol AND wrote any observations noticed (for example, “student looking out the window while I read directions”)
- Time and date of assessment (including person who assessed)
- Any other notes or observations (including strengths and areas of growth)
- Ensure all assessments were fully administered with fidelity (basal/ceiling/blocks completed)
- Fully score each subtest (hint: if there are blocks in the subtest, you need to fill in each one).

**Case Study Holistic Assessment Report and Presentation:** The purpose of the assignment is to demonstrate the ability to assess a learner using multi-disciplinary input and comprehensive assessments (formal and informal) to make data-driven recommendations about academic supports, as per the duties of an Educational Specialist. Candidates will propose IEP (and ITP when appropriate) goals based on baseline data, strengths, and areas of growth. Recommendations for progress monitoring and collaboration are included in the report. Each section of the report will be submitted to the instructor throughout the semester for feedback and candidates will include a reflection on the process in their report. In addition, candidates will receive peer feedback on their report and presentation.

Work with your site to select one of your students who may be up for triennial or initial review (preferably EL). If you struggle to identify a student at your site, please work with the instructor on reasonable accommodations. You will consult with your cooperating teacher and you will be supervised by your university instructor throughout the assignment. The report needs to follow APA (6th Edition) guidelines and include the following sections ([Holistic Assessment Report template](#)):

1. **Student Information:** Pseudonym, Birthdate, Language(s), CELDT/ELPAC scores, Disabilities w/description of how it manifests in the student, Evaluation Dates, Age, Grade, Examiner's Name, Health Records (Vision, Hearing, Other), Description of Assessments (one sentence describing each assessment and dates)
2. **Student History:** Educational History, Family Interview, Educator(s) Interview(s), Student Interview (CRSTP summary narrative), and Classroom Observations. This section should include a statement concerning your attempts to address culturally responsive practices during assessment.
3. **Results-** Provide:
  1. Norm-Referenced Assessment Table with information including Standard Score, Age/Grade Equivalent, Percentile Rank, and Classification
  2. Criterion-Referenced Assessment Table or chart including item example, raw Score, %, significant information gained from the assessment (for ex. Error analysis)
  3. Informal Curriculum-Based Assessment: Work Sample at the **instructional level** with feedback from the teacher such as an error analysis or rubric including
    - i. pictures of the work sample
    - ii. directions for the assignment
    - iii. rationale for including the work sample in the report;
4. **Summary-** Write summary of norm-referenced, criterion-referenced, and informal curriculum-based assessment (work sample) results including qualitative observations (from testing, observation, and interviews) and quantitative information (results from the tables, charts, and work sample). The following sections should be included in your summary:
  1. **Qualitative Observations:** Observations from multiple people (family, teacher, examiner's, etc) and observations from multiple settings (structured/unstructured, testing)
  2. **Strengths** – at least three specific examples of strengths based on the data (results section, protocols, and observations). This section with cross-reference or triangulate the data from the multiple assessments.

3. **Areas of Growth-** at least three specific examples of areas for growth based on the data (results section, protocols, and observations). This section with cross-reference or triangulate the data from the multiple assessments.
  4. **Suggested IEP Goals-** must address specific skills identified in the area of growth (need) based on the data obtained in the assessments. Each goal needs to include: The skill being addressed (academic standard, behavioral, or transition), the timeline for reaching goal, how the teacher/student/school staff will measure attainment/growth, sequential steps for goal attainment, and how it relates to English Language development and/or Postsecondary transition support using the SMART Goals template
  5. **Progress Monitoring Recommendation-** make recommendations for monitoring the progress on the suggested IEP goals using evidence-based strategies. What type of data will you use to monitor progress (frequency/duration chart, academic test, observation, etc)? How often will you assess progress? Which measurement(s) will you use to keep track of student progress? Who will be accountable for gathering the data? With whom will the data be shared? What method will be used to share the progress?
  6. **Collaboration Recommendation-** Who will collaborate in support of the student (student, family, support people, school staff, mental health, Nurse, OT, PT, APE, AT/AAC, Speech and Language, Deaf/Hard of Hearing, Vision, Orientation Mobility, probation, etc.)? What role will each person take in supporting the academic, behavioral, functional, transitional, and wellness success of the student? How do you recommend communication between stakeholders? Make sure to include how you can use your student's strengths in addressing their goals.
5. **Reflection on Process:** Each candidate will present their experience throughout the assessment process. How was I culturally responsive in assessing my case study student? What went right? What went wrong? What will I do differently next time? Who will I work closer with next time? Where can I go for support in the future? Other thoughts about the process?

**Extra Credit (+10 points):** Attend a professional conference or USD event that is related to education (pre-approved by the instructor), write a reflection including what you learned and how it will impact your teaching, take a photo, and submit to Blackboard.

- See Character Education Resource Center events

#### Assignment Matrix

Assignments	Points
Critical Reflections (30 x 4)	120
Participation and Attendance (14 x 10)	140
Scored Protocols: WJ-IV (12), Criterion (10), Work Sample (3)	25
Final Assessment Report, Presentation, and Peer Feedback	100
<b>Total</b>	<b>355</b>

#### Grading Criteria

A 94-100%    A- 90-93%    B+ 86-89%    B 83-85%    B- 80-82%  
(must earn at B- in credential/masters course)

#### Tentative Course Outline (Subject to Change) \_\_\_\_\_

Session	During Class	After Class



<p>1 1/30</p>	<p>Introductions Individuals with Disabilities Education Act (2004) Assessing of Learners Interview special educator about assessment Syllabus Assessment Report Overview Introduction to Formal and Informal Assessment Case Study: Identify a student</p>	<p><b>Read:</b> Overton(2016) Chapter 1, 2, and p. 126-127 <a href="#">Focusing on Mistakes</a> <b>Activities:</b> Purchase Textbook <a href="#">Critical Reflection #1 Special Educator Interview Form</a></p>
<p>2 2/6  4:40 Class  Begin in MRH 127, then MRH 127 (MS) and 135 (SS)</p>	<p>Multidisciplinary Approach Guest Panel</p> <ul style="list-style-type: none"> <li>● Assessing learners</li> <li>● Teaching diverse learners</li> <li>● Talking w/students and families</li> </ul> <p>Laws and Ethics Addressing Biases and Reducing Disproportionality <i>Administration of Criterion-Referenced Assessment: Brigrance</i></p> <ul style="list-style-type: none"> <li>● Placement Test &amp; Error Analysis</li> <li>● Subtest</li> </ul> <p>Case Study:</p> <ul style="list-style-type: none"> <li>● Review of Records</li> <li>● Interview Teacher</li> </ul>	<p><b>Read:</b> Chappius (2015) p. 15-18, Overton (2016) Ch 5 &amp; 8 Dawson &amp; Guare (2018) p. 249-252 <a href="#">Emma's essay</a> <b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Student Information</li> <li>● Teacher Interview</li> <li>● Acknowledgement Letter</li> </ul>
<p>3 2/13</p>	<p>Chappuis Activity Comprehensive Assessments <i>Administration of Criterion-Referenced Assessment: Brigrance and Woodcock-Johnson IV</i> Case Study: Classroom Observation/Debrief Work Samples: (1) strength and (2) area of growth Family Interview</p>	<p><b>Read:</b> Overton (2016) Ch 5 &amp; 8 Dawson &amp; Guare (2018) p. 263-265 <b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Classroom Observation &amp; Debrief</li> <li>● Work Samples: (1) strength and (2) area of growth</li> <li>● Family Interview</li> </ul>
<p>4 2/20</p>	<p>Academic Assessments Addressing Disproportionality Growth Mindset <i>Administration of Norm-Referenced Assessment: Woodcock-Johnson IV</i> Case Study: Student Interview (CRSTP) Case Study Part I</p>	<p><b>Read:</b> Overton (2016) Ch 3 &amp; 4 Kritikos, Mcloughlin, &amp; Lewis (2018) p. 88-93 <b>Activities:</b> Critical Reflection #2: Case Study</p> <ul style="list-style-type: none"> <li>● Student Information</li> <li>● Educator Interview</li> <li>● Family Interview</li> <li>● Student Interview (CRSTP Narrative)</li> <li>● Observation</li> </ul> <p>Reading Response Assessment Feedback</p>

<p>5 2/27</p>	<p>Mean, Standard Deviation Reliability &amp; Validity Promoting Non-Biased Assessment Stress Reduction and Clear Communication <i>Administration of Norm-Referenced Assessment: WJ-IV</i></p>	<p><b>Read:</b> Overton (2016) Ch 6 Hoover (2013) p. 65-69, 109-113, 138-143 Montenegro &amp; Jankowski (2017) Choose one:  <ul style="list-style-type: none"> <li>● <a href="#">IRIS Module Reading</a></li> <li>● <a href="#">IRIS Module Math</a></li> </ul> <b>Exit Ticket:</b> WJ-IV Administration Plan (at least three 1-hour sessions)</p>
<p>3/5</p>	<p><b>USD Spring break</b></p>	<p>SDUSD: 3/30-4/3 CV: 3/30-4/10</p>
<p>6 3/12</p>	<p>Equity and Assessment: Moving towards culturally responsive assessment Create a criterion-referenced assessment booklet: decoding/morphology, comprehension, fluency, academic vocabulary, writing, math calculations, math word problems, executive function, transition <a href="#">EasyCBM</a> <i>Practice WJ-IV and Brigrance</i> Case Study: Administer assessments</p>	<p><b>Read:</b> Chappuis (2015) p. 93-134 Kritikos, Mcloughlin, &amp; Lewis (2018) p. 126-133 <b>Activities:</b> Critical Reflection #3:  <ul style="list-style-type: none"> <li>● Criterion-Referenced Assessment Booklet</li> <li>● Criterion-referenced Administration Plan (at least ten sessions)</li> <li>● Reading Response</li> </ul> </p>
<p>7 3/19 4:40 Class Room: 127 (multiple subject) and 135 (single subject)</p>	<p>Credential Stations: Curriculum Based Measures and Assessments Work Samples: Rationale and Directions, Rubrics, Feedback, Error Analysis <i>Review Criterion and Norm Referenced Assessment Administration</i> Case Study: Administer WJ-IV, Criterion-Referenced Assessments, Collect Work Samples</p>	<p><b>Read:</b> Meier &amp; Knoester (2017) p. 1-15 Collaboration Reading <b>Activities:</b> Administer Assessments Anonymous Feedback Survey</p>
<p>8 3/26</p>	<p>Standardized Assessment/High Stakes Tests Collaborating w/Educators and Families WJ-IV Administration Final (for those unable to administer the WJ-IV at their site) Individual Check-Ins Case Study: Administer WJ-IV, Criterion-Referenced Assessments, Collect Work Samples</p>	<p><b>Read:</b> Overton (2016) Ch 13 <b>Activities:</b> Administer Assessments</p>
<p>9 4/2</p>	<p>Review Statistics Build Results Tables WJ-IV Scoring Case Study: Results (WJIV &amp; Brigrance)</p>	<p><b>Read:</b> Overton (2016) Ch 10 and 11 Dawson &amp; Guare (2018) p. 142-156 <b>Activities:</b> Case Study Results Tables</p>

10 4/9	Assessing Autism Spectrum Disorder, Early Childhood (IFSP) Writing Case Study Summary Case Study: Summary  ****Last day to turn in late/resubmitted assignments****	<b>Read:</b> 90 Tips in 120 Days <a href="#">Writing IEP Goals</a> <b>Activities:</b> Case Study Summary ****Last day to resubmit Assignments****
4/16	Easter Break	No Class
11 4/23 4:40 Class Room: 127 and 135	Guest Panel: Collaborating to Support the IEP Process Data Driven IEP SMART Goals- <a href="#">Writing a goal</a> Practicing Making Goals Case Study: Recommended IEP Goals	<b>Reading:</b> Kritikos, McLoughlin, & Lewis (2018) p. 501-521 <b>Activities:</b> Case Study IEP Goals Scored Protocols
12 4/30	Grade Protocols IDEA compliance (2004) (90 Tips) Postsecondary Transition (ITP) Case Study: Progress Monitoring and Collaboration Recommendations	<b>Read:</b> Article on Blackboard <b>Activities:</b> Critical Reflection #4 <ul style="list-style-type: none"> <li>● Case Study: Summary and IEP Goals</li> <li>● Reading Response</li> <li>● Feedback</li> </ul>
13 5/7	Peer Edits and Individual Check-In Case Study: Reflection of Process	<b>Read:</b> Article on Blackboard <b>Activities:</b> Final Assessment Report
14 <b>Tuesday</b> 5/12	Final Assessment Report Due Case Study Presentation Discussion Special Education Toolkit Potluck	<b>Evaluations</b>

**Requests for Accommodation:** Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

**Grade of Incomplete:** The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the "I" grade will become a permanent "F." A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the

instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

**SOLES Online Course Evaluation:** Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

**Statement on Plagiarism:** The complete plagiarism policy is available for your review at: [http://www.sandiego.edu/associatedstudents/branches/vice\\_president/academics/honor\\_council/integrity\\_policy.php](http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php) All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor. It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below). Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction. The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

#### Rubrics

<b>Critical Reflection Criteria:</b>	<b>Points</b>
Case Study submission for feedback. Critical reflection is written in APA 6th Edition format (12 point font, Times New Roman, normal margins), with proper quotations, citations, grammar, and spelling.	10
Critical reflection connects the information from in-class discussions, readings, and activities; out-of-class readings and modules; and your own experience as teachers and students to ensure you digest the information in a meaningful manner and are able to continue to critically reflect on your experience as lifelong learners. Throughout the course a series of videos, learning modules and articles relevant to key concepts will be assigned. Read, view and/or listen to the assigned media. After viewing assigned media	10

reflect about how this resource informs, changes or negates a previous held understanding of education relevant concepts. Responses should have quality information, examples of critical thinking (evidence from information provided and explanation of how this will impact your teaching), reference of materials (APA, 2009), contribution to your community of learners, and academic language. Critical reflection is written in APA 6th Edition format (12 point font, Times New Roman, normal margins), with proper quotations, citations, grammar, and spelling.	
Course feedback and reflection prompt is fully answered with evidence/specific examples to support claims. Critical reflection is written in APA 6th Edition format (12 point font, Times New Roman, normal margins), with proper quotations, citations, grammar, and spelling.	10
Total:	30

<b>Scored Protocol Criteria:</b>	<b>Points</b>
<p>WJ-IV protocol is complete: at least 12 subtests administered</p> <ul style="list-style-type: none"> <li>● All responses are recorded (correct and incorrect). If the response is incorrect you must write down what the learner said/did. You will use this information to complete an error analysis and look for patterns.</li> <li>● Qualitative observations- marked the appropriate type on the protocol AND wrote any observations noticed (for example, “student looking out the window while I read directions”)</li> <li>● Time and date of assessment (including person who assessed)</li> <li>● Any other notes (distractions, patterns, strengths) or observations (including strengths and areas of growth)</li> <li>● Ensure all assessments were fully administered with fidelity (basal/ceiling/blocks completed)</li> <li>● Fully score each subtest (hint: if there are blocks in the subtest, you need to fill in each one).</li> </ul>	12
<p>Criterion-referenced assessment protocol is complete: at least 10 subtests that address areas of growth (for example, current IEP goals or areas of concern)</p> <ul style="list-style-type: none"> <li>● All responses are recorded (correct and incorrect). If the response is incorrect you must write down what the learner said/did. You will use this information to complete an error analysis and look for patterns.</li> <li>● Qualitative observations- marked the appropriate type on the protocol AND wrote any observations noticed (for example, “student looking out the window while I read directions”)</li> <li>● Time and date of assessment (including person who assessed)</li> <li>● Any other notes (distractions, patterns, strengths) or observations (including strengths and areas of growth)</li> <li>● Ensure all assessments were fully administered with fidelity (basal/ceiling/blocks completed)</li> <li>● Fully score each subtest (hint: if there are blocks in the subtest, you need to fill in each one).</li> </ul>	10
<p>Curriculum-Based Assessment (Work Sample)</p> <ul style="list-style-type: none"> <li>● Picture of graded assignment and possibly rubric. This should allow the team to see how you are providing feedback as a teacher and demonstrate how the student is performing in class.</li> <li>● Directions given to student are recorded.</li> <li>● Rationale for choosing the assignment is included. How does this assignment help the IEP team understand the student more holistically? How does the assignment support or negate the results of the formal assessments? What did you learn about the application of the skill in practice? Is the example based on current IEP goals?</li> </ul>	3
Total:	30

<b>Assessment Report Criteria:</b>	<b>Points</b>
Includes student information and history: Name, Birthdate, Languages, ELPAC/CELDT scores, Disabilities w/description, Evaluation Dates, Age, Grade, Examiner, Health Records, Description of	10

Assessment, Educational History, Family Interview, Educator(s) Interview, Student Interview (including CRSTP), and Classroom Observations	
Describes and provides table (standard score, age/grade equivalent, Percentile Rank, and Classification) and description of norm-referenced, criterion-referenced, and informal assessment (work sample) results all assessments and records. Include qualitative observations from testing and classroom observation as well.	10
Analyses of results: strengths, areas of growth, and IEP goals (SMART) with specific examples from the results section (including quantitative data, qualitative information, and specific examples)	30
Recommendations for progress monitoring (how, who, and what) and collaboration (family, services, school staff, and student) provided with specific examples.	10
Reflection included thoughtful responses about the process from the examiner's, teachers (GenEd and SpEd), administrators, student, and family perspectives. How was the assessment culturally responsive? What went right? What went wrong? What would I do differently next time? Who should I work closer with next time Where can I go for support in the future? Other thoughts?	10
Report included all required sections and written at academically professional level using APA (6 <sup>th</sup> edition)	10
Provided peers with useful feedback during planning, writing, and presentations.	20
Total	100