

SPED 201 Assessment and Evaluation in Special Education

Recommended Course Text:

Pearson Custom Text -ISBN-13: 9781323996102
(please note the text is recommended, not required)

Texts can be ordered through your portal or using the bookstore website (<https://www.esu.edu/igniting-innovation/index.cfm>)

A copy of the text will also be available for reserve in the library.

Desire2Learn:

Students are required to use Desire2Learn for this class. Information about class, the course syllabus, rubrics and other important resources will be available on Desire2Learn (<https://esu.desire2learn.com/>).

Handouts:

A majority of the handouts for this class will be on D2L. Handouts will be available online prior to the start of each class. Students are expected to have access to handouts for each session as hard copies or on a device. Please contact me at least 24 hours prior to class if you need hard copies of materials.

Clearances:

Students will be required to complete fieldwork in area schools and must have up to date (current year) clearances to do so. Please see the instructor or field experience office for additional information.

Course Description

This course enables students to develop skill competencies needed to participate in screening and the pre-referral to placement process in special education. In addition, students will understand the role of assessment in planning instruction in a standards-aligned system. This course gives students the opportunity to investigate, create, and use a variety of screening, formative, summative, diagnostic, benchmark, and authentic assessment tools. Students will learn how to use assessment data to accurately describe students' present levels of performance and to adapt and modify instruction and curriculum in a standards-aligned system. *Course Pre-requisites: SPED 102; SPED 105*

Purpose of Course

This course enables students to develop skill competencies needed to participate in the referral to placement process in special education. In addition, students will begin to understand the role of assessment in planning and teaching lessons to students in general and/or special education settings. This course gives students the opportunity to investigate and use a variety of assessment instruments and develop authentic teacher made measures.

SPED 201

Course Objectives and Expected Outcomes

SLO ESU Student Learning Outcomes

BEO Basic Educator Outcomes College of Education

PDE Pennsylvania Department of Education PreK-12 SPED Competencies

CEC Council for Exceptional Children Knowledge and Skills

This course addresses the following **PDE Competencies**: I.A.1; I.B.1, 2, 3; II.B.4; III.A.1.4.5.6; III.C; III.D; III.E; III.G; III.H; III.L; III.M; III.N; III.Q

The outcomes of this course support the development of the **Beginning Educator Outcomes** (see <http://ww.esu.edu/sps/CF/index.htm>)

Upon completion of this course, the student will demonstrate the knowledge of the ability to:

1. Identify the key steps, components and timelines of the screening and pre-referral to placement process in special education. (SLO II; BEO 1; CEC 6.2)
2. Identify the different types of assessment information that can be accessed from different contingencies including school personnel, parents, and public agencies. (SLO II; BEO 1; CEC 1.1, 4.0)
3. Identify legal, ethical and bias issues inherent to the referral to placement process in special education. (SLO II; BEO; 1, 17; CEC 4.1, 6.1)
4. Interpret and report to parents/stakeholders, the results of norm referenced test scores and other assessment data as they relate to group and individual performance. (SLO I, II, III; BEO 1, 15; CEC 4.3, 7.2)
5. Identify purpose of participation in statewide assessments and permissible accommodations/modifications. (SLO I; BEO 1; CEC 4.2)
6. Identify procedures for developing reliable and valid assessment instruments, including those for individuals who lack typical communication and performance abilities. (SLO I; BEO 6, 15; SLO 2, 5; CEC 1.2, 4.1)
7. Define the following types of assessment used in classroom settings: authentic, screening, diagnostic, formative, benchmark, and summative. (SLO II; BEO 1; CEC 4.1)
8. Develop, implement, and adapt/modify authentic, screening, diagnostic, formative, benchmark, and summative assessment measures (including vocational) to be used in instructional planning and IEP development in a standards-aligned system. (SLO II, III; BEO 6)
9. Identify the key components of benchmark assessment such as 4Sight and DIBELS. (SLO II; BEO 1; CEC 4.2)
10. Develop an awareness of the alignment of academic standards and assessment anchor content stands to the assessment process. (SLO II; BEO 1, 5; CEC 4.2)
11. Identify the components of a curriculum-based assessment model and apply to the current PA progress monitoring model. (SLO II; BEO 1, 5; CEC 4.2)
12. Design data collection systems and tools to monitor progress and adjust instruction. (SLO II, III, IV, VII; BEO 6, 15; CEC 4.4)
13. Implement data collection systems to monitor progress in academic and behavioral settings. (SLO II, III, IV, VII; BEO 15; CEC 4.1)
14. Construct formative assessments such as a modified teacher made test for a given academic unit in a standards-aligned system. (SLO II, III, IV, VII; BEO 6; CEC 3, 4.1)

SPED 201

15. Identify the key components of a Functional Behavioral Assessment. (SLO II, VII; BEO 1, 6, 10; CEC 4.0)
16. Select, adapt and modify assessment tools to accommodate the unique abilities and needs of individuals with high and low incidence disabilities. (SLO II, III, IV, VII; BEO 6, 15; CEC 2.2, 3.3, 4.1)

Course & Instructor Policies

Class Cancellation

Should the instructor need to cancel a class, an announcement and pre-recorded lecture and/or alternative assignment will be posted to D2L. Students will be responsible for this assignment that will be applied towards the attendance grade.

Assignments

All assignments are expected to be turned into the D2L Dropbox on the assigned due date. Late assignments will result in a five (5) point loss for each day beyond the due date.

Class Participation and Attendance

Students are expected to attend each class. Attendance will be taken at the start of each session. If you must miss a class, please contact the instructor in advance or after the class session. Active participation in class discussion is expected from all students. Absences in the excess of 2 classes (unexcused) will result in a loss of 5 points per missed session.

Classroom Etiquette

In order to facilitate an atmosphere of respect for one another, students are expected to follow basic classroom etiquette guidelines. Cell phones should be silenced before class. Text messaging during class is **not permitted**. Students should make an effort to listen to one another and avoid talking while others are speaking to the class. Students who choose to not adhere to these guidelines will lose points for the course.

University Policies and Procedures

Title IX Statement

East Stroudsburg University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University--approved research project. Faculty members are obligated to report to the person designated in the University protection of minors policy any sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: Title IX: Sexual Harassment and Sexual Violence See. <http://www4.esu.edu/titleix/>

ESU Diversity, Equity and Inclusion Statement (DEI)

East Stroudsburg University recognizes that achieving academic and inclusive excellence requires challenging bias with a focus on equity. ESU is committed to creating a supportive campus climate where all members of the ESU community feel a sense of responsibility to grow and contribute positively to a just, global and diverse society. See https://www.esu.edu/about/history_beliefs/diversity-equity-inclusion.cfm

ESU's DEI Statement was created to be a foundational recognition of the institutional commitment to diversity, equity, inclusion, and social justice. This statement sets a campus-wide purposeful tone for how ESU will navigate issues related DEI and continue its growth and development in this area. ESU has a variety of resources available for our students who need support or want to engage in activities to promote diversity, equity, and inclusion on campus. We encourage students to utilize the resources available through departments such as the Center of Multicultural Affairs and Inclusive Education, the Gender and Sexuality Center, OASIS, and the Veterans Center. For more information, contact the Office of Campus Life and Inclusive Excellence via Phone: 570-422-3463 or Email: DEI@esu.edu

East Stroudsburg University of Pennsylvania does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, sexual orientation, gender identity or veteran's status in its programs and activities in accordance with applicable federal (Titles VI, VII and IX of Civil Rights Act) and state laws (43 P.S. §. 953) and regulations. For more information, visit <https://www.esu.edu/about/notices.cfm>

It is everyone's responsibility to create an environment where we all feel safe and welcome at ESU. If you experience or witness a bias incident, discrimination or harassment, you are encouraged to complete an incident report. For more information or submit a report visit <https://www.esu.edu/diversity/community-restoration-team.cfm>

Accommodations

Students who need accommodations for a disability may consult with the Office of Accessible Services Individualized for Students (OASIS) on campus at 570-422-3954 to request reasonable accommodations. For students who have (already/previously) received accommodations, it is the student's responsibility to give reasonable notice in a timely manner to the professor prior to requesting an accommodation.

Academic Integrity

It is expected that students will embrace and practice the principles of academic honesty and integrity. Appropriate collaboration is encouraged, but cheating and plagiarism will result in an E (failing grade) for the test or assignment and the possibility of more severe penalties based upon proceedings facilitated by the *ESU Office of Student Conduct and Community Standards*. For

SPED 201

additional information about the requirements and consequences involved, contact the Office of Student Conduct and Community Standards at https://www.esu.edu/student_conduct.

Extended Student Absence Procedure

The Dean of Students provides assistance and support for students who miss a minimum of three class days due to illness, personal or family emergencies. A note will be circulated to professors advising of the absence. Students are still required to contact their professors for guidance related to any missed work during the absence. To utilize this service, the student or family member completes the Request Instructor Notification for Extended Absences Form including supporting documentation related to the absence. In some cases, if a student is unable to return to one or more of their classes, the Dean of Students can discuss enrollment options. Students or family members should contact the office at 570-422-3461 to discuss options. For form, please go to https://www.esu.edu/registrar/extended_absence.cfm.

Academic Honesty

Work that you submit for credit must be your original creation. Any assignment, or portion of an assignment, that is not your original work is considered plagiarized and in violation of the University Code of Student Conduct. Plagiarism occurs when a person presents another person's works, words or ideas as one's own without the use of a school-recognized method of citation (e.g., copying from a source such as an author or another student without properly acknowledging and citing the actual author). Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated for academic credit or when resubmitting one's own work for academic credit (e.g., work that has previously been submitted for academic credit). A creative student seeks a variety of resources to guide their learning but always cites their sources. If faculty or administration determines that plagiarism has occurred, the matter will be reported to Judicial Affairs for adjudication and possible expulsion.

Tutoring

Tutoring is available for most courses in the Warrior Tutoring Center (WTC) located in Rosenkrans Hall East. Tutoring can benefit you by increasing content specific knowledge, improving your academic performance and personal growth, and assisting you with getting to know the campus community at the WTC. For more information, please stop by Rosenkrans Hall or call 570-422-6700.

Warrior Food Pantry

The Warrior Food Pantry is open on Tuesdays from 2 pm to 4 pm at St. Matthew's Church on Ridge Street just off campus with food, cleaning, and personal products available to ESU students at no cost.

Top Threads

SPED 201

Professional clothing is available at no cost through the Top Threads closet located in the Create lab in Stroud Hall. Times and days of operation will be announced in class.

Learning Experiences and Assessments

Midterm Exam: There will be a midterm exam on material covered during the first half of the course. Exam material will be taken from textbook readings, lectures, notes and handouts.

Points: 50

Final Exam: There will be a final exam on material covered during the second half of the course. Exam material will be taken from textbook readings, lectures, notes and handouts.

Points: 50

Teacher-made test construction: Each student will be asked to develop a teacher made test for a selected content area subject. Students may work in pairs.

Points: 25

Fieldwork

Students are asked to participate in 5 sessions of field work in a Special Education classroom setting. During fieldwork, students will work 1:1 with an assigned student and spend time observing the classroom and the assigned student through a series of assignments and a final reflection. Students are asked to secure a field setting in a Special Education classroom and request that they be assigned to a specific student that they can assist during a series of 5 visits.

Interest Inventory

Students will create an interest inventory that will be used to learn about their assigned student. Students are expected to create, administer and evaluate the interest inventory in a classroom setting. **25 points**

Environmental Assessment: Each student will observe a Special Education classroom with the purpose of noting key aspects of the physical, educational and social environments. **50 points**

Final Field Reflection

Students will work with an assigned student throughout their fieldwork experience and document key observations about the student using the interest inventory and anecdotal assessment notes. At the conclusion of the experience, students will reflect and write about what they learned about the student. **25 points**

Interview: Each student will interview a Special Education Teacher or Administrator who has current experience with the assessment of individuals with exceptionalities. In small groups, students will discuss their findings from their interviews. Individually, students will prepare a two-page paper highlighting their findings and reflections on the interview. **25 points**

Assessment Artifacts: Each student is required to develop a set of informal assessments for this course. Assessments will be due as they are learned and will be assigned throughout the course. Each of the following artifacts will be turned in and graded (norm-referenced test activity and article, checklist, rubric, error analysis, ecological inventory, anecdotal assessment, guardian questionnaire, technology enabled assessment, peer/self-evaluation). **50 points**

Due throughout the course – TBA

Data Interpretation: Students will be given assessment information including data and be asked to make instructional decisions based on what is presented. This will be completed in small groups during class.

Points: 25

Case Study: Students will work in small groups to prepare several assessments that can be used to learn more about an individual presented in a case study. This assignment will consist of a written portion and formal presentation for the class.

Points = 25

**Detailed information including scoring guides, rubrics etc. will be provided for each assignment.*

Course Grading

Midterm	50
Final Exam	50
Field Work	100 total
Interest Inventory	25
Environmental Assessment	50
Final Reflection	25
Interview	25
Teacher made test	25
Assessment Artifacts	50
Case Study	25
Total	325

*Your final grade will be calculated based on the percentage of the total number of points you have earned. Grades will be posted to D2L after each assignment is graded so that you can track your progress in the course and identify your expected grade. **Please note that attendance can impact your final percentage.***

Course Grading

95% to 100%	=	A
91% to 94%	=	A-
88% to 90%	=	B+
85% to 87%	=	B
82% to 84%	=	B-
79% to 81%	=	C+
76% to 78%	=	C
73% to 75%	=	C-
66% to 72%	=	D
< 65%	=	E

PLEASE NOTE: Your ability to communicate through writing will be evaluated through your assignments. Points will be deducted for poor grammar, spelling errors, and writing that is unclear or disorganized. Assignments are to be proofread for errors.

In addition, **it is critical that you use person first language** whenever referring to people with exceptionalities.

Tentative Course Schedule

<u>Week</u>	<u>Topic</u>	<u>Reading/Assignment</u>
1 1/17 1/19	Course Introduction Introduction to Special Education Assessment Purpose of Assessment / Types of Assessment	Read syllabus Prepare questions Custom Text Chapter 1
2 1/24 1/26	Ethical and Legal Considerations Referral to Placement Process	Custom Text Chapter 1, 2, 3
3 1/31 2/2	Referral to Placement Process Special Education Paperwork Review	Custom Text Chapter 2, 3
4 2/7 2/9	<u>Formal Measures</u> Norm-Referenced Assessment Descriptive Statistics Reliability and Validity	Artifacts - Norm-referenced test activity and article
5 2/14 2/16	Guardian Questionnaire Interest Inventory	Artifact – Guardian Questionnaire
6 2/21 2/23	<u>Informal Measures</u> Introduction – types of informal measures	Custom Chapter 4 Handouts 2/23 Teacher Interview Due
7 2/28 3/2	<u>Informal Measures</u> Alignment between lesson objective and assessment Checklist	Custom Chapter 4 Assignment – Checklist
3/6-3/10	Spring Break!	
8 3/14 3/16	<u>Informal Measures</u> Rubric Anecdotal Assessment	Custom Chapter 4 Artifacts – Rubric, Anecdotal Assessment (in class)

SPED 201

		3/16 Field Interest Inventory Due
9 3/21 3/23	<u>Informal Measures</u> Technology Enabled Formative Assessment	Artifacts – Tech. Enabled Formative Assessment 3/23 Midterm Exam
10 3/28 3/30	Teacher Made Test Construction	Custom Text Chapter 4,6 3/30 Field Environmental Assessment Due
11 4/4 4/6	<u>Informal Measures</u> Ecological Inventory Error Analysis Self/Peer Assessment	Custom Chapter 4 Artifacts - Ecological inventory, Error analysis, Self/Peer Assessment
12 4/11 4/13	Curriculum-Based Academic Assessment math / reading Progress Monitoring	Custom Text Chapter 3, 5 4/13 Test Construction Due
13 4/18 4/20	Test Adaptations and Accommodations Transition Assessment Early Childhood Assessment	Custom Text Chapter 7
14 4/25 4/27	Common Core State Standards State Assessment Case Study Work in Class 4/25 Case Study Presentations 4/27	4/25 Field Final Reflection Due
15 FINALS WEEK	Final Exam Tuesday 5/2 11 -1	

** Schedule is subject to change due to the depth of coverage for each topic.*