

SPED 201
Assessment and Evaluation in Special Education

Course Instructor:

Phone/ E-Mail:

Office Hours:

Office Location:

Course Time/Location

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.

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*

Course Purpose

This course prepares learners to participate in the referral to placement process to ensure that all students' needs are met. 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 that support the growth and learning of students of various abilities, backgrounds and cultures. This course gives students the opportunity to investigate and use a variety of assessment instruments and develop culturally relevant and authentic teacher made measures.

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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

CRSE Culturally Relevant Sustaining Education Competencies

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. Define Culturally Responsive Sustaining Education. Highlight CRSE competencies related to student assessment. (CRSE 2.B)
3. Identify sources of bias in the special education testing and referral process as well as student consequences stemming from those biases. (CRSE 2.B)
4. Identify ways to become aware of and minimize bias in the referral to placement process. (CRSE 4.A)
5. Define and state the consequences of disproportionality and overidentification. (CRSE 2.E)
6. 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)
7. Identify legal and ethical issues inherent to the referral to placement process in special education. (SLO II; BEO; 1, 17; CEC 4.1, 6.1)
8. 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)
9. Identify purpose of participation in statewide assessments and permissible accommodations/modifications. (SLO I; BEO 1; CEC 4.2)
10. 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)
11. Define the following types of assessment used in classroom settings: authentic, screening, diagnostic, formative, benchmark, and summative. (SLO II; BEO 1; CEC 4.1)
12. Discuss the need to utilize a variety of assessment measures in order to minimize bias in classroom assessments. (CRSE 4.A)
13. 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)
14. Identify the key components of benchmark assessment such as 4Sight and DIBELS. (SLO II; BEO 1; CEC 4.2)
15. 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)

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16. 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)
17. Design data collection systems and tools to monitor progress and adjust instruction. (SLO II, III, IV, VII; BEO 6, 15; CEC 4.4)
18. Implement data collection systems to monitor progress in academic and behavioral settings. (SLO II, III, IV, VII; BEO 15; CEC 4.1)
19. 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)
20. Identify the key components of a Functional Behavioral Assessment. (SLO II, VII; BEO 1, 6, 10; CEC 4.0)
21. 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 Guidelines

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.

Identity Statement

All students are welcome in this class. It is my goal to ensure that each student feels comfortable so that they can learn and thrive. To that end, it is expected that all members treat each other with respect and professionalism. All members of this course have the right to be addressed in accordance with their personal identity. If you identify differently than what the University roster provides, let me know so that I can address you appropriately. Addressing all members appropriately is important, so please correct me if I make a mistake. If you have any questions, comments, or concerns, please reach out!

Accommodations

Welcome! It is my goal to create a learning experience that is as accessible as possible. If you anticipate any issues related to the format, materials, or requirements of this course, please meet with me outside of class so we can explore potential options. Students with disabilities may also wish to work with the OASIS to discuss a range of options to removing barriers in this course, including official accommodations.

Course Assignments

All due dates are listed in the course outline and will be announced in class. Please note due dates and plan accordingly. It is my goal to ensure that you are successful. Should you encounter any barriers that prevent you from meeting assigned due dates, please talk to me so that we can work out a plan for your success.

Attendance

Your presence is valued in class. We are a community and need each member to be present regularly. Your voice is important. You will receive opportunities to participate in class activities and discussions. I will make every effort to create an environment where you feel comfortable contributing.

Addressing Barriers

My role as course instructor is to support you in the learning process and provide you with the tools you need to be a successful teacher. If you experience barriers that are hindering your success I encourage you to talk with me so that I can help you connect with resources and provide assistance to you.

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

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encouraged to complete an incident report. For more information or submit a report visit <https://www.esu.edu/diversity/community-restoration-team.cfm>

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.

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

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

CRSE 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

*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

Tentative Course Schedule

<u>Week</u>	<u>Topic</u>	<u>Reading/Assignment</u>
1	Course Introduction Introduction to Special Education Assessment Purpose of Assessment / Types of Assessment	Read syllabus Prepare questions Custom Text Chapter 1
2	Ethical and Legal Considerations Referral to Placement Process Bias in the Assessment Process Exercise	Custom Text Chapter 1, 2, 3
3	Referral to Placement Process Special Education Paperwork Review	Custom Text Chapter 2, 3
4	<u>Formal Measures</u> Norm-Referenced Assessment Descriptive Statistics Reliability and Validity Standardized Test Review – identifying bias	Artifacts - Norm-referenced test activity and article
5	Guardian Questionnaire Interest Inventory	Artifact – Guardian Questionnaire
6	<u>Informal Measures</u> Introduction – types of informal measures	Custom Chapter 4 Handouts Teacher Interview Due
7	<u>Informal Measures</u> Alignment between lesson objective and assessment Checklist	Custom Chapter 4 Assignment – Checklist
8	<u>Informal Measures</u> Rubric Anecdotal Assessment	Custom Chapter 4 Artifacts – Rubric, Anecdotal Assessment (in class) Field Interest Inventory Due

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

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