

Reflection 2

1. Please share your finalized course objectives and/or learning outcomes. If possible, also list the course objectives and/or learning outcomes as they were before this month's revisions.

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.
3. Identify sources of bias in the special education testing and referral process as well as student consequences stemming from those biases.
4. Identify ways to become aware of and minimize bias in the referral to placement process.
5. Define and state the consequences of disproportionality and overidentification.
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.
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)

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)

2. What changes or additions to course objectives and learning outcomes did you make? Why? Consider both macro changes and micro-ones, such as tweaks in existing wording.

I added 3 objectives and changed the wording in two existing objectives (highlighted).

3. How did you identify opportunities for integrating CRSE into your course objectives and learning outcomes? What did you need to review or do to see where these changes could be made?

I reviewed my syllabus to find natural places where I could introduce the competencies to fit with the material I am covering. Since I currently address bias in the assessment process I saw this as a good place to expand what I am doing.

4. How did you approach balancing breadth and depth in selecting CRSE Competencies, course objectives, and learning outcomes? What factors informed your choices? (For example, content of other courses in the program, your own time/knowledge/capacity, bureaucratic barriers...)

I thought about the fact that I have sophomores who are still at an awareness and elaboration phase as well as courses that come before and after this one and how those might address the competencies.

5. What, if any, approval do you anticipate needing for any changes to course objectives or learning outcomes?

We have a curriculum approval process. Since I am adding objectives and course outcomes, I anticipate needing approval from the COE and UWCC.

6. To what extent or in what ways did your small group (either during the Feb. 13-14 meeting or afterwards) help you with your syllabus revisions this month?

Unfortunately, I was not able to attend either meeting.