



**Virtual Campus – Summer 2009
May 26 – August 8**

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

COURSE NUMBER AND TITLE: EDSP 3308 – *Assessment of Students with Special Needs*

CLASS TIME: On-Line/Virtual Campus

TERM AND DATES: Summer (May 26 – August 8, 2009)

INSTRUCTOR'S NAME: Dr. Jo Beth DeSoto
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OFFICE HOURS: **M (10 – 11 a.m.; 12:30 – 3:00 p.m.), W (10 – 11 a.m.; 12:30 – 3:00 p.m.), T (8:30 – 10:00 a.m.), Th (8:30 – 10:00 a.m.)**

CATALOG COURSE DESCRIPTION: Students will study and practice various assessment techniques that are used daily in special education. Procedures for administering these assessments will be researched and practiced prior to students entering their field experience where they will administer tests independently. Students will then produce reports to go with each test administered and will present these results to the class. Assessment regulations will be strictly followed as applied to federal and state law.

PREREQUISITES: EDUC 3304

REQUIRED RESOURCE MATERIALS:

- A. Student Textbook(s)
 - a. Overton, T. (2003). *Assessing learners with special needs: An applied approach*. 6th ed. Upper Saddle River, NJ: Prentice Hall. ISBN: 0131599577.
- B. Access to WBU Learning Resources www.wbu.edu/lrc; John Elliott, email: elliottj@wbu.edu

COURSE OUTLINE: (see as the final section)

COURSE REQUIREMENTS: I place great value on professionalism. Professionalism is a key component to being an effective teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during class time on campus and especially during your field experiences. This component will be evaluated based upon my perspective, the Teacher Education Code of Conduct, and your actions. Additionally,

because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland Division of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, discussions, and field experiences will be taken into consideration as will correct and appropriate format and construction.

1. Exams	- 2 @ 100 points each	=	200
2. Chapter “Think Ahead Questions”	- 11 @ 20 points each	=	220
3. Test Creation	- 4 @ 75 points each	=	300
4. Test Administration	- 4 @ 75 points each	=	300
5. Field Experience Journal	- 1@ 100 points	=	100
TOTAL POSSIBLE POINTS		=	1120

1120	-	1008	=	A
1007	-	896	=	B
895	-	784	=	C
782	-	672	=	D
Less than 539			=	F

Course Outlines and Competencies: Competencies based on **Special Education** Standards from the State of Texas:

Standard V. The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

The beginning special education teacher knows and understands:

- 5.1k state and federal laws (e.g., IDEA, Title I) that require the assessment of the progress of all students toward state standards;
- 5.2k basic terminology used in assessment (e.g., validity, reliability, norm-referenced assessment, criterion-referenced assessment);
- 5.3k ethical concerns related to assessment, including legal provisions, regulations, and guidelines regarding unbiased assessment and the use of psychometric instruments and instructional assessment measures with individuals with disabilities;
- 5.4k criteria used to determine eligibility for special education services;
- 5.5k the processes used for screening, prereferral, intervention, referral, and determining eligibility for special education services;
- 5.6k the appropriate application and interpretation of scores, including standard scores, percentile ranks, and age/grade equivalents;
- 5.7k the purpose, appropriate uses, and limitations of various types of assessment instruments;
- 5.8k methods for monitoring the daily progress of individuals with disabilities; and
- 5.9k the reciprocal nature of assessment and instruction and how to evaluate assessment results to design, monitor, and modify instruction for individuals with disabilities;

Student Learning Outcomes:

1. The student will read state and federal laws regarding Special Education Assessment, memorizing basic terminology used in these types of procedures and identifying specific ethical concerns regarding such practices.
 - a. **Exams**
2. The student will collect data on the various types of assessment instruments available for use by special educators and administer 3 tests to students with disabilities. Upon completion of these tests, the student will then write and present an analysis of the evaluation tool chosen and the test results.
 - a. **Test Creation & Administration**
3. The student will compile a reference list of 15 modifications to be used for each of the 13 exceptionalities as defined by IDEA.

a. **Exams**

The beginning special education teacher is able to:

- 5.1s collaborate with parents/guardians and with other school and community personnel involved in the assessment of individuals with disabilities;
- 5.2s document ongoing student progress and maintain accurate records;
- 5.3s demonstrate responsiveness to cultural and other factors (e.g., ethnicity, language, religion, gender, personal beliefs, nature and severity of disability) by matching appropriate assessment strategies to the characteristics and needs of individual students;
- 5.4s gather background information regarding academic, medical, and family history;
- 5.5s use various types of assessment procedures appropriately;
- 5.6s interpret information from formal and informal assessment instruments and procedures, including the interpretation of various types of scores;
- 5.7s report assessment results to individuals with disabilities, parents/guardians, administrators, and other school community personnel using appropriate communication skills;
- 5.8s use information from teachers, other school and community personnel, individuals with disabilities, and parents/guardians to make or suggest appropriate accommodations/modifications to learning environments;
- 5.9s develop individualized assessment strategies to evaluate the results of instruction;
- 5.10s use assessment information to help make instructional decisions and plan individual programs that results in appropriate placement and intervention for all individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds;
- 5.11s evaluate supports needed for access to the general curriculum and integration into various programs and environments; and
- 5.12s design ecological inventories, portfolio assessments, task analyses, and functional assessments to accommodate the unique abilities and needs of individuals with disabilities.

Student Learning Outcomes:

1. The student will attend a minimum of 3 ARD meetings during their Field Experience and collect notes throughout the procedures, citing parent-teacher-administrator interaction and all types of cultural differences that might be present.
 - a. **Field Experience Journal**
2. The student will develop 6 individualized assessment strategies to evaluate the results of their personal instruction that will specifically address students with disabilities.
 - a. **Individualized Assessments**
 - b. **Test Administration**

ATTENDANCE POLICY:

1. Campus Attendance Policy: The University expects students to make class attendance a priority. All absences must be explained to the instructor who will decide whether omitted work may be made up. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean. Any student who misses twenty-five (25%) or more of the regularly scheduled class meetings will receive a grade of F for that course. Student grade appeals should be addressed, in writing, to the campus dean.
2. Instructor's Additional Policies: Three times arriving late will equal one absence, or three times leaving class early will equal one absence. (Arrival more than five minutes late or departure more than five minutes early will be deemed a late arrival/leave early.) Student must call [(806) 291-1051] or email [desotoj@wbu.edu] the professor prior to class period when he/she will not be in attendance.

METHODS OF INSTRUCTION: The delivery system for the course will consist of face-to-face instruction supplemented by Blackboard interactions. In an effort to accommodate the specific needs of students, instructional methods may include, but will not be limited to, the following: lectures, small group interactions, discussion groups, cooperative learning, peer reviews, presentations, demonstrations, practice, and observations. Independent study and reading are essential elements of this course because each student will construct an individualized Unit for future use in the classroom.

EVALUATION: University Grading System:

A	90-100	Cr	for Credit
B	80-89	NCR	No Credit
C	70-70	I	Incomplete*
D	60-69	W	for withdrawal
F	below 60	WP	Withdrawal Passing
		WF	Withdrawal Failing
	X	No grade given	
		IP	In Progress

A grade of "CR" indicates that credit in semester hours was granted but no grade or grade points were recorded.

*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student's permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

COURSE GRADING CRITERIA: All assignments are due as noted on course calendar unless otherwise announced in class. All assigned work must be word processed. Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days. If a student missed class the day an assignment is due, he or she must still turn in the assignment no later than the regular class meeting time to receive possible full credit for the assignment.

Exams (Mid-Term & Final)	2 @ 100 ea.	200
Chapter "Think Ahead Questions"	11 @ 20 ea.	220
Test Creation	4 @ 75 each	300
Test Administration	4 @ 75 each	300
Field Experience Journal	1	100
TOTAL POSSIBLE POINTS	1129	1120

ACADEMIC HONESTY: University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

PERSONS WITH DISABILITIES: It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

MEETING TIMES, DATES AND ASSIGNMENTS: This class is designed for on-line instruction and students are expected to log onto Blackboard a minimum of 10 hours weekly.

FIELD EXPERIENCE: Students will spend a minimum of 10 hours observing the administration of assessment techniques by special education teachers.

EDSP 3308 (on-line)

Tentative Course Outline—I reserve the right to amend the tentative course outline as needed during the course.*

Date/Week	Classwork	Reading Assignment	Products Due Next Session
May 26	Introduction – Syllabus	Read Ch. 1 Complete “Think Ahead” Questions via the Companion Website at www.prenhall.com/overton ; click on the cover of our book pictured; then click on the Chapter 1; then click on “think ahead” on the left-hand side. Answer all questions AND click on “profile” and fill this out – this is how the questions get submitted to me.	*Begin looking for a site to conduct observations.
June 2	<i>An Introduction</i>	Read Ch. 2 Complete “Think Ahead” Questions via the Companion Website at www.prenhall.com/overton ; click on the cover of our book pictured; then click on the Chapter 1; then click on “think ahead” on the left-hand side. Answer all questions AND click on “profile” and fill this out – this is how the questions get submitted to me.	*Begin Field Experience Journal *Create Test #1 in Reading – Administer test and write a report of what happened.
June 9	<i>Laws, Ethics, & Issues</i>	Read Ch. 3 Complete “Think Ahead” Questions via the Companion Website at	*Continue Field Experience

		<p>www.prenhall.com/overton; click on the cover of our book pictured; then click on the Chapter 1; then click on “think ahead” on the left-hand side. Answer all questions AND click on “profile” and fill this out – this is how the questions get submitted to me.</p> <p>*Turn in Test #1 & the Report about the Administration of the test.</p>	
June 16	<i>Descriptive Statistics</i>	<p>Read Ch. 4 Complete “Think Ahead” Questions via the Companion Website at www.prenhall.com/overton; click on the cover of our book pictured; then click on the Chapter 1; then click on “think ahead” on the left-hand side. Answer all questions AND click on “profile” and fill this out – this is how the questions get submitted to me.</p>	<p>*Create Test #2 in Math – Administer test and write a report of what happened.</p> <p>*Study for Mid-Term</p>
June 23	<p><i>Reliability and Validity</i></p> <p>Mid-Term Exam – Complete BEFORE June 30th, at midnight!</p>	<p>Read Ch. 5 Complete “Think Ahead” Questions via the Companion Website at www.prenhall.com/overton; click on the cover of our book pictured; then click on the Chapter 1; then click on “think ahead” on the left-hand side. Answer all questions AND click on “profile” and fill this out – this is how the questions get submitted to me.</p> <p>*Turn in Test #2 & the Report about the</p>	

		Administration of the test.	
June 30	<i>Curriculum-Based Assessment & Other Informal Measures</i>	<p>Read Ch. 6</p> <p>Complete “Think Ahead” Questions via the Companion Website at www.prenhall.com/overton; click on the cover of our book pictured; then click on the Chapter 1; then click on “think ahead” on the left-hand side. Answer all questions AND click on “profile” and fill this out – this is how the questions get submitted to me.</p>	<p>*Continue Field Experience Journal</p> <p>*Administer Test #3 in English & Write Report – Administer test and write a report of what happened.</p>
July 7	<i>Assessment of Behavior</i>	<p>Read Ch. 7</p> <p>Complete “Think Ahead” Questions via the Companion Website at www.prenhall.com/overton; click on the cover of our book pictured; then click on the Chapter 1; then click on “think ahead” on the left-hand side. Answer all questions AND click on “profile” and fill this out – this is how the questions get submitted to me.</p> <p>*Turn in Test #3 & the Report about the Administration of the test.</p>	
July 14	<i>An Introduction to Norm-Referenced Assessment</i>	<p>Read Ch. 8</p> <p>Complete “Think Ahead” Questions via the Companion Website at www.prenhall.com/overton; click on the cover of our book pictured; then click on the Chapter 1; then click</p>	

		on “think ahead” on the left-hand side. Answer all questions AND click on “profile” and fill this out – this is how the questions get submitted to me.	
July 21	<i>Academic Assessment</i>	Read Ch. 9 Complete “Think Ahead” Questions via the Companion Website at www.prenhall.com/overton ; click on the cover of our book pictured; then click on the Chapter 1; then click on “think ahead” on the left-hand side. Answer all questions AND click on “profile” and fill this out – this is how the questions get submitted to me.	*Administer Test #4 in Spelling & Write Report – Administer test and write a report of what happened.
July 28	<i>Measures of Intelligence & Adaptive Behavior</i>	Read Ch. 10 & 11 Complete “Think Ahead” Questions via the Companion Website at www.prenhall.com/overton ; click on the cover of our book pictured; then click on the Chapter 1; then click on “think ahead” on the left-hand side. Answer all questions AND click on “profile” and fill this out – this is how the questions get submitted to me. *Turn in Test #4 & the Report about the Administration of the test.	*Complete Field Experience Journal *Study for Final Exam
Aug 4	<i>Special Considerations of Assessment in Early Childhood & Transition Interpreting Assessment for Educational Intervention</i> *Complete Final Exam ON OR BEFORE August 4 th , 2009 at midnight!		

