Course and Contact Information

Instructor: Matthew Love, PhD
Office Location: Sweeney Hall 217
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Email: Matthew.love@sjsu.edu
Office Hours: Monday 2:00-4:00
Class Days/Time: Tuesday 7:00-9:45
Classroom: Sweeney Hall 230

Course Format

Hybrid

This course follows a hybrid format with lectures taking place in face to face and online formats. The dates of the face-to-face and online meetings are shown in the table at the end of the syllabus. Students are expected to access readings and materials online on Canvas to prepare for class or complete assignments. Students are also expected to work on assignments, readings, and assessments outside the course time.

Faculty Web Page and MYSJSU Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, and readings can be found on the Canvas learning management system course page for this course. You are responsible for regularly checking with the messaging system through Canvas. Additionally, be aware that all communications for this course should take place on either Canvas or through your university provided email (sjsu.edu).

Course Description

This course will cover formal and non-formal evaluation methods to assess students with mild/moderate disabilities and extensive support needs which include standardized and alternative assessment, RTI, IEP development, case studies, and a comprehensive understanding of evidenced-based practices in assessment.

Course Goals

This course is intended to assist students to meet the competencies specified in the Mild/Moderate Standards and Extensive Support Needs (ESN) specialty Teaching Performance Expectations (TPE) in assessment:

CTC - Teacher Performance Expectations – Education Specialist – M/M and ENS
M/M 5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students’ needs.

M/M 5.3 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.

M/M 5.4 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.

ESN 5.1 Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.

ESN 5.2 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision-making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students’ needs.

ESN 5.4 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.

ESN 5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Plan, conduct, and interpret a comprehensive assessment used for individuals with disabilities using various assessment instruments, adaptive behavior scales, curriculum referenced instruments, ecological inventories, criterion-referenced tests, functional behavior assessments, and checklists.
2. Identify assessments that are valid for use when diagnosing or evaluating students with disabilities, including students who are English learners.
3. Describe and discuss the purpose of and processes related to databased decision-making at the classroom, school, and district level.
4. Describe the theory behind progress monitoring and the assessment of student’s academic, behavioral, social, and functional skills.
5. Adapt and modify existing assessment tools and methods to accommodate the unique needs of students with disabilities and English language learners.
6. Articulate the steps in the assessment process, including how students are referred for assessment in special education.
7. Utilize both formal and informal assessment methods and demonstrate the ability to carry out assessments in school settings to develop IEP goals and objectives.
8. Demonstrate competency with the interpretation of assessment data to write components of an IEP, including present levels, goals, specially designed instruction, and accommodations/modifications.
9. Demonstrate an understanding and a competency to carry out person-centered/family centered planning and strength-based functional/ecological assessments, including assessments of social integration and social functioning.
10. Understand the role of assessment within the core curriculum/state standards in developing instructional programs for students with disabilities and English learners.

Program Learning Outcomes

1. Graduates assess and identify the educational needs and strengths of students with disabilities.
3. Graduates utilize assessment data to plan and deliver specially designed instruction for students with disabilities.
4. Graduates develop Individualized Education Programs (IEP), Individual Family Service Plans (IFSP), and Individualized Transition Plans (ITP) with educational team members to meet the unique needs of students with disabilities from diverse linguistic and cultural backgrounds as appropriate to their credential.
6. Graduates integrate cultural and familial perspective into all aspects of instruction, including assessment and intervention.
7. Graduates collaborate with general educators, parents, and relevant stakeholders.

Required Texts/Readings

Textbook

Other Readings/Resources


Other technology requirements / equipment / material

Students will need access to Microsoft or Google Application Suites that include word processing and spreadsheets.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

Assignments

1. Mental Measurements Yearbook Assignment (50 Points): Students will use the Mental Measurements Yearbook to complete a review of a formal assessment currently in print used to identify students with disabilities and identify their present levels of academic and functional performance.

2. Midterm Exam (50 Points): To demonstrate understanding of key course concepts students will complete a mid-term examination.

3. Goal Tracking System (100 Points): Students will create a functioning tracking system to evaluate student progress made towards established IEP goals or standards. The submission of this tracking system must include a functioning digital copy from Excel that calculates student averages and graphs data. Students will also include a 1-2-page summary describing how data collected will be disseminated to members of an MDT, including parents, and students individually.

4. Assessment Portfolio and Mock IEP Case Study Project (150 Points): Students will create an assessment portfolio to help create a comprehensive, standards-based IEP. The portfolio will include an informal/anecdotal observation of behavioral, social, or functional skills, a task analysis of a behavior or functional skill (if appropriate), one adaptive behavior inventory (if appropriate), a progress monitoring measure, and one additional assessment that must include the WJ-IV, WIAT, or Brigance. The results of these assessments will then be used to create a comprehensive standards-based IEP. These activities can be completed with a student (with personal information de-identified) or an instructor provided case-study.
5. **Mock Person-Centered Planning Meeting (20 Points)**: In groups, students will present methods for using person-centered planning in the development of IEPs and transition plans.

6. **Reading Reflections (30 Points)**: Students will compose 5 reading reflections over the course of the semester. Reading reflections are each 6 points.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Objectives</th>
<th>Aligned TPEs</th>
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</table>
| Mental Measurements Yearbook Assignment (50 Points) | - Identify characteristics of commonly available formal assessments.  
- Identify the reliability and validity measures used to determine if an assessment is “formal”.  
- Determine if an assessment is able to serve as a formal measure on an IEP as deemed under IDEA (2004).  
- Complete a review of an existing formal assessment. | M/M 5.1  
M/M 5.3  
ESN 5.1  
ESN 5.4 |
| Midterm Examination (50 Points) | - Describe the process defined under the law, IDEA (2004), for identifying a students for referring students for assessment and qualifying them for special education.  
- Apply portions of IDEA (i.e., FAPE, LRE) to the assessment process. | M/M 5.1  
M/M 5.3  
ESN 5.2  
ESN 5.4 |
| Goal Tracking System (100 Points) | - Utilize progress monitoring (formal and informal) to track student progress toward IEP Goals and Academic Content Standards.  
- Utilize progress monitoring data to create person centered plans and individualized instructional decisions for students.  
- Create teacher made (informal) progress monitoring tools.  
- Utilize task analyses for tracking behavioral and social skill goals on students IEPs.  
- Create multiple digital data tracking systems (spreadsheets) | M/M 5.1  
ESN 5.1  
ESN 5.2 |
| Assessment Portfolio and IEP Case Study Project (150 Points) | - Create tools to communicate the assessment and progress monitoring stages to parents.  
- Define how parent and student input will be embedded in an IEP.  
- Define how formal and informal assessments will be used to craft an IEP.  
- Deliver formal assessments and interpret scores to craft components of an IEP.  
- Utilize a variety of formal and informal assessments to craft a comprehensive IEP.  
- Define the considerations made for assessing students from culturally and linguistically diverse backgrounds.  
- Craft and deliver present levels in a way that are sensitive to family structure and backgrounds. | M/M 5.1  
M/M 5.4  
ESN 5.2  
ESN 5.5 |
| Person Centered Planning Meeting (20 Points) | - Conduct a person centered planning meeting.  
- Define steps taken to garner a family philosophy for delivering special education services. | ESN 5.1 |
| Reading Reflections (30 Points) | - Define aspects of the law as they apply to the assessment of students with disabilities  
- Identify considerations made when assessing students who are culturally and linguistically diverse.  
- Define best practice for assessing students with disabilities.  
- Define best practice for crafting IEPs. | M/M 5.1  
M/M 5.3  
M/M 5.4  
ESN 5.2  
ESN 5.4  
ESN 5.5 |
Final Examination or Evaluation

In place of a final examination, this course will include a final culminating project where students will produce a final assessment portfolio.

Grading Information

Determination of Grades

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>384-400</td>
<td>96 to 100%</td>
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<tr>
<td>A</td>
<td>372-383</td>
<td>93 to 95%</td>
</tr>
<tr>
<td>A-</td>
<td>360-371</td>
<td>90 to 92%</td>
</tr>
<tr>
<td>B +</td>
<td>344-359</td>
<td>86 to 89%</td>
</tr>
<tr>
<td>B</td>
<td>332-343</td>
<td>83 to 85%</td>
</tr>
<tr>
<td>B -</td>
<td>320-331</td>
<td>80 to 82%</td>
</tr>
<tr>
<td>C +</td>
<td>304-319</td>
<td>76 to 79%</td>
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<tr>
<td>C</td>
<td>292-303</td>
<td>73 to 75%</td>
</tr>
<tr>
<td>C -</td>
<td>280-291</td>
<td>70 to 72%</td>
</tr>
<tr>
<td>D +</td>
<td>264-279</td>
<td>66 to 69%</td>
</tr>
<tr>
<td>D</td>
<td>252-263</td>
<td>63 to 65%</td>
</tr>
<tr>
<td>D -</td>
<td>240-251</td>
<td>60 to 62%</td>
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<tr>
<td>F</td>
<td>&gt;239</td>
<td>0 to 59%</td>
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Summary of Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Mental Measurements Yearbook Assignment</td>
<td>50 Points</td>
<td>12.5%</td>
<td>M/M TPE 5 ESN TPE 5 CLO 2, 10 PLO 6</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>50 Points</td>
<td>12.5%</td>
<td>M/M TPE 5 ESN TPE 5 CLO 2, 3, 4, 6 PLO 1, 3, 6</td>
</tr>
<tr>
<td>Goal Tracking System</td>
<td>100 Points</td>
<td>25%</td>
<td>M/M TPE 5 ESN TPE 5 CLO 4, 8, 10 PLO 1, 2, 6</td>
</tr>
<tr>
<td>Assessment Portfolio and IEP Project</td>
<td>150 Points</td>
<td>37.5%</td>
<td>M/M TPE 5 ESN TPE 5 CLO 1, 2, 5, 7, 8 PLO 1, 2, 4, 6</td>
</tr>
<tr>
<td>Mock Person Centered Planning Meeting</td>
<td>20 Points</td>
<td>5%</td>
<td>M/M TPE 5 ESN TPE 5 CLO 9 PLO 4, 6, 7</td>
</tr>
<tr>
<td>Reading Reflections</td>
<td>30 Points</td>
<td>7.5%</td>
<td>M/M TPE 5 ESN TPE 5 CLO 2, 3, 4, 6, 8 PLO 1, 3, 6, 7</td>
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</tbody>
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Classroom Protocol

1. Arrive on time to class.
2. Actively participate in class discussion and activities. Respect others in class and show tolerance for viewpoints different than one’s own. Everyone’s voice is valued and we all have much to learn from each other.
3. Be respectful with technology (turn phones to vibrate, use technology to support classroom learning, stay off social media).
4. Contact the instructor if you are going to miss class. You are responsible for getting course notes from a classmate if you are absent.

University Policies (Required)

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on the Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/” Make sure to review these university policies and resources with students.

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/webdbgen/narr/catalog/rec12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

• “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  o It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  o In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
• “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic Integrity
Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students' Religious Holidays
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections
Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in
Room 600 of Student Services Center (SSC). Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**
The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

**Course Number / Title, Semester, Course Schedule**

Please note that the schedule is subject to change and information will be posted on CANVAS. All readings for the following week will be posted on CANVAS.

**Course Schedule**

<table>
<thead>
<tr>
<th>Assessment of Students with Disabilities</th>
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<tbody>
<tr>
<td><strong>Week</strong></td>
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</table>
| 1         | 8/27     | • Course Introduction and Overview  
|           |          | • The Role of Assessment and Data in Education  
|           |          |   o Students will become familiar with the reasons teachers assess students. This includes the classroom assessment cycle and the special education assessment cycle.  
|           |          |   o Students will also be introduced to the Individuals with Disabilities Education Act (IDEA, 2004) and who qualifies for special education.  
|           |          | **Readings**: Cohen and Spenciner Chapter 1  
<p>|           |          | <strong>Watch</strong>: Dan Habib Intelligent Lives |</p>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 2    | 9/3  | - Legal Considerations of Assessment in Special Education  
|      |      |   o Students will review updates to Free and Appropriate Public Education (FAPE)  
|      |      |   o Students will become familiar with the assessment process and timelines outlined by federal and state legislation, including the documentation needs of the disability categories outlined by IDEA, and the special considerations that need to be made for English language learners being assessed.  
|      |      | - Working with Families in the Assessment Process  
|      |      |   o Students will be introduced to family members roles as part of the multidisciplinary team as well as parents’ rights in the educational planning process guaranteed under IDEA.  
|      |      | **Readings:** Cohen and Spenciner Ch 3  
| 3    | 9/10 | - Foundations of Assessment  
|      |      |   o Students will be introduced to the concepts of reliability and validity of formal assessments. This includes understanding methods for establishing validity and reliability of assessments.  
|      |      |   o Students will be introduced to the legal criteria for choosing assessments to qualify individuals for special education.  
|      |      |   o Students will use to the Mental Measurements Yearbook to conduct a review of available measures of intelligence, academic achievement, behavior, or social skills and report on the reliability and validity of their assigned assessment.  
|      |      | **Readings:** Cohen and Spenciner Chapter 5 |
| 4    | 9/17 | - Referring Students for Assessment to Qualify for Special Education/RTI  
|      |      |   o Students will be introduced to RTI, including the concepts of universal screening, tiers of evidenced-based instruction, curriculum-based measures, and tracking progress in reading, writing, math, and behavior.  
|      |      |   o Students will identify progress monitoring tools and will create an evaluation timeline for monitoring student progress in RTI and other interventions.  
|      |      |   o Students will receive a hands-on walkthrough of a standardized curriculum-based measure used to monitor student progress.  
|      |      | - Referring Students who do not Respond to Intervention for Assessment  
|      |      |   o Students will become familiar with the models of evaluation in special education, including comparing the dual-discrepancy model to RTI and medical models.  
|      |      | **Readings:** Cohen and Spenciner Chapter 2  
|      |      | Hazelkorn, et al (2011)-Reading Reflection 2 |

**Module 2: Developing Technical Skills for Delivering and Interpreting Formal Assessments**
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<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</table>
| 5    | 9/24  | • **Introduction to Intelligence Tests**  
  o Students will be introduced to intelligence quotients and what they represent.  
  o Students will be introduced to the American Psychological Association’s (APA) requirements for delivering an intelligence test.  
  o Students will become familiar with the role of qualifying individuals for special education, particularly under the category of intellectual disability.  
  o Students will become familiar with the components of major intelligence tests (WISC-V, SB-5).  

  • **Bias in Assessment**  
  o Students will discuss in large and small groups how bias can present itself in the diagnosis of students who are culturally and linguistically diverse, including English learners.  

  **Readings:** Cohen and Spenciner Chapter 6  
| 6    | 10/1  | • **Tests of Academic Achievement: Woodcock-Johnson and the Wechsler Individual Achievement Test**  
  o Students will be introduced to the WJ-IV and WIAT and shown how to deliver it. Students will also participate in hands-on activities for delivering the WJ-IV and WIAT. This includes setting up the testing environment, keeping the assessment record, following the standardized procedures, adhering to the scoring procedures.  
  o Students will be shown how to interpret scores form the WJ-IV/WIAT and use them to craft present levels of academic performance.  

  • **Readings:** Cappizzi (2008)-Reading Reflection 4 |
| 7    | 10/8  | • **Tests of Academic Achievement: Brigance and Student’s Annual Needs Development Inventory (SANDI)**  
  o Students will be introduced to the Brigance and shown how to deliver it. Students will also participate in hands-on activities for delivering the Brigance. This includes setting up the testing environment, keeping the assessment record, following the standardized procedures, adhering to the scoring procedures.  
  o Students will be shown how to interpret scores form the Brigance and use them to craft present levels of academic performance.  
  o Students will also plan strategies and approaches for validly assessing Els with the Brigance and SANDI.  

  • **Person Centered Planning**  
  o Students will be introduced to the concepts of person centered planning and will discuss in large and small groups how to help families and individuals with disabilities develop a person-centered plan.  

  **Readings:** Cohen and Spenciner Chapter 7 |
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<th>Week</th>
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<th>Topics, Readings, Assignments, Deadlines</th>
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<tr>
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<td></td>
<td><strong>Mental Measurement Review Due</strong></td>
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| 8    | 10/15 | - Review and Additional Practice with Formal Assessments  
|      |       |   - Students will engage in additional practice administering the formal assessments covered (i.e., WJ-IV, Brigance, SANDI, WIAT) including role plays and interpreting assessment results from the delivered assessments. |
| 9    | 10/22 | **MIDTERM**  
|      |       | Students will complete a midterm examination that includes multiple choice questions, short answer questions, fill in the blank, and responses to case studies that measure student knowledge if the IEP process, reliability and validity of assessments, and foundational laws relating to assessment in special education. |
| 10   | 10/29 | **Module 3: Rating Scales and Informal Assessments**  
|      |       | - Behavioral Assessments and Rating Scales  
|      |       |   - Students will be introduced to formal behavioral scales (Vineland, GARS, ABAS) and how to administer them.  
|      |       |   - Students will also review how to utilize observations, conferences/interviews, ecological assessments, and documentation to assess and track behavior.  
|      |       |   - Student will develop plans for how to use observations, conferences/interviews, ecological assessments, and documentation to assess behavior.  
|      |       |   - Students will create indirect observation tools (checklists, interviews) to gain other teacher insights to include in present levels.  
|      |       |   - Students will also review and create task analyses as a means of tracking and teaching behaviors. This includes hands-on activities for using a task analysis to track behavior.  
<p>|      |       | <strong>Readings:</strong> Cohen and Spenciner Chapter 8 |</p>
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<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tr>
<td>11</td>
<td>11/5</td>
<td>- Informal Assessment</td>
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<td>- Students will become familiar with the creation and uses of teacher-made tests.</td>
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<td>- Students will be introduced to the uses of portfolio-based assessments, performance-based assessments, rubrics, and authentic assessments.</td>
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<td>- Students will create informal assessments that can be used to supplement findings from formal assessments to create a comprehensive understanding of students’ functional and academic performance.</td>
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<td>- Students will be shown how to create data collection tools to track student progress toward IEP goals and academic standards.</td>
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<td><strong>Readings:</strong> Cohen and Spenciner Chapter 15</td>
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<td></td>
<td></td>
<td>Morgan et al (2014)-Reading Reflection 5</td>
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</tbody>
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**Module 4: Person Centered Planning, Transition Assessment, and Writing/Evaluating IEPs**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>12</td>
<td>11/12</td>
<td>- Transition Assessment and Person-Centered Planning</td>
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<td>- Students will review the legal requirements related to planning students transition from school to postsecondary life.</td>
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<td>- Students will become familiar with transition assessment and involving students and families in the transition process.</td>
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<td>- Students will be introduced to Vocational Interest Inventories, Adaptive Behavior and Life Skill Inventories (Brigance), and Self-Determination Inventories.</td>
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<td>- Person-Centered Planning will be demonstrated to students through the McGill Action Planning System.</td>
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<td><strong>Readings:</strong> Cohen and Spenciner Chapter 18</td>
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<td><strong>In Class Students will simulate a person-centered planning meeting in small groups.</strong></td>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>13</td>
<td>11/19</td>
<td>- Writing Standards-Based IEPs</td>
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<td>- Students will become familiar with how to align present levels of academic and functional performance to specially designed instruction, accommodations and modifications, IEP goals, and the decision of whether students will participate in alternative assessment.</td>
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<td>- Students will also be shown best-practice methods for communicating the IEP to parents.</td>
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<td>- In small groups students will write and deliver present levels in a mock-IEP setting.</td>
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<td>- Students will have an opportunity to write present levels of academic and functional performance tied to a case study presenting information from a variety of assessments and observations in class.</td>
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**Goal Tracking System Due**

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>14</td>
<td>11/26</td>
<td>- Progress Monitoring and Curriculum Based Measures</td>
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<td>- Students will be introduced to curriculum-based measures and how they can be used to track student academic progress and evaluate the effectiveness of an Individualized Education Plan and progress toward IEP goals.</td>
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<td>- Students will identify commercially available CBM and identify tools that can be used to track student progress and progress toward IEP goals.</td>
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<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<td><strong>Readings</strong>: Cohen and Spenciner Ch. 11</td>
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<td><strong>Complete IRIS Module for CBM</strong></td>
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### Module 5: Using Assessment as a Collaborative Tool to Drive Instruction

| 15   | 12/3 | • Collaborating with Other Stakeholders in the Assessment Process  |
|      |      |   o *Students will be introduced to methods for allowing other educators’ input in the development of student IEPs.*  |
|      |      |   o *Students will become familiar with methods for summarizing IEPs for general educators.*  |
|      |      |   o *Students will become familiar with methods for allowing parents’ and students’ input in the IEP development process.*  |
|      |      | • Collaborating with other Educators/Multi-Disciplinary Teams through Discussions of Student and Classroom Data  |
|      |      |   o *Students will be shown methods for participating in professional learning communities to share student progress data and to share strategies for improving/evaluating current services provided to students.*  |

**Readings**: Cohen and Spenciner Ch. 15  
**Mock IEP-In Class Assignment**

| Final Exam | Assessment Portfolio and Professional Reflection Due |