

Course Code & No. - Section: SPED 510
Course Title (Credits): Special Education Assessment and Program Planning
Term & Year: Fall, 2011
Course Ref. No. (CRN): 80219
Instructor: Toby Wiedenmayer
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Office Hours: By Appointment Only
Other Hours: By Appointment Only
Class Meeting Time: Thursday, 4-6:30 p.m.
Location: Reno Campus

The Mission Statement

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

The Core Themes:

Liberal Arts	Professional Preparedness
Entrepreneurial Thinking	Sustainability

Course Description

This course surveys the formal and informal assessment strategies for students with disabilities. Attention is given to developing individual education programs based on formal and informal assessment results that include parent involvement. The course focuses on designing school programs based on State curriculum standards. Transition and placement options for students are addressed. Implications of State and Federal legislation are covered. This course fulfills part of the Nevada State Special Education (SPED) endorsement requirement and it is aligned with the INTASC Standards.

Course Objectives

At the end of this course the learner will; develop knowledge of formal and informal assessment for students with disabilities; apply knowledge to compare formal and informal assessment, and; apply knowledge to develop a model of informal/formal assessment to be used in the classroom. As a result of this course, students will possess theoretical knowledge necessary to teach student populations with various disabilities.

Prim Library

Using the library's resources effectively (not just the Internet) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

Student Outcomes

As a result of completion of the Special Education courses students will be able to:

- Comprehend basic theoretical concepts of Special Education to educational situations (A1-Assignment 1)
- Apply theoretical concepts of Special Education to educational practice(A1-Assignment 1)
- Analyze components of Individualized Education Plan (IEP) in relation to students with individualized needs (A2-Assignment 2)
- Students will evaluate and synthesize appropriate theory to practice through a reflective paper (A3-Assignment 3)
- Students will provide an analysis of their own teaching practice through discussion of theory to practice (A3-Assignment 3)

Methods of Assessing Learning Outcomes

Student outcomes will be assessed using the following:

Assessment of Teacher Candidate Learning Outcomes

Attendance/Professional Etiquette

All students are expected to attend all scheduled classes. **If a student has more than two absences during a 3-credit course, he/she may be asked to withdraw from the course and repeat it at a later date.** As a general rule, there are NO EXCUSED ABSENCES. If there is an emergency, please let me know in advance, however attendance points will be lost for the class. Points are received for class attendance and professional etiquette. Professional etiquette is defined, but not limited to, constructive academic dialogue, being actively engaged, on task behavior, being fully prepared to exchange ideas in class, and no use of electronic devices without instructor's consent. There is no make-up for these points.

Special Education Research Paper (A1)

Apply theoretical concepts of Special Education to educational practice (A1)

1. Specifically, define and discuss application of formal and informal assessment. APA citation required.
2. Specifically, define and discuss application of such terms as disability, behavioral assessment, classification/placement of students with disabilities, Individual Education Plan (IEP), other models currently in use, and/or other factors influencing placement of a student in Special Education. APA citation required.

Special Education IEP/Presentation (A2)

Analyze components of best practices in relation to students with individualized needs in educational contexts (A2)

1. Using information from the text/articles, make a recommendation for student placement in a SPED instructional program.
2. Become familiar with the CCSD Nevada Administrative Code (NAC) and provide a definition/discussion of 1-2 specific Special Instructional Services and Programs.

Special Education Reflective Synthesis(A3)

Evaluate and synthesize appropriate theory to practice through the completion of a reflective synthesis at the level of satisfactory as outlined in the criteria of the course rubric (A3). The reflective synthesis will include theoretical background (A1) and an overview of components of best practices in relation to students with individualized needs (A2). In addition, students will present one current teaching practice they plan to modify or change based on the research. Students will present one new teaching practice they plan to implement based on the research.

Instructional Strategies

Participants will be involved in whole group activities, small group tasks, lectures, discussions, hands-on applications of concepts, and individualized assignments. There will be direct instruction, demonstration and modeling, cooperative learning, and the use of computers, and audiovisual materials. Participants will collaborate with colleagues when necessary to complete assignments.

Correlation of Special Education Courses to State Standards

Sierra Nevada Specialization SPED Courses	Nevada State Department of Education
SPED 510: Special Education Assessment and Program Planning	[NS-V] The assessment of pupils who have disabilities.

Correlation of Special Education Courses to National Teaching Standards

National Teaching Standards: Five Core Propositions	Special Education
Teachers are committed to students and their learning.	SPED 520
Teachers know the subjects they teach and how to teach those subjects to students.	SPED 520 EDUC 555
Teachers are responsible for managing and monitoring student learning.	SPED 510/530
Teachers think systematically about their practice and learn from experience.	PSYC 563
Teachers are members of learning communities.	SPED 540

SPED Specialization Courses Correlated to Council for Exceptional Children (CEC) Standards

CEC Standards	Special Education
Standard 3: Individual Learning Differences Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the	SPED 510

<p>individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>	
<p>Standard 8: Assessment</p> <p>Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	<p>SPED 510</p>

Correlation of Special Education Courses to INTASC and National Teaching Standards

INTASC Standards	Special Education
<p>Standard 8: Assessment</p> <p>The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>SPED 510</p>

Special Education Research Paper Framework (A1) (250 points, 4 pages)

Students will write a research paper discussing theories of SPED assessment and application to educational situations. Students will define both formal and informal assessment based in theory. Specifically, students will discuss application of formal and informal assessments to a specific subject area (e.g. reading, math). APA citation required.

Special Education Research Paper Framework (A1)

- Page 1 Title Page APA
- Page 2-3 Introduction
 - Formal and Informal Assessment Theories, relevant assessment research (two article description, review, and summary (4 paragraphs)
- Page 3-4 Content
 - Select on student to complete an overview of student's disability (1-2 paragraphs)
 - Apply both formal and informal assessment as described in your relevant assessment research to one deficit area (2 paragraphs)
- Page 5 Reference Page (APA)

A1-SPED Research Paper Rubric (250 points)

Outcome	Meets Expectations	Does Not Meet Expectations
Introduction of formal and informal assessment theories. (100 pts.)		
Application to student practice. -Overview of student's disability. (100 pts.)		
Paper has a title page, adheres to professional grammatical standards, uses APA and several sources. (50 points)		
Total:	250/250	/250

Special Education Inclusive Teaching Unit (A2) (250 points, 8 pages total)

Students will be asked to complete an IEP on one student with a disability (the student from A1). Students will analyze the information to determine the appropriate present levels and will use the information to recommend appropriate goals and benchmarks in academic settings. Further, students will identify accommodations and modifications supporting the deficit areas. Students will provide a presentation of their findings and recommendations to their classmates.

IEP/Presentation Plan (A2)

Page 1	Student Information: Case study of individual student, collaboration with outside professional
Page 2	Present Levels of Performance Formal and Informal Assessment Applications Impact on Learning
Page 3	Special Education Services
Page 4	Goals (maximum of 2) as they relate to the assessments
Page 5	Specially Designed Instruction
Page 6	Related Services (none)
Page 7	Accommodations and modifications
Page 8	Placement

Inclusive Teaching Unit/Presentation Rubric (A2)

Outcome	Meets Expectations	Does Not Meet Expectations
Successful completion of IEP packet: 1. Uses both formal and informal assessment (page 2) 2. Packet was accurate and complete (pages 1-8) 3. Clear and concise student information presented provided in applicable areas. (125 points)		
Presentation 1. Visual (e.g. PowerPoint/Overhead/Poster/Prezi/etc.) 2. Visuals need to include theory and application		

3. Communication clear and concise (125 points)		
Total points: 250/250	/250	/250

Special Education Reflective Synthesis (A3) (300 points, 14 pages total)

Evaluate and synthesize appropriate theory to practice through the completion of a reflective synthesis at the level of satisfactory as outlined in the criteria of the course rubric (A3). The reflective synthesis will include theories of assessment (A1) completed IEP in (A2).

In addition, students will present one current assessment practice they plan to modify or change based on the research. Students will present one new assessment practice they plan to implement based on the research.

Special Education Reflective Synthesis and Debate Framework

Page 1	Title Page APA
Page 2-3	A1 Paper (revised)
Pages 4-12	A2 IEP (revised)
Page 13	Reflection (2 paragraphs) 1. How did I apply theories of formal and informal assessment in the IEP? 2. How might I apply theory and practice in my teaching?
Page 14	References APA

Reflective Synthesis Framework (A3) Rubric

Outcome	Meets Expectations	Does Not Meet Expectations
A1 met expectations and received passing points or A1 was edited to meet expectations and received passing points.		
Points for A1 Received:	/250	/250
A2 met expectations and received passing points or A2 was edited to meet expectations and received passing points.		
Points for A2 Received:	/250	/250
Reflection (2 paragraphs) 1. How did I apply theories of formal and informal assessment in the IEP? 2. How might I apply theory and practice in my teaching? 3. Presentations and debates adhere to guidelines outlined. (250 points)		
Paper has a title page, adheres to professional grammatical standards, uses APA and uses several sources. (50 points)		
Points for A3 Received:	/300	/300
Total Points	/800	/800

Grading Policy

Any student receiving a grade of C+ or below in any course is required to repeat the course regardless of the students current Academic Standing (SNC 2010-2011 Catalog, p. 156).

Course Points:

Requirements	Points	Due Date
Attendance/Participation (including outside observations and administration of assessments)	200	Ongoing

SPED Research Paper (A1)	250	
SPED IEP/Presentation (A2)	250	
SPED Reflective Synthesis (A3)	300	
TOTAL COURSE POINTS:	1000	

Points Possible:

1000= A+	899=B+	799=C+	699=D+
950= A	850=B	750=C	650=D
900= A-	800=B-	700=C-	600=D-

Instructional Strategies

Instructional practices used in this course include lecture, Socratic dialogue, individual and small group activities, integration of technology, and ongoing constructive feedback.

Required Text and Readings:

Overton, T. (2011). *Assessing learners with special needs: An applied approach* (7th Ed.) Upper Saddle River, New Jersey: Pearson/Merrill Prentice Hall.

Gibb, G. and Dyches, T. (2007). *Writing quality individualized programs*. (2nd Ed.) Boston: Allyn and Bacon.

Attendance

Teacher Education students are expected to attend all scheduled classes. If a student has two absences during a 3-credit course, he/she at the discretion of the instructor may be asked to withdraw from the course and repeat it at a later date. All instructor decisions regarding attendance will be supported by the administration (SNC 2010-2011 Catalog, p. 162).

Class Expectation for Teacher Candidates

Teacher candidates are expected to arrive to class prepared for each class and to conduct themselves in a professional manner when communicating with the instructor and class members.

Teacher candidates are required to inform the instructor via email at least 24 hours in advance of the due date if their assignment will be late in order for it to be considered for partial credit. Assignments turned in after the due dates lose 5% of total possible points for each day the assignments are overdue.

While electronic devices are commonplace, teacher candidates are asked to use common courtesy and common sense in the use of electronic devices during class sessions. Using laptop computers during class to enhance learning is encouraged. Please avoid using them, however, for non-class related purposes. The ringing of cell phones is distracting to the instructor and other students, so please turn the phones off during class. Texting during class may interfere with your ability to focus on the content of the class, so please refrain from doing so in class. In case of an emergency that requires you to maintain contact with someone outside of class, please inform the instructor at the beginning of class, and leave the class quietly to use the device when necessary.

Academic Accommodations:

Sierra Nevada College is committed to protecting disability rights and accommodating students as defined in the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Students with physical, learning, or psychological disabilities who wish to request accommodations are required to present appropriate documentation of their disability to the Director of Academic Support Services, who will make the necessary accommodations available as appropriate to the documented disability on file. It is suggested that students seeking accommodations contact the Director before the semester begins to make their request. Specific information about a student's disability is kept confidential. Every effort will be made by the faculty and staff of Sierra Nevada College to provide reasonable accommodations. **It is the student's responsibility to request accommodations.**

The SNC Email System

The SNC email system is the official vehicle among students, faculty members and administrative staff, and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC email to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her email account.

Sanctions for Cheating and/or Plagiarism

The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to -encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with the members of the faculty, administration, and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obliged to comply with its regulations and procedures, which they are expected to read and understand.

Consequences for Violating the Faculty/Student Honor Code:

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty is responsible for presenting the Honor Code and consequences for violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGARISM, and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

- 1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3rd Offense: Student is expelled.

Academic Accommodations:

Sierra Nevada College is committed to protecting disability rights and accommodating students as defined in the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Students with physical, learning, or psychological disabilities who wish to request accommodations are required to present appropriate documentation of their disability to the Director of Academic Support Services, who will make the necessary accommodations available as appropriate to the documented disability on file. It is suggested that students seeking accommodations contact the Director before the semester begins to make their request. Specific information about a student's disability is kept confidential. Every effort will be made by the faculty and staff of Sierra Nevada College to provide reasonable accommodations. **It is the student's responsibility to request accommodations.**

Class Schedule

Class #	Date	Topic	Assignment Due, Reading to Be Discussed
1	8/25/11	Introduction to Course Types of Assessment and Evaluation <i>Discussion: What outside issues have influenced a teacher's to refer students to special education?</i>	None Due Ch. 1, Overton
2	9/1/11	Laws, Ethics, and Issues IEP Workshop: Introduction <i>Discussion: How is a student eligible for special education? What factors will not qualify a student for special education?</i>	Ch. 2, Overton Ch. 1, Gibb & Dyches
3	9/8/11	Descriptive Statistics: Making educational decisions based upon numbers*	Ch. 3, Overton Pages 9-20, Gibb & Dyches

		IEP Workshop: Case Studies <i>Discussion: What are your thoughts about IQ, and other types of norming data?</i>	
4	9/15/11	Reliability and Validity* <i>Discussion: What is the importance of testing measures being accurate and dependable?</i>	Ch. 4, Overton Research Paper (A1) due Student Presentation
5	9/22/11	Norm-Referenced Assessment Practice Testing Using Protocols IEP Workshop: Case Studies <i>Discussion: What is the importance of using common testing scripts?</i>	Ch. 5, Overton Pages 21-38, Gibb & Dyches
6	9/29/11	Curriculum-Based Measures, Informal Measures Practice Testing Using Protocols Constructing CBMs IEP Workshop: Present Levels of Performance <i>Administration of CBMs</i> <i>Discussion: Analyze the positives of using informal measures vs. formal measures.</i>	Ch. 6, Overton Pages 39-46, Gibb & Dyches
7	10/6/11	Response to Intervention (RTI), Progress Monitoring IEP Workshop: Measurable Annual Goals Classroom Management <i>Discussion: Why RTI vs. discrepancy model? What are the strengths? Weaknesses?</i>	Ch. 7, Overton Pages 47-58, Gibb & Dyches
8	10/13/11	Academic Assessment: Achievement Tests Achievement Test Examples <i>Administration of Achievement Tests</i> <i>Discussion: If you had to choose an assessment out of the assessments presented, which would you choose and why?</i>	Ch. 8, Overton
9	10/20/11	Assessment of Behavior Functional Behavior Assessment: FAST-R, QABF <i>Discussion: What is the concern with using behavior rating scales? What is the difficulty in determining emotional disturbance as an eligibility?</i>	Ch. 9, Overton IEP (A2) Due
10	10/27/11	Measures of Intelligence and Adaptive Behavior IEP Workshop: Measuring and Reporting Progress <i>Discussion: What are your thoughts about the concept of "IQ"?</i>	Ch. 10, Overton Pages 59-76, Gibb & Dyches
11	11/3/11	Early Childhood Assessment IEP Workshop: Placement and Assessment Assessment Examples <i>Discussion: What issues exist with serving infants and toddlers? How do most states handle delays?</i>	Ch. 11, Overton Pages 77-89, Gibb & Dyches
12	11/10/11	Transition Indicator 13 IEP Workshop: Transition <i>Discussion: How do different disabilities deal with transition? Are there disabilities that have other</i>	Ch. 12, Overton Pages 91-94, Gibb & Dyches

		<i>challenges?</i>	
13	11/18/11	Interpreting Results <i>Discussion: As you look at the two case studies, are there any changes you would make with regard to how assessments were interpreted?</i>	Ch. 13, Overton
14	12/1/11	Presentations	Reflective Analysis (A3) due
15	12/8/11	Presentations/Final Exam	Final Exam

*Bring a calculator