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Connie L Lurie College of Education · Special Education

Assessing Students with Disabilities Section 02 EDSE 215

Fall 2024   3 Unit(s)   08/21/2024 to 12/09/2024   Modified 08/21/2024

👤 Contact Information

Instructor: Mary E. Grace, MS.Ed.

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Phone: (925) 518 - 6644

Class: Thursday's 7:00 PM - 9:45 PM [Hybrid, alternating weeks in person]

Office hours: Wednesday 5PM - 6PM

Office Hours Link (https://calendar.google.com/calendar/u/0/r/eventedit/NTJrNHZ1MXJpNDFhYjY3bGxmYzh1ZzE3bGJfMjAyNDA4MjJUMDAwMDAwWiBtZ3JhY2VAbHZqdXNkLm9yZw?pli=1)

🕐 Course Information

Course Format: Technology Intensive, Hybrid Course

This course is technology intensive and run in a hybrid format. There will be face-to-face sessions as well as online modules. Participants must have access to the internet, have mastered the use of CANVAS, and commit to using and checking their SJSU email regularly for updates. Participants who are unfamiliar with CANVAS and or unable to access their SJSU email are STRONGLY ENCOURAGED to seek assistance from tech support in Clark Hall, or use online sources to access tutorials.

CANVAS Learning Management System:

Course materials can be found on the CANVAS learning management system. Course participants are responsible for regularly checking their SJSU email account for updates.

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.

Program Learning Outcomes (PLO)

1. Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
2. Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
3. Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.

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

Mild/Moderate	Extensive Needs	Universals
1.1, 2.6, 2.9, 4.4, 4.7, 5.1, 5.4, 5.6, 6.2	1.1, 1.5, 1.6, 1.9, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 6.1, 6.3	1.8, 4.1, 4.3, 5.1, 5.2, 5.4, 5.5, 5.6, 5.8

🖥 Course Description and Requisites

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.

Letter Graded

✳ Classroom Protocols

Classroom Protocols

All candidates are expected to conduct themselves in a professional manner as members of this course. Preparation in this course reflects each candidate's ability to become a successful educator. At a minimum, candidates are expected to adhere to the following:

1. Attend all classes.
2. Arrive to class on time and stay until the end of class.
3. Take a break from social media and distracting technology during class. (phones on silent, texts and or messages returned during break or after class has ended).

4. Use of computers during class to take notes, access course materials, and participate in class activities is strongly encouraged.
5. Respect others in class and show tolerance for viewpoints that differ from one's own.
6. Acknowledge that each individual is in a different place of skill and knowledge. All queries treated with respect.
7. Actively participate in class discussions and activities. Everyone's voice is valued and we all have much to learn from one another. We are community!

▦ Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

Link to Education Specialist TPEs (pps 13 – 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

📊 Course Learning Outcomes (CLOs)

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 and processes related to databased decision-making at the student, 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 assessments 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 curriculum-based measures, authentic assessments, and student self-assessments.

10. Understand the role of assessments within the core curriculum/state standards in developing instructional programs for students with disabilities and emergent bilinguals.

📘 Course Materials

Text: Assessment in Special Education: a practical approach.

Author: Pierangelo, R., & Giuliani, G. A.

Publisher: Pearson

Edition: 4th (2012)

or

Author: Pierangelo, R., & Giuliani, G.A.

Publisher: Pearson

Edition: 5th (2017)

Special Education Library Liaison:

Mantra Roy

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≔ Course Requirements and Assignments

Course Requirements and Assignments

1. **Online Modules Readings, Questions, Discussion Prompts, and Activities (5 X 10 points = 50 points):** Candidates will complete five online Modules which can be found in CANVAS under the "Modules" tab. Modules will open on the assigned days in the course schedule. candidates should read the Module Overview to find details on reading and assignments. Module assignments are due in CANVAS one week after the module opens. (See course schedule.)
2. **In class activities (5 X 10 points = 50 points):** Candidates will complete the in class activities during each of the face-to-face class sessions. In class activities are directly related to the course readings and topics covered during the session. In class activities are due at the end of the class section. (See course schedule.)
3. **Formal Assessment and Implementation and Interpretation: (100 points)**: Students will demonstrate their ability to deliver a formal assessment (e.g. Woodcock Johnson, WIAT, Brigance) while adhering with the standardized delivery and scoring procedures of the assessment.
4. **Assessment Report (50 points):** Based on the assessment results, students will write a comprehensive report including the following - student identifying data, reason for referral, background, family background, developmental, academic, social histories, behavioral observations, tests and procedures administered, test results, conclusions and recommendations. (student name should be a pseudonym)
5. **IEP Goal Development (50 points):** Students will review a student's present levels and assessment reports to determine appropriate IEP goal(s) based on student needs. Information on progress monitoring and data collection as well as appropriate accommodations and potential interventions will also be addressed.
6. **Chapter Presentations (30 points):** In small groups, students will present assigned chapters in the text, highlighting key insights and vocabulary from the text.
7. **Mock IEP (100 points):** Students will work in small groups to create a mock IEP based on a fictional student. Members of the group will have designated roles, including but not limited to, general education teacher, special education teacher, school psychologist, speech language pathologist, and/or occupational therapist or physical therapist or other related service provider such as an adapted physical education teacher. Student present levels, student needs and goals, as well as appropriate accommodations will be presented by the designated IEP team members. **(Final Exam)**

✔ Grading Information

Grading Information:

1. **All assignments are due on the assigned time and date and must be submitted through CANVAS.** Emailed or paper copies of assignments **cannot** be accepted. If an extension on an assignment is required, the department late policy requires that **students contact the instructor at least 24 hours in advance of the due date with the request.** The request must include a designated date on which the student intends to submit the assignment, which should be within a week of the original date.

2. **All written work must** be turned in using Microsoft Office Word. The Microsoft Office Suite is available **for free** from the university. If you do not have Microsoft Office on your computer, please refer to the **Information Technology Services** (http://its.sjsu.edu/services/software/microsoft-students/index.html) for information on how to download the software on your device. Assignments turned in using Google Docs, Apple Pages, or PDF format will be returned and the student will need to resubmit.

Determination of Grades:

Grading Scale

98-100% = A+

92-96% = A

90-91% = A-

88-89% = B+

82-87% = B

80-81% = B-

Candidates are reminded that they must maintain a GPA of 3.0 and each course should be completed with a grade of B or higher.

🏛 University Policies

Per University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Week	Date	Topics, Readings, Discussions	Assignments Due

1	8/22 Asynchronous [Online]	Familiarize yourself with: 1. CANVAS 2. Syllabus 3. Assignments & due dates 4. Discussion board 5. Sign up for presentations	Discussion Board Read Chapters 1-2 Sign up for presentations
2	8/29 In person	**Methods of Assessment & Testing Considerations:** Legislation and court cases in special education; formal/informal testing	-Turn in, in-class assignments Exit Ticket
3	9/5 Asynchronous [Online]	Writing a Comprehensive Report Criteria, Test Results	-Read chapters 5, 6, & 17 -Review report templates -Begin filling out Template information -Review Canvas Material
4	9/12 In person	Basic Statistical Concepts & Scoring: Measurement scales, **central tendency, range, standard deviations.** Basic Terminology, Raw Scores, Percentile Ranks, Standard Scores	-Chapter presentations 1-4 -Review Canvas Material -Exit Ticket

5	9/19 Asynchronous [Online]	The MDT Team and Parent Participation in the Assessment process Collaboration, Parental Rights, MDT purpose, culturally responsive. Parental Consent and Evaluation Standards; timeframes, IDEIA, validity, reliability.	-Begin Report outline & Background information - **Discussion board prompt (Points)** -Review Report Templates - **Read Chapters 7, 8, & 19**
6	9/26 In person	The Special Education Process Pre-referral Strategies Identification, Assessment, IEP development Response to Intervention (RTI) Multitiered Systems of Support (MTSS), Pre-referral strategies	Chapters 5, 6, &7 presentations -finish background information and history sections of report -Review Canvas Material -Exit Ticket
7	10/3 Asynchronous [Online]	Determining Eligibility Criteria/ Eligibility Procedures for Special Education Diagnosing a disability Criteria based on disability	-Read chapters 8, 17, 16 -Discussion board prompt (points)

8	10/10 In person	Development of an IEP Using assessment results to determine student's needs, how to incorporate classroom performance and observations	Chapter 8, 17, 16 presentations -Review Canvas Material -IEP goal Assignment due
9	10/17 Asynchronous [Online]	Assessment of Intelligence Measures of Intellectual Ability	Read chapters 10 & 11 - Discussion board prompt (points)
10	10/24 In person	Assessment of Academic Achievement Standardized testing, academic testing	Chapter 9, 18, 19 presentations -Begin assessments, note behavioral observations -Review Canvas Material -Exit ticket
11	10/31 Asynchronous [Online]	Assessment of Perceptual Abilities Visual/Auditory Perception Comprehensive Measures of Perceptual Abilities	Read Chapters 12 & 13 - Discussion board prompt (points) -Continue working on report

12	11/7 In person	**Assessment of Behavior** FBA, Emotional/Social Development, Adaptive Behavior In class time to begin group work for Mock IEPs	Chapter 10, 11, 12 presentations **Mock IEP presentation group sign-up** -Review Canvas Material -Exit Ticket
13	11/14 Asynchronous [Online]	**Early Intervention and Preschool Assessment:** Health screenings, hearing, vision, physical, occupational, developmental	Read Chapters 14 & 15 Continue working on report, begin working on Mock IEP
14	11/21 In person	**Assessment of Speech and Language:** speech and language disorders, assessment measures. Pair up and share draft of assessment report with a partner	Chapter 13, 14 & 15 presentations -Review Canvas Material -Review Mock IEP materials, if needed.
15	11/28 Asynchronous [Online]	Complete work on Assessment report & Mock IEP presentation	Collaborate online or in person with Mock IEP group

| 16 | 12/5

In person | Mock IEP group presentations [final exam]

In class time to complete last minute edits for report. | Assessment report due Midnight 12/7 |
| 17 | 12/12

Drop In Office | | Last date for resubmission Assessment Report if needed.

[prior instructor approval necessary] |