SPECIAL EDUCATION 511
Assessing Diverse Learners with Mild to Extensive Support Needs
Fall, 2022

INSTRUCTOR:
MEETING TIMES:
OFFICE and OFFICE HOURS:
PHONE:
E-MAIL:

TEXT/READER:
1) **Text:** Kritikos, E. & McLoughlin, J. A (2018). Assessing students with special needs (8th ed.), Upper Saddle River, NJ: Prentice Hall. Digital (Kindle) or soft cover book; purchase or rental. Must be the 8th edition. **Enhanced Pearson E-text is not required.

2) **Simulator Voucher:** Candidates will need to buy a voucher at the bookstore for $25 for the simulation exercise and turn it in to their instructor prior to their scheduled simulation.

COURSE DESCRIPTION:

Prerequisites: Restricted to candidates admitted to the Education Specialist Credential Program, Dual Single Subject/Education Specialist Credential Program, ITEP, or the Master of Art's degree in Educational Therapy.

This course is designed to provide candidates with the foundation for understanding the assessment process for learners with a range of support needs. Candidates will focus on the educational assessment methods and procedures used in decision making and program planning for students with mild to extensive support needs including those from culturally and/or linguistically diverse backgrounds. Candidates will learn how to implement and analyze findings using standardized and authentic assessments across content areas.

COURSE OBJECTIVES:
After completing this course, candidates will:
1. Demonstrate an understanding of relevant federal, state and local legislation, regulations, and policies that pertain to the development of educational programs for students with mild to extensive support needs, including: 1) policies related to specialized health care in educational settings; 2) inclusive practices (LRE and FAPE); 3) collaboration with families (families as a critical team member); 4) role and responsibilities of IEP team members; 5) appropriate assessment; and 6) supplemental aids and services (LRE).
2. Explain how the field of special education has changed and evolved over time and demonstrate and understanding of how these changes have impacted the various aspects of special education (e.g., assessment, curriculum, goals, placement, the role of the SPED teacher, etc.)
3. Recognize implicit and explicit biases, the ways in which biases may positively and negatively affect assessment practices, and identify models, such as a social justice framework, that mitigate negative impact on assessment practices.

4. Explain the support needs of learners across disability labels and the assessment and educational/ instructional implications associated with these characteristics: (a) intellectual impairment, (b) language and communication delays, (c) social/behavioral issues, (d) physical disabilities, (e) sensory impairments, (f) traumatic brain injury, and (g) health issues, e.g., common chronic and communicable diseases of children and youth.
5. Demonstrate an understanding of the needs and perspectives of families of students with mild to extensive support needs and demonstrate the ability to empower parents as educational decision makers.
6. Explain the importance of consulting and collaborating with families and specialized staff (e.g., PT, OT, nurse) to ensure specialized healthcare procedures are implemented in an appropriate, safe, and consistent manner.
7. Demonstrate the ability to participate effectively as a team member, including working with paraprofessionals, families, related service staff, and representatives from outside agencies.
8. Develop knowledge of the purposes, characteristics, and appropriate uses of different types of assessments, including: 1) determining eligibility for special education.; 2) meeting the unique needs of students through the IEP process; 3) evaluation and progress monitoring to determine when objectives are met and to evaluate effectiveness of instruction; 4) state and federal accountability, including the principles of alternative achievement standards (AAS) and how they relate to the Common Core State Standards.
9. 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.
10. Use assessment data within the context of the IEP planning team to develop appropriate IEP goals and objectives that clearly articulate the (a) conditions in which the skill(s) is/are to be displayed, (b) skill(s) targeted for instruction, and (c) criteria for success and that focus on the development of reading, writing, and math skills.
11. Demonstrate ability to summarize assessment finding and write descriptive Present Levels of Performance (PLOP's) narratives that are strength based while simultaneously identify areas of needs.
12. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
13. Analyze and interpret results of authentic assessments including curriculum-based, performance-based and observational assessment measures, methods for monitoring progress and records review to determine present levels of performance, make instructional recommendations, including a plan for progress monitoring, presented in a written report with inclusive language that takes into consideration families' various cultural and linguistic differences.
14. Use the ecological inventory to: 1) identify embedded instruction targeting reading, writing, and math skills within typical school, community, and vocational routines, activities, and curricula; 2) create learning opportunities to teach academic skills (reading, writing, math) within a meaningful context in school, community, and vocational settings; 3) plan instruction and accommodations for students from cultural and linguistic backgrounds and students with varying needs and abilities across the age and grade levels.
15. Utilize assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

16. Demonstrate an understanding of transition planning between grade levels and for life after school, including: (a) the individualized transition plan, (b) funding resources (e.g., Department of Rehabilitation; Regional Centers); (c) working with the business community regarding job development and support; and reflective of the importance of promoting self-determination, including decision and choice making, setting goals, and self-regulation across the age range (K – adulthood).

Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- *We value academic excellence in the acquisition of research-based professional knowledge and skills.*

- *We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.*

- *We value ethical practice and what it means to become ethical and caring professionals.*

- *We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.*

- *We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.*

- *We value creative, critical, and reflective thinking and practice.*

Practiced
assessed

COURSE REQUIREMENTS:

1. **Assignment 1: Two (2) Ecological Inventories:** You will observe two academic lessons in a general education classroom (K – 12) and complete columns 1 – 5; one for a learner with mild support needs, and one for a learner with extensive support needs.
2. U: 2.2 4.1 4.3 5.2 MM: 2.8 4.7 5.1 5.2 EX: 1.5 1.6 4.1 4.5 4.8 5.1 5.7

3. **Assignment 2: Formal Assessment.**
   Conduct one section of a formal assessment (in person or via video) and write and a description present level and a goal based on the formal and ecological assessment data and make recommendations for appropriate accommodations/modifications. (60 points)
   U: 4.1 4.3 5.2 5.8 MM: 1.1 1.5 2.1 2.8 4.4 5.1 5.2 5.6 EX: 1.5 1.6 4.5 5.2 5.3 5.7

4. **Assignment 3: Simulation Practicum**
   Participate in a SIMPACT simulation this semester. The simulation will afford practice in IEP meetings and collaborating with parents to meet the needs of their child.
   U: 5.4 5.5 5.8. MM: 1.1 1.5 4.4 4.7 5.1 EX:1.6 4.5 5.3

5. **Assignment 4: Online Reading Checks**
   Activities including quizzes, discussions, and application opportunities are posted to Canvas for each chapter(s) of your text to ensure timely and complete assigned readings.

6. **Assignment 5: IRIS Modules**
   Participate in one IRIS module (Vanderbilt university) in a self-paced session on writing high quality IEPs
   U: 5.2 5.4 5.5 5.8 5.10 MM: 1.1 1.5 4.4 4.7 5.1 5.2 5.3 EX: 1.5 1.6 4.1 4.5 5.3

7. **Assignment 6: Final Exam**
   Case Study: Communicate Initial IEP eligibility assessment outcomes to families and make recommendations, including proposed goal areas, for supports for the student and to the learning environment.
   U: 4.1 5.2 5.5 MM: 1.1 1.5 4.7 EX: 1.5 5.1 5.3

U 4.1 add assess
U 5.1 downgrade to I
U 5.5 add assess

MM 5.1 add assess

COURSE EVALUATION

Assignment	Point Value
Assignment #1: Ecological Inventory in 2 content areas (30 points each)	30 points each = 60 points
Assignment #2: Conduct one section of a formal assessment and write and present level and a goal based on the formal and ecological assessment data	60 points
Assignment #3: SIMPACT (Voucher and Participation)	20 points
Assignment #4: Online Reading Checks (8 @ 10 points each)	80 points
Assignment #5: IRIS Module: IEP Development (Submit final assessment on Canvas)	30 points
Final Exam	30 points
TOTAL	**280 points**

GRADING SYSTEM

GRADE	PERCENT	GRADE	PERCENT
A	95 – 100%	C	73 – 76%
A-	90 – 94%	C-	70 – 72%

B+	87 – 89%	D+	67 – 69%
B	83 – 86%	D	63 – 66%
B-	80 – 82%	D-	60 – 62%
C+	77 – 79%	F	59% or less

A = OUTSTANDING: Performance reflects an outstanding level, including integration and synthesis of information, and application of theory & research to practice. Projects & exams are thoughtful, comprehensive, detailed, thoroughly answered, well organized and clearly written.

B = VERY GOOD: Performance reflects competencies that surpass a basic level of understanding & skill, and that indicate some ability to integrate & apply information.

C= SATISFACTORY: Performance reflects minimal level of competency attainment, understanding and skill does not meet graduate level & professional standards.

Any score below a C = FAILING: Performance does not meet expectations for basis competency attainment.

Note: You must receive a grade of "C" or better to receive credit for this course.

COURSE SCHEDULE

DATE	TOPIC	READINGS
Wk. 1	Introductions; Review of reading requirements and assignments; Purpose of course	Canvas: • Syllabus
Wk. 2	Special Education and Case Law • Federal Legislation • Difference between and IEP and 504 designations • California Legislation • Critical case law related to service determination MM: 5.3 EX: 5.4 History of SPED practices • Past practices and current recommended practices • Legal mandates re: FAPE, LRE, IEP, ITP U: 6.7. MM: 5.3	Text: • Ch. 1 Special Education Assessment Canvas: • IDEA Fact Sheet • Section 504 Fact Sheet
Wk. 3	Addressing Bias in the Assessment Process • What is bias and how is it manifested? U: 6.2 MM: 5.4 Including Families in the Assessment Process • Accessible language • Family-Centered Planning	Text: • Ch. 2 The Assessment Process • Ch. 3 Including Parents and Families in the Assessment process Canvas: • Inconvenient Truths About Assessment • Cultural Characteristics of

	• Culturally responsive assessment U: 5.10 6.2 MM: 4.7 5.4 EX: 4.8 5.1 Collaborative assessment practices EX: 2.5, 2.11 <u>Problems with Standardized Assessments</u> • Issues around reliability & validity across support needs	Multigenerational Poverty • Procedures to Eliminate Bias
Wk. 4	<u>Support Needs of Learners with Disabilities</u> • Cognitive supports • Literacy supports • Language and communication supports • Physical and/or sensory supports • Attention supports • Behavioral supports • Environmental Supports All items: U: 4.2 2.2 MM: 2.1 2.8 5.6	<u>Text:</u> • Ch. 9 Learning Disabilities • Ch. 10 Classroom Behavior <u>Canvas:</u> • SST Best Practices Manual • Embedded math/reading/writing skills handout
Wk. 5	<u>Framing Assessment Questions</u> • Four purposes of Assessments (eligibility, instruction, progress monitoring, accountability) • What assessment tools are best for each purpose and why? • Goal: obtain robust, meaningful information U: 5.1 5.2 MM: 5.1 EX: 5.2	<u>Text:</u> • Ch. 4 Selection of Assessment Tools to Promote Fair Assessment <u>Canvas:</u> • Best Practices Educational Assessment • Culturally Competent Assessment of English Language Learners for Special Education Services
DATE	**TOPIC**	**READINGS**
Wk. 6	Standardized Assessment • Assessment for Eligibility • The role, and limitations, of fidelity • Administration • Scoring • Derived Scores: Standard and percentile All items: U: 5.1 5.2 MM: 1.1 1.5 5.1 5.6 EX: 5.2 5.7	<u>Text:</u> • Ch. 5 Standardized Tests Canvas • The Hippocratic Oath and Grade Equivalents • 5 Key Things to Know About the Margin of Error in Election Polls
Wk. 7	<u>Formal Assessment for Eligibility Decisions</u> • Adaptive behavior • Cognitive considerations MM: 5.1 EX: 5.2 5.7	<u>Text:</u> • Ch. 7 Intellectual Performance • Ch. 8 Adaptive Behavior Canvas • The 32 Million Word Gap

Wk. 8	Formal Standardized Assessments: Achievement Assessment - Brigance - Woodcock Johnson IV - KTEA IV - WIAT IV MM: 5.1 EX: 5.2 5.7	Text: - Ch. 11 Achievement Tests - Ch. 12 Assessment of English Language Learners Canvas - English Language Learners With Reading-Related LD: Linking Data From Multiple Sources to Make Eligibility Determinations
Wk. 9	Authentic Assessments: When to Use and Why - Person center planning - Ecological Inventory U: 2.2 4.1 4.2 5.1 5.2 MM: 2.1 2.8 4.7 5.1 5.2 5.10 EX: 1.5 2.11 4.5 4.8 5.1 5.2 5.7	Text: - Ch 6 Classroom Assessment Canvas: - Sample ecological inventory - Supplemental Assessment Techniques
Week 10	Academic Assessment: Math - Embedding assessment - Opportunity to Learn - UDL Framework U: 4.2 5.2 MM: 5.1 5.2 5.6 5.2 5.7	Text: - Ch 14 Mathematics Canvas - Please see informal assessments on Canvas
Week 11	Academic Assessment: Literacy - Embedding assessment - Opportunity to Learn - UDL Framework U: 4.2 5.2 MM: 5.1 5.2 5.6 EX: 5.2 5.7	Text: - Ch. 13 Reading - Ch. 15 Written and Oral Language Canvas - Please see informal assessments on Canvas - Common Phonics Problems Sorted

DATE	TOPIC	READINGS
Wk. 12	IEP IRIS Module *(Asynchronous Class)* U: 5.2 5.4 5.5 5.8 5.10 MM: 1.1 1.5 4.4 4.7 5.1 5.2 5.3 EX: 1.5 1.6 4.5 5.3	Canvas: IRIS Module
Wk. 13	Analyzing and Summarizing Assessment Findings - Incorporating assessment data into IEP - Writing present level of performance statements U: 4.1 4.2 5.2 5.10 MM: 1.1 1.5 EX: 1.5 1.6 4.5 Writing Goals and Objectives - Components of goals & objectives (condition, target response, criteria)	Canvas - IRIS Module - How to Write IEP Goals - Sample goals and objectives (ESN)

	• Practice writing goals and objectives U: 5.8 MM: 1.1 4.4 EX: 2.5, 4.5	
Wk. 14	Practicum: Role of Teacher in IEP Meetings • Purpose/structure of meeting • IEP simulation (Simpact) U: 5.4 5.5 5.8. MM: 1.1 1.5 4.4 4.7 5.1 EX:1.6 4.1 4.5 5.3	Canvas: • Please review simulation activity • Developing legally correct and educational appropriate IEPs
Wk. 15	Transition Planning ▪ Self-determination/Self-Regulation ▪ IFSP ▪ Department of Developmental Disabilities (DSS) and the Regional Center system U: 5.8 MM: 1.5 5.1 EX: 1.1 1.9 Assessment Purpose 4: Accountability ▪ SBAC ▪ Alternate Assessment (AA) and Alternate Assessment Standards (AAS) MM: 5.1 EX: 1.1 1.9 5.2 5.3 5.7	Text: • Ch. 17 Assessment for Transition Education and Planning Websites ▪ http://stephensplace.org/?gclid=CjwKEAjw8b_MBRDcz5-03eP8ykISJACiRO5Zc6_cu7sfFt4hirBkUEJUH1oqQdkNCPzSMUBO9t26VhoCehzw_wcB ▪ http://www.dor.ca.gov/sep/ ▪ http://www.cde.ca.gov/sp/se/st/ ▪ http://www.avenuessls.org/ ▪ http://www.thearc.org/document.doc?id=5429 ▪ http://www.cde.ca.gov/ta/tg/ca/altassessment.asp ▪ Connectors, Prioritized ELA CCCs, and Essential Understandings: Reading ▪ Connectors, Prioritized ELA CCCs, and Essential Understandings: Writing Connectors, Prioritized Mathematics CCCs, and Essential Understandings (
Wk. 16	▪ **Final Exam: Case Study** U: 4.1 5.2 5.5 MM: 1.1 1.5 4.7 EX: 1.5 4.5 4.8 5.3	

Bibliology

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Texts and Articles:

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Common phonic problems sorted. https://www.theschoolrun.com/common-phonics-problems-sorted

18 inconvenient truths about assessment of learning. https://www.teachthought.com/

How to write IEP goals: A guide for parents and professionals. https://www.speechandlanguagekids.com/write-iep-goals-guide-parents-professionals/

Individuals with disabilities education act (IDEA) fact sheet. https://www.washington.edu/doit/national-information-center-children-and-youth-disabilities-nichcy-0

Miscue analysis for diagnosing reading skills. https://www.thoughtco.com/miscue-analysis-for-diagnosing-reading-difficulties-3111062

Section 504 of the rehabilitation act: Fact sheet. https://www.washington.edu/doit/national-information-center-children-and-youth-disabilities-nichcy-0

SPED 511 Syllabus linking page
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TPE6- EXSN: none