

Fall 2015

EDSP 5775

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University of New Orleans
Department of Special Education and Habilitative Services
Fall 2015

EDSP 5775-486: Test and Measurement for Individuals with Exceptionalities

Instructor: Linda Flynn, Ph.D. Linda.Flynn@uno.edu

Office Hours: Monday 1:00-4:30, Wednesday, 9:00-12:00

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Location/Time: Video Conferencing/Mondays: 4:30-7:15

Course Description:

The assessment process specific to children birth through 21 years old, and their families, will be examined. This course is designed to acquaint students with child identification, screening, diagnostic evaluation, curriculum-based assessment, ecological assessments, and individualized program planning processes. Students will be taught to match the purpose of the assessment with appropriate tools and processes; obtain valid, reliable and ecological information about the child and family; construct a cross-cultural assessment process; and interpret the assessment information for instructional planning, family support, and program reporting. The importance of family participation in the assessment process will be highlighted. Students will complete 25 hours of field work resulting in artifacts to document performance of the course competencies and impact on learning of children with disabilities. Topics will include the selection, administration and interpretation of a variety of observation, screening, evaluation and curriculum-based assessment tools for use with infants, toddlers, preschoolers, and school-age children and their families.

Required Textbook:

Pierangelo, R., & Giuliani, G. (2012). *Assessment in Special Education (4th ed.)*. Pearson, Inc.: New Jersey.

You can use an earlier version of this textbook (i.e., 3rd edition) if you desire since it will cost much less.

Video Conferencing Sessions:

All students are required to participate in all video conferencing sessions. If you are absent without an acceptable excuse, 5 points will be deducted from your overall score for each session missed. You are expected to be linked into Adobe Connect when the class begins.

Performance Objectives

The Division for Early Childhood (DEC) and the Council for Exceptional Children (CEC), the Louisiana State Standards, and the National Association for the Education of Young Children (NAEYC) has developed guidelines which are incorporated into the student learning outcomes described below. Teacher Candidates will demonstrate competencies in integrating Common Core State Standards in lesson plans, unit plans, and field-based activities. The content and experiences of this course align with the College of Education and Human Development conceptual framework and multiple professional standards, including the College of Education Unit Standards, Early Intervention Competencies, CEC Standards, and Common Core State Standards. For more information, refer to [//coehd.uno.edu/educ/table_alignment.cfm](http://coehd.uno.edu/educ/table_alignment.cfm)

Performance Objectives	Unit Standards	CEC Standards	State Standards (COMPASS)
1. Select and utilize a variety of assessment instruments/procedures to meet the needs of children and youth with disabilities.	II.A.5 III.B.3 III.D.1	2.1 4.1 4.2	3d
2. Utilize assessment information to plan instruction and service delivery.	II.A.4 II.A.5 III.C.3	4.2 4.3 5.2 5.3	3d
3. Gather assessment information from multiple perspectives and interpret results to multiple stakeholders.	III.B.1 IV.B.3 IV.C.2	4.2 4.3	1c 3d
4. Utilize ongoing assessment information to modify instruction and service delivery.	I.B.3 III.C.2 III.D.3	3.3 4.4	1c
5. Support the use of formal and informal assessments through accommodations and modifications.	II.A.6 II.A.7 III.B.2 III.B.3	4.1 4.2 4.3	3b 3d
6. Evaluate programs of service delivery and ensure adherence to legal and ethical standards.	III.D.3 III.C.3 IV.C.1	3.3 6.1	3d

LiveText

All candidates in the initial certification M.A.T. (Master of Arts in Teaching) program in teacher education within the College of Education and Human Development (COEHD) are required to develop an electronic portfolio using LiveText. All candidates in such programs must purchase LiveText.

Academic Integrity:

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information: <http://www.studentaffairs.uno.edu>.

To ensure academic integrity, all students enrolled in distance learning courses at UNO may be required to participate in additional student identification procedures. At the discretion of the faculty member teaching the course, these measures may include on-campus proctored examinations, off-site or online proctored examinations, or other reasonable measures to ensure student identity. Authentication measures for this course are identified below and any fees associated are the responsibility of the student.

Accommodations for Students with Disabilities:

The Office of Disability Services (ODS) in conjunction with the Office of Academic Affairs campus wide administrative policy regarding the accommodations of students with disabilities, has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled.

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, go to <http://www.ods.uno.edu>.

College Mission:

The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. The unit's purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs and services through a program of study grounded in the interaction of theory, practice, and research.

Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and

assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Objectives Alignment with Unit and State Standards

In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards.

I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS

A. They establish a culture for learning by:

1. Managing classroom procedures (**COMPASS 2c**)
2. Managing student behavior
3. Organizing physical space
4. Organizing classrooms to integrate technology
5. Maintaining accurate records using available technology

B. They create an environment of respect and rapport by:

1. Using cultural contexts in the classroom
2. Demonstrating knowledge of diversity among students
3. Presenting rationales for change to meet students needs

II. EFFECTIVE TEACHERS DESIGN CURRICULUM AND INSTRUCTION

A. They understand and use curriculum and instruction by:

1. Knowing content
2. Knowing pedagogy
3. Setting instructional outcomes (**COMPASS 1c**)
4. Designing coherent instruction

5. Designing student assessments
6. Incorporating knowledge of diversity in the classroom
7. Planning for the use of technologies in curriculum and instruction
8. Demonstrating knowledge of resources, including technologies
9. Planning for the use of collaborative group practices in the classroom

B. They communicate effectively by:

1. Incorporating effective written communication in the classroom
2. Incorporating effective oral communication in the classroom

III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS LEARNING*

A. They engage students in active learning (COMPASS 3c) by:

1. Interacting effectively with students
2. Demonstrating flexibility and responsiveness
3. Integrating technology and other resources

B. They integrate disciplines into instruction by:

1. Applying connections to multiple disciplines
2. Demonstrating connections to real life

C. They use assessment in instruction by:

1. Incorporating performance tasks in the classroom
2. Using questioning and discussion techniques (COMPASS 3b)
3. Using pre-assessment, formative assessment, and summative assessment appropriately (COMPASS 3d)

D. They embed diversity in decision-making by:

1. Selecting resources
2. Delivering instruction
3. Assessing learning

IV. EFFECTIVE TEACHERS *PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES*

A. They advocate for children, in terms of services and supports by:

1. Communicating with families
2. Demonstrating knowledge of resources in school and the community

B. They collaborate to improve professional practice by:

1. Engaging in a professional community
2. Participating in professional development
3. Collaborating with teachers and mentors
4. Developing goals for social justice
5. Using research-based practices that include current available technology

C. They reflect on teaching and learning by:

1. Focusing on cultural contexts and social justice
2. Collecting and analyzing data to improve practice

Course Outline:

- I. Assessment Overview
 - a. Legislation guiding assessment procedures/policies
 - b. Functions and purposes of assessment
 - c. Identification and referral processes
- II. Properties and Functions of Assessment Tools
 - a. Properties/features of norm-, criterion-, and curriculum-referenced measures
 - b. Evaluating psychometric properties of assessment tools
 - c. Screening instruments and procedures
 - d. Diagnostic instruments and procedures for eligibility
 - e. Evaluation and selection of appropriate test instruments to meet purposes of assessment
- III. Current Issues and Considerations in Assessment
 - a. Family participation in assessment processes
 - b. Assessing family resources, priorities, and concerns
 - c. Cultural sensitivity and competence in working with families from diverse backgrounds
- IV. Assessment of Developmental Domains
 - a. Screening and assessment of sensory/perceptual functions
 - b. Assessing cognitive/intellectual development
 - c. Assessing motor skills
 - d. Assessing communication skills
 - e. Assessing social and behavioral competence
 - f. Assessing adaptive behavior
- V. Curriculum-based Assessment to Plan Education/Intervention Programs
 - a. Gathering curriculum-based information
 - b. Translating assessment results into meaningful intervention plans
 - c. Considerations for implementation of intervention plans
- VI. Models of Assessment
 - a. Interdisciplinary models and procedures of assessment
 - b. Ecological models and procedures of assessment
 - c. Transdisciplinary play-based models and procedures of assessment
 - d. Writing reports from multiple sources of information gathered in the assessment process
- VII. Performance Monitoring
 - a. General considerations/guidelines for monitoring child performance
 - b. Methods and procedures of monitoring the performance of children with disabilities
- VIII. Program and Environmental Accountability
 - a. Environmental quality monitoring
 - b. Statewide data collection for accountability

Individualized Assignments/Field Experiences

Course assignments are designed to measure each student's competencies in selecting, administering, and interpreting appropriate assessment measures for infants/toddlers and preschoolers and their families. The following assignments will be completed through a variety of group and independent activities:

1. **Administration of Screening Tool:**
Students will become familiar with an appropriate screening instrument for assessing an individual infant/toddler or preschooler, administer the screening, and interpret the results. A copy of the screening protocol must be submitted along with a reflection of the process. Instructor will provide the format.

2. **Diagnostic Assessment Tool:**
Each student will critique a diagnostic instrument designed for an infant/toddler or preschooler and complete a written summary of the tool. Instructor will provide the format.

3. **Curriculum-Based Assessment:**
Students will implement a curriculum-based assessment with a preschooler along with collecting data from multiple sources (including teacher, therapist, and/or family members), different environments, and during different conditions. Students will translate curriculum-based assessment results into individual learning plans for children. The completed tool along with a written summary of the results and a reflection of the process must be submitted.

4. **Environmental Assessment:**
Each student will assess the environment of an Early Intervention classroom using the Early Childhood Environmental Rating Scale (ECERS). Additional instructions will be provided.

5. **Transdisciplinary (Play-Based) Arena Assessment:**
Each student will participate in an arena assessment with a toddler or preschooler. A team, including family member, will be formed to plan, conduct, and evaluate the process. All protocols used will be submitted along with an evaluation report and a reflection of the experience.

Field Experiences and Additional Requirements:

Candidates will be required to complete at least 25 hours of field experiences within this course. Field experiences included in this course support candidates to address unit, state, and national standards. (**Initial Certification:** Candidates who are completing their initial certification are required to enter both the location and number of field experience hours completed to meet the requirements of this course into **Live Text** (the e-portfolio system). Live Text is an electronic portfolio that aligns authentic evidence with unit, state, and national standards and is required for progression through and completion of the program of study. This requirement must be completed to earn any credit aligned with field experience assignments. Thus, it is necessary that all initial certification candidates register for Live Text. You should meet with your advisor in your field of study to ensure the appropriate amount of field experience hours are recorded)

Students are expected to attend all classes, read all assignments, and participate in class discussions. Attendance will be considered as part of the student's evaluation.

Written assignments must be typed. Use of "people first" and current, appropriate language is expected in all written assignments and will be considered in the evaluation of your work. Any assignment turned in late without a prearranged alternative may be dropped 10 points for each day it is late.

The instructor reserves the right to modify course assignments or course outline as deemed necessary.

Grading:

Course grades will be based on the following assignments:

Screening Tool Administration	100 points
Critique of Diagnostic Tool	25 points
Curriculum-based Assessment	100 points
Environmental Assessment	50 points
Transdisciplinary Arena	<u>100 points</u>
TOTAL	375 points

Grading Scale:

93-100 %	A
86-92%	B
76-85%	C
69-75%	D
68% and ↓	F

Fall 2015 Schedule

DATE	TOPIC	ASSIGNMENT
8/24	Assessment Overview Elements & Types of assessment	Chapters 1 & 2
8/31	Child Find Process & RtI Screening, Identification &, Referral	Chapters 6 & 18
9/7	Labor Day – no class	
9/14	Psychometric Properties & Functions of Assessment Tools; Eligibility Process SCREENING ASSIGNMENT DUE	Chapters 3, 4, & 5
9/21	Families and cultural implications	Chapter 8
9/28	Adaptive & Motor Assessment Hearing & Visual Assessment DIAGNOSTIC ASSESSMENT ASSIGNMENTS DUE	Chapter 15
10/5	Social and Behavioral Assessment Assessment of Sensory Function & Perception	Chapter 11 Chapter 12
10/12	Communication Assessment Cognitive/Academic Assessment	Chapter 13 Chapter 9 & 10
10/19	Curriculum-Based Assessment (CBA) Program Planning & Monitoring Progress CURRICULUM-BASED ASSESSMENT ASSIGNMENT DUE	Chapter 5
10/26	Assessing Environments	
11/2	ECERS overview and critique	
11/9	Transdisciplinary Arena Assessment ENVIRONMENT ASSIGNMENT DUE	
11/16	Arena Assessment continued	
11/23	Thanksgiving Week – Field experience	
11/30	Transdisciplinary Arena continued TRANSDISCIPLINARY ASSIGNMENT DUE	

Resources

Stanford, P. & Reeves, S. (2005). Assessment that drives instruction. *Teaching Exceptional Children*, 37(4), 18-22.

Orelove, F., Sobsey, D., & Silberman, R. (2010). Educating children with multiple disabilities: A collaborative Approach (4th ed.). Baltimore, MD: Paul H. Brookes.

Families Helping Families of Southeast Louisiana (2013). Families Helping Families of Southeast Louisiana's Resource Handbook for the Metropolitan Region. Retrieved from http://media.wix.com/ugd/51d30d_45359c5eb81fa2d7159df8824dbff35d.pdf