

SYLLABUS

University of Wisconsin-Stevens Point

EDUC 356

Individual Assessment

Fall 2017

2:00-4:30 PM CPS 230

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Intended Learning Outcomes:

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in the following outcomes:

1. Demonstrate knowledge of basic terminology used in assessment
2. Demonstrate knowledge of the legal regulations and ethics related to individual assessment
3. Distinguish between the various types of tests, their administration and uses.
4. Determine appropriate assessment procedures and tools for specific educational situations
5. Administer, score and interpret tests commonly used in special education
6. Write assessment reports addressing all administered assessments
7. Discuss the issues and concerns related to the assessment of culturally/linguistically diverse students

Required Textbook:

Overton, T. (2012). Assessing learners with special needs: An applied approach. Boston, MA: Pearson Publishing. (7th edition)

Course Objectives:

The objectives of this course follow the InTASC Model Core Teaching Standards are listed below:

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performances

2b. The teacher makes appropriate and timely provisions (e.g., pacing for individual rate growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences of needs.

2f. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Essential Knowledge

2h. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

Critical Dispositions

2l. The teacher believes that all learners can achieve at high levels and persists in helping each other learner reach his/her potential.

2m. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performances

6a. The teacher balances the use of formative and summative assessment as appropriate to support, verify and document learning.

6c. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6e. The teacher engages learners in multiple ways of demonstrating knowledge and skill as a part of the assessment process.

6g. The teacher effectively uses multiple and appropriate type of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6h. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessment of testing conditions, especially for learners with disabilities and language learning needs.

6i. The teacher continually seeks appropriate ways to employ technologies to support assessment practice both engage learners more fully and to assess and address learner needs.

Essential Knowledge

6j. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6k. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6l. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6o. The teacher knows when and how to evaluate and report learner progress against standards.

6p. The teacher understands how to prepare learners for assessment and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language needs.

Critical Dispositions

6t. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6v. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and need to promote learner growth.

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performances

9c. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9e. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9f. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documents of sources and respect for others in the use of social media.

Essential Knowledge

9h. The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9i. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9j. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

Critical Dispositions

9m. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9o. The teacher understands the expectations of the professional including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performances

10a. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10d. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10h. The teacher uses and generates meaningful research on education issues and policies.

Essential Knowledge

10i. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10m. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

Critical Dispositions

10q. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10t. The teacher embraces the challenge of continuous improvement and change.

CEC Content Guidelines

Philosophical, historical and legal foundations of special education including:

The current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services (e.g., due process, continuum of services, assessment, discipline, inclusive education, supplemental services and supports, specialized health care needs, assistive technology) for students with disabilities.

The characteristics of learners including:

The various etiologies of medical, psychiatric, neurological and language disorders and how these impact the emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities.

Assessment, diagnosis and evaluation including:

The legal provisions, regulations and guidelines regarding the use of tests and other evaluation materials.

The policies and regulations regarding referral, evaluation and placement procedures for students with disabilities.

The terminology used in the administration of tests and other evaluation materials.

The appropriate application and interpretation of informal tests and other evaluation materials (e.g., teacher-made tests, curriculum based, surveys, inventories, observation, interviews).

A variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches.

The accurate development and maintenance of student evaluation records (e.g., summary of findings).

Instructional content and practice including:

Curriculum materials and systematic instructional methods for teaching basic academic skills and learning strategies in reading, mathematics, and written language; and assignment completion

and test taking skills needed to succeed academically.

Evaluation of the effectiveness of instruction and making responsive adjustments of strategies based on continual observations.

The development and implementation of transition planning.

Planning and managing the teacher and learning environment including:

Evaluation, planning and management of procedures that match the learner needs with the instructional environment.

The principles of physical and health management

Managing Student Behavior and Social Skills/Interactions including:

Planning, implementing and evaluation group and individual behavior management strategies, that include:

Rules, regulations, procedural safeguards including ethics, least intensive intervention, and cultural issues.

Communication and collaborative partnerships including:

The roles of students with disabilities, parents, teachers, and other school and community personnel, who jointly plan, implement and evaluate education services.

Professional and ethical practices including:

Engagement in professional activities that may benefit students with disabilities, their families and or colleagues.

UNIVERSITY POLICIES


- UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. The Rights and Responsibilities document is intended to help establish a positive living and learning environment at UWSP. Click here for more information: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>
- Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information click here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>
- Copyright and File Sharing: Posting instructor-created course material onto course-sharing websites directly violates the instructor's copyright on his/her academic materials. These materials are provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site is unequivocally denied.
- Exceptional Needs Policy: If you need special accommodations to meet any of the course requirements, please register with the [Disability Services and Assistive Technology Office](#) and contact the instructor at the beginning of the course. The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. [Here is more information about UWSP's relevant policies](#). When contacting me about a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an Incomplete in this course). [Thanks to Dr. Kym Buchanan for sharing wording in this section.]

GENERAL COURSE EXPECTATIONS

- Attendance is required except in the rare instance of serious illness or family emergency. This expectation develops your dispositions toward becoming a teacher. A professional is at school daily, fully prepared and with a strong sense of personal responsibility. Please honor your responsibility as a student enrolled in this class and plan to attend every session.

- When extreme or unusual circumstances prevail, an exemplary teacher communicates with supervisors and colleagues as soon as possible.
- If weather or circumstances threaten your safety while traveling to or from class, I understand if you decide not to attend.
- In general, the best way to avoid losing points is to contact the instructor before an absence. When you contact me about an absence, please specifically suggest how you think we should handle the absence (e.g., turning in an assignment late without a penalty).
- Special thanks to Dr. Kym Buchanan for wording suggestions of the attendance section.
- Active participation in class is an important part of the learning process and development of educational professionalism. Each student is expected to participate in all activities to grow skills as a pre-service teacher.
- Academic honesty is expected. Please read the Academic Honesty link in D2L Syllabus tab.
- Students are responsible for checking UWSP email regularly.
- Assignments are to be submitted on time. Late assignments will not be accepted without prior approval from the instructor. An assignment completed on time can receive up to 100% of the points possible. An assignment completed no more than 48 hours late can receive no more than 80% of the points possible. An assignment completed no more than 1 week late can receive no more than 60% of the points possible. After 1 week, usually no credit will be given.
- **Complete all assigned readings BEFORE class.**
- Laptops/technology devices are allowed for taking notes and participating. Emailing, texting, surfing, cell phone use, or other non-class activities does not exemplify the dispositions of a member of the teaching profession. Be respectful of the instructor and your peers by refraining from extraneous use of technology.
- Confidentiality must always be respected. Do not use the real names of people (students, teachers, parents, etc.) in your written assignments and discussions.
- All written assignments are to use 'people first' language. Up to 5 points will be deducted from any assignment not following these directions.
- Type and double-space all written assignments. Handwritten documents will NOT be read or awarded credit. Use proper spelling, punctuation and grammar. Proofread work before submitting it for a grade.
- Apply high levels of scholarship and ethics to explore important matters in regard to educating students with special needs.
- Discuss questions regarding grades privately with the instructor.
- This class is a Communication in the Major (CM) course. Both the content and the writing required to demonstrate understanding of that content will be part of the overall course grade. This course complies with and fulfills all School of Education guidelines for CM courses.

SOE POLICIES

- The School of Education has adopted [a model of the dispositions](#)  we expect from our students and graduates. Be always mindful of those dispositions.
- Students MUST achieve a grade of "C-" or higher for teacher certification. Any grade lower than a "C-" will require a repeat of the course.
- Practicum must be successfully completed to pass this class.
- Every SOE course requires a performance task placed in the student's portfolio. The performance task for EDUC 356 is the ER-1 (Performance).

ASSIGNMENTS/GRADING

1. Attendance and Participation

- The course requirements are designed to help you foster proficiencies for successful teaching as stated in the InTASC Model Core Teaching Standards. This course will also strengthen your abilities to collaborate with peers and become a contributing member of a dynamic

learning community. Your attendance and participation is essential. Collaboration with your peers outside of class is strongly encouraged. When you do collaborate, give proper credit for work that is not your own.

- You are required to attend all scheduled class sessions and be on time. Attendance refers not only to physical presence, but also active mental engagement, participation and professional demeanor.
- Should you have an emergency requiring your absence, please notify the instructor by email prior to the class. One excused absence will be allowed with no grade deduction IF arranged prior to absence.
- Each student is responsible for any missed material.
- Each additional absence (and participation) will be tracked by the instructor. The instructor has sole discretion to make the decision to lower a student's earned grade up to one full letter grade as a result of significant unexcused absences.

2. Dispositions Self Assessment (5 points)

- Complete a self assessment of your current skills compared to the UWSP Professional Education Program Teacher Candidate Dispositions document (available in D2L).

3. Ethics Discussion Thread (5 points)

- Read text and binder regarding educator ethics then post steps you would consider taking regarding one of the ethics dilemmas in binder. Read the posts of at least six peers and post thoughtful replies to at least two of those.

4. Online Quizzes (9 quizzes at 10 points each; 90 points)

- Complete an online quiz on D2L for each assigned textbook reading.
- Each quiz will be available for one week, beginning at 5 PM on the day of class and ending at 1 PM on the due date. Each student is allowed one retake of each quiz within the open period. Your final score for each quiz will be either the score on your initial attempt (if only one attempt) or an average of the two attempts.
- Each quiz will have 10 questions (1 point per question).
- Students should also be prepared to discuss in class the application of the reading materials to past, present and/or future experience.

5. Woodcock-Johnson Tests of Achievement IV (WJ-IV) Administration (40 points)

- Each student will complete a Practice Scoring Packet (5 points).
- Each student will complete a WJ III Video Viewing Guide (5 points).
- Students administer the WJ-IV standard battery to a classmate. Scoring and interpretation will be done in class (10 points).
- Students administer, score and interpret the WJ-IV standard battery to a typically developing child - hard copy of the complete Score Report from this test administration will be submitted (10 points).
- Students will also individually create a WJ-IV Assessment Table from second WJ-IV administration (10 points).

6. RtI/Progress Monitoring/Tukey Method (5 points)

- With information from class lectures and D2L resources, each student will practice using the Tukey method for progress monitoring (document will be submitted to D2L).

7. Learning Module: Observational Data for Behavioral Assessment (26 points)

- In groups determined by instructor, students will complete assigned portions of a learning module shared via Google. Additional outside reading and research on the topics will be necessary. Each group will create, collaboratively present in class and share electronically a mini-lesson to teach the topic to peers. The mini-lesson will be no more than ten (10) minutes and must include an assessment related to the topic. A rubric for the presentation will be

posted on D2L. Mini-lesson presentation (16 points) and a self/peer collaboration assessment (4 points) will be graded components.

- Later in the semester each student will complete Recording Behaviors Practice Videos to employ observation methods covered in the peer presentations (6 points).

8. Observation Methods for SPED Eligibility Determination (10 points)

- Following the instructions on the Google doc for this assignment, you will observe one student in your practicum setting and write an observation report that would provide relevant information within an ER-1.

9. Evaluation Report (ER-1) – Performance (95 points)

- Academic Domain Paragraphs
 - Students use the WJ-IV information gathered on the typically developing child for the ER-1 to write draft academic domain paragraphs (5 points).
 - Each student will evaluate the draft academic domain paragraphs of a peer (5 points).
- Behavior/Social Skills/Adaptive Skills Domain
 - Based in part on viewing movie “Benny and Joon” and taking notes on specified character, each student will administer/complete behavioral survey(s)/assessment(s), score and interpret per examiner’s manual and in-class directions (5 points).
- Using the WJ-IV standard battery administered to a typically developing child as a starting point, each student write a complete evaluation report with all required forms (requirements will be provided and report will be done in sections) and submit both a hard copy and an electronic version to D2L dropbox (80 points).

10. Practicum (60 points: 20 points for Cooperating Teacher Practicum Evaluation and Time Log & 8 points each/40 points total for Practicum Reflections)

- Observe UWSP Practicum Experience Protocol (on D2L).
- Obtain permission to begin your practicum placement. A hard copy of the Practicum Agreement signed by both the cooperating teacher and you should be secured prior to the start of your practicum. A hard copy of the agreement will be turned in to the professor by the fourth class meeting.
- Complete a 15-hour practicum with students with exceptionalities under the direction of a special education teacher. The intent of this practicum experience is for you to assist and observe students with special needs and their teachers. **Please note: You are strongly urged to complete more hours of practicum than the minimum requirement. If a student participates in practicum beyond 22 hours and submits a Practicum Time Log (includes weekly signatures/initials of the cooperating teacher) that verifies the amount, the student will be awarded 10 points added to his/her semester point total.**
- Practicum hours must be spread over no less than an eight week period within the UWSP semester. Massed blocking of hours over a short time span will not be accepted.
- Practicum Time Log (hard copy only needed), signed by the cooperating teacher at each visit to verify the clock hours you were at the placement, must be submitted with the Cooperating Teacher Practicum Evaluation.
- Cooperating Teacher Practicum Evaluation completed by cooperating teacher, signed by both the CT and you, must be submitted by date established by professor (submit both a hard copy and an electronic version to D2L dropbox). This evaluation must also be uploaded to the Credentials tab of your portfolio.
- Standards-based Practicum Reflections on 5 different inTASC Standards written per D2L instructions will be submitted (submit both a hard copy and an electronic version to D2L dropbox) by dates determined by the professor.

- Practicum **MUST** be successfully completed in all aspects to pass this course.

11. ePortfolio Performance Task (5 points)

- Your portfolio must contain a copy of your ER-1 (Performance) assignment and a reflection on that task as the embedded signature assessment for the course. You will also upload your Practicum Evaluation under the Credentials tab of your portfolio. Once those items are uploaded to your portfolio, follow the instructions to submit via D2L.

12. Final Exam (30 points)

- Students will complete a final quiz covering all concepts of the course. It will include a combination of earlier quiz questions and new questions related to course content. This quiz will be available on D2L from the last day of class until the end of the final exam time. This quiz will be 30 questions with no retake option.

Personal Grade Tracker:

ASSIGNMENT	POINTS POSSIBLE	SCORE
Attendance	Maintain grade earned	
Dispositions Self Assessment	5	
Ethics Discussion Thread	5	
Quizzes	9 x 10 = 90	
WJ-IV Practice Scoring Packet	5	
WJ-III Video Viewing Guide	5	
WJ-IV Administration to class peer	10	
WJ-IV Administration to typically developing child	10	
WJ-IV Assessment Table	10	
Rtl/Progress Monitoring/Tukey Method	5	
Learning Module: Observational Data for Behavioral Assessment	20	
Recording Behaviors Practice Videos	6	
Observation for SPED Eligibility	10	
ER-1 – draft academic domain paragraphs	5	
Peer review of ER-1 academic domain paragraphs	5	
Behavior/Social Skills/Adaptive Skills assessments	5	
ER-1 - Performance	80	
Practicum Reflections	5 x 8 = 40	
Cooperating Teacher Practicum Evaluation & time log	20	
ePortfolio Performance Task reflection & upload	5	
Final Exam	30	
Total	371	

Grading Scale			
Percentage	Grade	Percentage	Grade
100%-96%	A	76-74%	C
95-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	63 & Below	F
79-77%	C+		