

Summer 2016
Assessment and Measurement for Special Education Teachers
15:293:533
3 Credits
Tuesday and Thursday 1-4:40pm Mu112
5/31-7/8/16
DRAFT

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Phone Number: 609-802-1952	10 Seminary Place Room 348
Office Hours: Tu/Th 10AM-noon, by arrangement	Prerequisites: 05:300:306 COREQ: 15:293: 534
Room: Murray Hall 112	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

Learning Goals:

Parentetical information relates to New Jersey Professional Standards for Teachers.

Upon completion of this course, students can expect to:

- Understand the characteristics, uses, advantages, and limitations of different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development (Instructional Practice #6 Assessment).
- Understand terminology and technical aspects of educational measures, including the different types of scores that are used to report test results ((Instructional Practice #6 Assessment).
- Describe aspects of measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns (Instructional Practice #6 Assessment).
- Select, administer, score, design and interpret both formal and informal tests that would be appropriate for a student with disabilities (Instructional Practice #6 Assessment).
- Understand the legal provisions, regulations, and guidelines procedures set forth in the Individuals with Disabilities Education Act (IDEA) as they pertain to assessing students, as well as describe typical procedures used for screening, pre-referral, referral, and classification (Instructional Practice #6 Assessment).
- Interpret test results through different error analyses to determine strengths and weaknesses, as well as, present levels and areas needed for remediation and

- instruction. (The Learner and Learning #1. Learner Development, #2. Learning Differences and Instructional Practice #6. Assessment).
- Participate in the design and implementation of the Individualized Education Program (IEP), where appropriate . (The Learner and Learning #1. Learner Development, #2. Learning Differences, Content #4. Content Knowledge, and Instructional Practice #6. Assessment, #7. Planning for Instruction).
 - Analyze student performance using multiple sources of data, and modify future plans and instructional techniques that promote desired student learning outcomes (Instructional Practice #6. Assessment).
 - Accurately document and report assessment data and ongoing student data to parents/ professional staff and create and maintain records, particularly with regard to maintaining security and confidentiality of student information (Instructional Practice #6. Assessment and Professional Responsibility #10 Collaboration).

Course Catalog Description:

This course provides students with knowledge, skills, and understanding of assessment issues related to students in general and special education settings. Topical coverage includes the types and characteristics of assessments, and introduction to formal and informal (functional) assessment in special education, and the use of assessment information to determine special education eligibility, identify current academic and nonacademic performance, set instructional goals, monitor progress, develop classroom assessments and determine the effectiveness of instruction.

Class Materials / Textbooks:

Brookhart, S. M. & Nitko, A.J. (2015). Educational Assessment of Students. (7th ed.). Boston, MA: Pearson Education, Inc.

Supplemental Resources (SR):

SR 1. Individualized Educational Program (IEP). This website provides information about the components of the IEP. Click on Individualized Education Program (IEP) to the left under Browse Major Topics when you get there.

http://idea.ed.gov/explore/view/p/_root,dynamic,TopicalBrief.10

SR 2. IDEA 2004 Model Form (IEP). This website provides a model form of an IEP for NJ students. For your convenience, copies of the Annotated and Unannotated forms can be found in Doc Sharing. <http://www.nj.gov/education/specialed/ieptoc.htm>

SR 3. The Danielson Framework for Teaching (and teacher observation).

<http://www.danielsongroup.org> This site provides a basis for understanding teaching effectiveness and what observers will be looking when evaluating your teaching.

SR 4. Special Education Scenarios. This site provides examples of implementation of the Danielson principles for special education students with examples that range from Unsatisfactory to Distinguished.

<http://www.danielsongroup.org/article.aspx?page=SpecialEd>

SR 5. The state department of NJ – Achieve NJ – presents everything you need to know about Student Growth Objectives.

<http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml> - SGO's

SR 6. Sample PARCC tests for practice <http://www.parcconline.org/computer-basedsamples>.

SR 7. Charlotte Danielson Training videos for a structured observation.

<http://apps.ksbe.edu/kapiina/training-resources/charlotte-danielson-training-videos>

Select 3rd Grade Language Arts

SR 8. The IRIS Center

<http://iris.peabody.vanderbilt.edu/index.html>

SR 9. NJAC 6A:14 New Jersey Special Education Regulations:

<http://www.state.nj.us/education/code/current/>

SR 10. NJAC 6A:15 New Jersey Bilingual Education Regulations:

<http://www.state.nj.us/education/code/current/>

SR 11. Parental Rights in Special Education (PRISE):

<http://www.state.nj.us/education/specialed/form/>

SR 12. The Right to Special Education in New Jersey (A Guide for Advocates) 2nd Edition.

http://www.edlawcenter.org/assets/files/pdfs/publications/Rights_SpecialEducation_Guide.pdf

SR 13. New Jersey Special Education Compliance and Best Practices & Addendum: The IEP Process and Development of the IEP Document [White Paper published by NJ IEP Direct (Centris Group) in Collaboration with Comegno Law Group, P.C. (Doc Sharing).

Overview of Course Activities:

This course includes substantial weekly readings and related activities (main text and supplemental resources), structured review and discussion of readings and associated topics, quiz(ze)s on readings, Disability Research Paper, Classroom Test Design, Assessment Planning, & Case Study Interpretation with related IEP Development. Each week of the course will run from Monday morning through Sunday night. Students are strongly encouraged to complete all or most of the assigned week's course readings during the week.

Professional Discourse:

- Students are expected to be respectful of divergent beliefs and opinions that may be voiced in class discussions, offering constructive questioning and feedback as appropriate.
- Except where otherwise customary (e.g., deaf community terminology), students are expected to use person-first language when speaking of students with disabilities (e.g., student with a learning disability, NOT, LD student), and never use demeaning terms such as retard. Students should avoid language that objectifies human beings as “things” of pity, such as, wheelchair-bound, confined to a wheelchair, or suffers a disability.

Grading Policy:

1. Class discussion / participation (50 points)

2. Quiz (20 points) on June 2nd

There will be one quiz during the semester. The quiz may cover any material from readings, discussion threads, video viewings, etc.

3. Disability Research Paper (50 points) due June 30th

Each student will write a research paper on a specific NJAC 6A:14(c) disability using APA Style. The context of this paper should be the public school experience of a student with the particular disability or circumstances you have chosen. This is a 5-8 page research paper (not counting Title Page & References Page) dealing with one of the following disabilities:

- *Specific Learning Disability (SLD)*
- *Other Health Impaired (OHI) [ADHD falls into this disability category]*
- *Emotionally Disturbed*
- *Autism*
- *Auditorily Impaired*
- *Visually Impaired*
- *Cognitively Impaired*
- *Traumatic Brain Injury*
- *Preschool Child with a Disability*

You may also choose either of the following “special” areas:

- *English Language Learner (ELL)*
- *Gifted & Talented*

Important: All choices must be approved by me in advance and no later than June 14th

4. Assessment Plan (50 points) due June 9th

1. Develop an assessment plan. Using the example in the text on page 110 – figure 6.2 as a model include the time frame, the formative and summative assessment plans and the weighting of the assessments.

2. Develop an assessment plan for your unit using the activity plan on page 111, figure 6.3 as a model, list your objectives, types of assessment, purposes(s) of assessment and actions to be taken using the assessment results. Note - Identifying the actions to take is a critical element of this part of the assignment.
3. Develop a blueprint for the summative assessment for your unit using figure 6.5 on page 114 as a guide. Also refer to your SR 3 & 5 readings.

5. Classroom Test Design (40 points) due June 16th

With a partner you will download a short informational segment on a topic of your choosing from the internet. Together, you will design a test with 8 multiple choice questions, 5-10 matching questions and one essay using the format in the text. You will then modify the test for students with disabilities following the same format.

6. IEP Development (40 points) due June 23rd

IEP Development & New Jersey Model IEP Form. A case study will be provided from which you will develop the following IEP components: Present Levels of Academic Achievement and Functional Performance (PLAAFP), Goals, Objectives, Modifications, & Accommodations. Program recommendations will also be required and should conform to the types of Programs and Related Services delineated in NJAC 6A:14. In addition to your text, you will find relevant information at the websites listed under Supplemental Materials. Your assignment is to be submitted in the format of the IDEA 2004 Model Form (IEP). Use the version of the form that is NOT annotated!

7. Final Exam (50 points) in class July 7th

Course Grades: (out of 300 possible points)

GRADE	PERCENT
A	93-100
B+	87-92.5
B	81-86.5
C+	77-80.5
C	70-76.5
F	Under 70

Late Assignments Policy:

All assignments are expected on time. (This includes Discussion Thread responses!). Late assignments will receive a reduced grade, generally, a flat reduction in grade equivalent to 10% of the total possible assignment grade per day late (or part thereof). Students with bona fide emergencies should contact the instructor as soon as possible to discuss special arrangements in order to avoid grade penalties. The instructor will work constructively and collaboratively with students who communicate early regarding special problems completing assignments on time, with no grade penalties in special situations where

advance communication takes place and the circumstances are deemed reasonable, but will not be supportive of last minute requests for extensions on assignment due dates.

Required Readings and Homework. Students should read, review, and digest required readings, IRIS Modules, Danielson Materials, etc., prior to each week's class and be prepared to ask questions and discuss the material. Anticipate your reading load by looking ahead in the Syllabus. Some weeks are heavier than others. Also, some readings are dense and require a second reading. A "second reading," by the way, can be a productive strategy to employ with many students; those with disabilities and those without!

Submission of Written Work. All written work will be submitted through uploads to Dropboxes. Make sure to save your own copies! Please submit documents in WORD FORMAT only and be certain to include your name on the document itself AND as part of the file name. **NO HANDWRITTEN ASSIGNMENTS WILL BE ACCEPTED!**

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at

http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

For any and all assignments and class activities, no copying of any kind is allowed, unless copied text is placed within quotations and author/source is appropriately cited. Excessive use of quoted material in essay assignments, quizzes, and tests is strongly discouraged and this will tend to result in lower grades. Students need to express themselves using their own language. Clear evidence of extensive plagiarism will likely result in a grade of F for the assignment AND course.

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Schedule

Week	Assignments	
#1 (5/31-6/2)	<p>Introduction to the course</p> <p>Using assessment to make class room decisions.</p> <p>Writing objectives & SGO's</p> <p>Setting Instructional Outcomes & aligning instruction</p> <p>Formal vs. Informal Tests</p>	<ul style="list-style-type: none"> · Chapters 1 & 2 (NB) · Skim Appendices (NB) · Setting Instructional Outcomes (SR3/pp. 15-19) · Student Growth Objectives (SR5) <p>Quiz 6/2</p>
#2 (6/7-6/9)	<p>Integrating assessment & instruction</p> <p>Professional responsibility & ethics</p>	<p>Chapters 5-7 (NB)</p> <p>Assessment Plan due 6/9</p>
#3 (6/14-6/16)	<p>Using scores in teaching</p> <p>Using diagnostic tools to support intervention planning – data managed instruction, RTI</p>	<p>Chapters 11-12 (NB)</p> <p>Paper topic due 6/14 Test design due 6/16</p>
#4 (6/21-23)	<p>State Assessments (PARCC), Accommodations, Working with Specialists, Writing IEPs</p>	<p>Readings on Sakai</p> <p>IEP due 6/23</p>
#5 (6/28-6/30)	<p>Standardized Testing</p> <p>Diagnostic tools to support intervention for social skills, behavior, and ELL students</p>	<p>Chapters 15-18 (NB)</p> <p>Readings on Sakai</p> <p>Paper due</p>
#6 (7/5-7/7)	<p>Consolidating what we've learned</p>	<p>Final exam</p>