

**University of Southern California
Rossier School of Education
Course Syllabus**

**EDUC 575: Assessment and Curriculum for Students with Disabilities
Summer 2018**

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INTRODUCTION AND PURPOSE

While not a new phenomenon, the idea of inclusion is an increasing reality for students with disabilities. For these students, the general education setting is their educational home. Integrated education has changed the professional lives of special educators and general educators; their practices are more public than before. That is, they work in collaboration with the special education teachers taking on a number of several roles, which might include that of a co-teacher, consultant / resource teacher, curriculum specialist, tutor, behavior specialist, or any combination to these. In each of these roles, today's special educator must understand what his/her students already know and how to implement strategies for making the curriculum accessible to them. To fulfill this task, special educators need to understand the general education curriculum, the educational and behavioral needs of their students, the means for adapting curricular material to meet students' needs and methods for assessing their students' progress.

This course is intended to link two essential components for developing effective educational interventions for students with disabilities: (1). assessment; and, (2). curriculum management. Specifically, the purpose of this course is twofold. First, the teacher education candidate will learn how to use currently employed assessment materials and strategies for assessing and evaluating educational progress. Second, they will become skilled at developing strategies for adapting curriculum to the multifaceted needs of special education learners.

Problems of Practice:

The following problems of practice relate to working with students with diagnosed disabilities. Many general education classroom teachers:

- Do not understand the general characteristics of and methods for interpreting educational assessment instruments;
- Do not adequately use strategies that monitor educational progress of students with disabilities;
- Do not understand how to work with students with disabilities within the general education setting and how to make the general education curriculum accessible to student with disabilities;
- Are not familiar with the collaborative skills needed to teach in an inclusion setting or act as a resource to general education teachers;
- Are not aware of the reciprocal effects that including students with disabilities might have on students without disabilities;

COURSE OBJECTIVES

Upon completion of this course candidates will:

Unit 1 – Administer, Interpret, and Use Formal and Informal Assessment processes:

1. Know and demonstrate skills when using current formal assessment instruments; TPE's 6 a-c – Developmentally appropriate practices K-3, 4-8, 9-12; TPE 9 – Learning about students; TPE 12 – Professional, legal, and ethical obligations; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11; MILD/MODERATE SPECIALTY STANDARD 1, 2.
2. Demonstrate the utility of informal assessment in the monitoring of student progress; TPE 12—Professional, legal and ethical obligations; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11, 12; MILD/MODERATE SPECIALTY STANDARD 1, 2.
3. Interpret and using formal and informal assessments and describe the purpose of each type of assessment: a. screening; b. referral, diagnosis, placement; c. monitoring student progress; TPE 11 – Social Environment; TPE 12 – Professional, legal, and ethical obligations; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5 11, 12; MILD/MODERATE SPECIALTY STANDARD 1, 2.

Unit 2 – Plan Educational Interventions Based on Assessment Information:

4. Know how to use classroom assessments to monitor student progress; TPE 3 – Interpretation and use of assessments; TPE – Student engagement; TPE 8 – Learning about students; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11, 12; MILD/MODERATE SPECIALTY STANDARD 1, 2, 3.
5. Know the utility for establishing a classroom based assessment strategy for evaluating the quality of instruction and planning for instruction: TPE - ; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11; MILD/MODERATE SPECIALTY STANDARD 2, 3, 5.

Unit 3 – Implement Curriculum Strategies for Students with Mild / Moderate Disabilities:

6. Know the role curriculum plays in creating effective classrooms for all students, (e.g. planning for instruction and selecting instructional activities; TPE 6 a - c – Developmentally appropriate teaching practices; TPE 9 – Instructional Planning; EDUCATION SPECIALIST PROGRAM STANDARD 4, 5, 13, ; MILD/MODERATE SPECIALTY STANDARD 2, 3, 5, 6.
7. Plan and implement appropriate curriculum interventions to meet the educational needs of students with disabilities; TPE 8 – Learning about students; TPE 9 – Instructional Planning; TPE 11 – Social Environment; EDUCATION SPECIALIST PROGRAM STANDARD 4, 5, 13; MILD/MODERATE SPECIALTY STANDARD 3, 5.

Unit 4 - Plan and Implement Curriculum for Students with Disabilities in the educational Setting:

8. Know strategies for making curricula accessible for all learners, and providing evidence on their effectiveness; TPE 4 – Making content accessible; TPE 9 – Instructional planning; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 13; MILD/MODERATE SPECIALTY STANDARD 3, 5.
9. Demonstrate the ability to make data-based decisions to plan curriculum modifications that meet the instructional needs of students with disabilities: TPE 4 – Making content accessible; TPE 9 – Instructional planning; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 13; MILD/MODERATE SPECIALTY STANDARD 3, 5.
10. Create IEP goals and objectives based on continuous assessment procedures: EDUCATION SPECIALIST PROGRAM STANDARD 7, 8; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 13; MILD/MODERATE SPECIALTY STANDARD 3, 5, 6.
11. Use professional literature in developing an appropriate manuscript style; TPE 13 – Professional growth.
12. Demonstrate commitment to continued professional growth . TPE 12—Professional, legal and ethical obligations; TPE 13 – Professional growth.

CTC STANDARDS: EDUCATION SPECIALIST

Special Education Standard	Unit	I or R	Description	Assessment
EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11; MILD/MODERATE SPECIALTY STANDARD 1, 2.	1	Introduced	Candidate will know and demonstrate skills when using current formal assessment instruments	Action Research Assignment (3 Parts): Candidates will research a formal assessment instrument used in screening, diagnosing, and placing students into special education services.
EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11, 12; MILD/MODERATE SPECIALTY STANDARD 1, 2.	1	Introduced	Demonstrate the utility of informal assessment in the monitoring of student progress	Action Research Assignment (3 Parts): Candidates will research a formal assessment instrument used in screening, diagnosing, and placing students into special education services.
EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11, 12; MILD/MODERATE SPECIALTY STANDARD 1, 2.	1	Introduced	Interpret and using formal and informal assessments	Action Research Assignment (3 Parts): Candidates will research a formal assessment instrument used in screening, diagnosing, and placing students into special education services.
EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11, 12; MILD/MODERATE SPECIALTY STANDARD 1, 2, 3.	2	Introduced	Know how to use classroom assessments to monitor student progress	Assessment Reviews: Candidates will analyze math, reading fluency, and other classroom assessments to suggest curriculum adaptations, and appropriate IEP goals/objectives.
EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11; MILD/MODERATE SPECIALTY STANDARD 2, 3,	2	Introduced	Know the utility for establishing a classroom based assessment strategy for evaluating the quality of	Research Summaries #1 & 2: The summary will focus on a particular high incidence disability and how assessment

5; MSPS 3			instruction and planning for instruction	and curriculum adaptations were used to meet their educational needs
EDUCATION SPECIALIST PROGRAM STANDARD 4, 5, 13, ; MILD/MODERATE SPECIALTY STANDARD 2, 3, 5, 6.	3	Introduced	Know the role curriculum plays in creating effective classrooms for all students, (e.g. planning for instruction and selecting instructional activities	Assessment Reviews & Action Research Assignment: Candidates will analyze math, reading fluency, and other classroom assessments to suggest curriculum adaptations, and appropriate IEP goals/objectives. Research Summaries #1 & 2 (as described above)
EDUCATION SPECIALIST PROGRAM STANDARD 4, 5, 13; MILD/MODERATE SPECIALTY STANDARD 3, 5.	3	Introduced	Plan and implement appropriate curriculum interventions to meet the educational needs of students with disabilities	

TEACHER PERFORMANCE EXPECTATIONS (TPEs)

TPE	Unit	I or R	Description	Assessment
TPE's 6 a-c – Developmentally appropriate practices K-3, 4-8, 9-12	1	Introduced	Candidate will know and demonstrate skills when using current formal assessment instruments	Action Research Assignment (3 Parts): Candidates will research a formal assessment instrument used in screening, diagnosing, and placing students into special education services.
TPE 9 – Learning about students				
TPE 12 – Professional, legal, and ethical obligations				
TPE 12—Professional, legal and ethical obligations	1	Introduced	Demonstrate the utility of informal assessment in the monitoring of student progress	Action Research Assignment (3 Parts): Candidates will research a formal assessment instrument used in screening, diagnosing, and placing students into special education services.
TPE 11 – Social Environment;	1	Introduced	Interpret and using formal and informal assessments	Action Research Assignment (3 Parts): Candidates will research a formal assessment instrument used in screening, diagnosing, and placing students into special education services.
TPE 12 – Professional, legal, and ethical obligations				
	2	Introduced	Know how to use classroom assessments to monitor student progress	Assessment Reviews: Candidates will analyze math, reading fluency, and other classroom assessments to suggest curriculum adaptations, and appropriate IEP goals/objectives.
TPE 6 a - c – Developmentally appropriate teaching practices;	3	Introduced	Know the role curriculum plays in creating effective classrooms for all students, (e.g. planning for instruction and selecting instructional activities	Curriculum and Assessment Review: Candidates will analyze current teaching practices and determine new best practices based on course readings and instruction and develop a plan of implementation.
TPE 9 – Instructional Planning				
TPE 8 – Learning about students;	3	Introduced	Plan and implement appropriate curriculum interventions to meet the educational needs of students with disabilities	Assessment Reviews & Action Research Assignment: Candidates will analyze math, reading fluency, and other classroom assessments to suggest curriculum adaptations,
TPE 9 – Instructional Planning;				
TPE 11 – Social Environment				

and appropriate IEP
goals/objectives.
Research Summaries #1 & 2
(as described above)

By addressing these Teacher Performance Expectations, this course assists you in preparing for the Teacher Performance Assessment (TPA) at the conclusion of this program. Completion of the TPA is required in order to be recommended for a credential from the University of Southern California.

COURSE REQUIREMENTS

Textbooks and other Materials:

Mercer, C.D., Mercer, A.R., & Pullen, P.C. (2011). Teaching Students with Learning Problems (8th Ed.), Columbus, OH: Pearson.

Pierangelo, R. & Giuliani, G.A. (2017). Assessment in Special Education: A Practical Approach (5th Ed.). Columbus, OH: Pearson.

Ralabate, P. K. (2017). Your UDL Lesson Planner: The Step-by-Step Guide for Teaching All Learners. Baltimore, MD: Paul H. Brooks Publishing, Inc.

Ormrod, J. E. (2008). Educational Psychology, 9th edition. Upper Saddle River, NJ: Pearson Education, Inc.

GRADE DISTRIBUTION TABLE

Grading: Grades reflect your total performance and your grade will be compiled on a basis of the work you complete and hand in. Late assignments will be accepted BUT the final grade will be reduced by 20% and that total will be used to compute your final grade. The following criteria for grading are used by the Department of Special Education:

A = Outstanding – Performance reflects an outstanding level, including integration of information, and application of theory and research to practice. Projects and exams are comprehensive, thoughtful, well organized, and clearly written;

B = Very Good – Performance reflects competencies that surpass a basic level of understanding and skill, and that indicate some ability to integrate and apply information;

C = Not acceptable for graduate work or credentialing – Performance reflects minimal level of competency attainment, understanding and skill. Does not meet graduate level and/or professional standards;

D = Not acceptable for graduate work or credentialing – Performance reflects attainment of some competencies;

F = Failing – Performance does not meet expectations for basic competency attainment.

Grading: (See pages 9 - 13 for Course Assignments and Overview)

Assignment	Points and % of Grade	Due
• Attendance/Participation	12	Weekly
• In Class Presentations	15	Week 3, 5, 10
• IRIS Modules	8	Week 3, 4, 5, 7, 8, 9, 10, 11
• ARP Part I: The Student Profile and Baseline Data	10	Week 4
• ARP Part II: Goals, Intervention Plan, and Progress Monitoring Plan	12	Week 6
• Assessment Instrument Reviews	10	Week 9
• Curriculum and Assessment Review	10	Week 11
• ARP Part III: Progress and Intervention Analysis	18	Week 12
• Shared Dialogue Groups	5	Week 3, 6, 9, 12
• TOTAL	100	

Final course grades are based on the following:

A = 94 – 100%; A- = 90 – 93%; B+ = 88 – 89%; B = 84 – 87%; B- = 80 – 83%; C = 70 – 79%;
Below 70% see professor

DISTANCE LEARNING

This course is offered both on-line and on campus; the activities, expectations and requirements are identical between the two versions. The on-line course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments on-line, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g. Facebook, Skype, etc.). Basic tasks will include posting attachments, opening and posting discussion forums and uploading assignments including video clips (the mechanics of this will be taught). As in past courses, candidates will need to be able to video record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and Forums, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor, share their ideas, comments and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The Course Wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student's homepage and in their calendar.

E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

The Forum provides candidates a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly Class Time sessions, the Forum is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates.

In the Event of Technical Breakdowns

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard (on campus cohorts) once completed, load files onto a power drive, and keep a hard copy of papers/projects.

Standards of Appropriate Online Behavior:

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit:

<http://www.usc.edu/student-affairs/SJACS/>

ACADEMIC ACCOMMODATIONS

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-7766.

ACADEMIC INTEGRITY

The University's Student Conduct Code articulates violations that are most common and readily identifiable. Conduct violating university community standards that is not specifically mentioned still may be subject to disciplinary action. General principles of academic honesty include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All candidates are expected to understand and abide by these principles.

Sanctions for violations of the university Student Conduct Code are assessed appropriately for the cited violation. Sanctions will be considered in light of candidates' entire conduct records at the university and will be designed to hold candidates accountable for their actions and the resulting or potential consequences of such actions, to promote the educational well-being of candidates and to protect the educational environment of the university and the safety of its community.

All academic integrity violations will result in an academic consequence. Failure to comply with the terms of any imposed sanctions may be considered an additional violation.

Scampus, the USC student guidebook, contains the Student Conduct Code and information on Academic Integrity. It is the student's responsibility to be familiar with and abide by these guidelines, which are found at:

<http://web-app.usc.edu/scampus/>

A summary of behaviors violating University standards can be also found at:

<http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/>

INCOMPLETES

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the 8th week of the term; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete.

Conditions for Removing a Grade of Incomplete. If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the eighth week. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete. One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered "lapsed," the grade is changed to an "IX" and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

COURSE AND ASSIGNMENT OVERVIEW

Attendance and participation: (1 point per class – 12 total points)

Education is a social endeavor and we learn from one another. If you are not present we cannot benefit from your ideas, experiences, or observations.

Class Time is scheduled for 2 hours and 45 minutes. To receive full credit for Class Time, candidates must be connected through computer/monitor, video camera, and audio connection. Candidates connected by audio only, are not eligible for the maximum point value assigned during Class Time. In the event that you are experiencing technical problems that hinder your ability to fully participate, contact your instructor or Student Support at 888-628-5041. These types of interruptions are not frequent. If you have an emergency and make your instructor aware of an unusual or emergency situation, you will not be held accountable for such events.

You are encouraged to ask questions, and actively participate in both planned and impromptu class discussion, so long as the discussion meets the purpose of the class. Effort invested during Class Time will reduce the effort necessary outside class. Reading and other assignments must be completed prior to participation in Class Time.

School Observation and Field Notes (Formative Assessment): Used to Aid your Action Research Project.

Context is important to understanding children and/or adults with disabilities. All candidates will complete weekly 2-hour school-based observations. These observations are closely aligned to course assignments. Therefore, completing weekly observations is critical to meeting course objectives. As such, it is essential that you begin to develop observational skills to better understand children who present challenges to any teacher or service provider. This assignment has two components:

Weekly Field Observation Reports -

Each candidate will complete weekly school-based observations. Therefore, completing them weekly is essential to meeting course objective. Candidates will be required to keep Field Notes during each observation. You will then synthesize your field notes and you will share your thoughts and feelings by responding to the following prompts: **What I see – What I think – What I feel** -. See the “observation template” provided online. You must complete fourteen-weekly observations.

*****DUE DATES: You do not need to turn in your Observation Notes. These are to help you with your Action Research Project.*****

Shared Dialogue Groups (Formative Assessment) – 5 Points of your grade:

Participation in one 45 minute **Shared Dialogue Group (SDG)** is required **for each unit**. Candidates groupings will engage in a shared discussion related to the readings and videos, upcoming Class Time topics, and/or key questions presented as part of each unit. Each group will consist of 2-5 members. During each meeting the role of the facilitator will be held by a different member of the group. **The discussion group session will be part of in-class participation.** The candidate must remain in the same group for the duration of the course.

In addition to meeting each unit, **each SDG will lead a short discussion at the beginning of class the last week of each of the four themes – Unit 1; Unit 2; Unit 3; Unit 4** – The SDG group will bring

discussion questions or an activity to class time to facilitate a short discussion with their peers, related to the readings. Each group will be assigned this responsibility once or twice during the 15-week session.

DUE: SDG's will meet once per Unit. Each Group will meet before: Week 3; Week 6; Week 9; and, Week 12. You will submit your discussion notes to the professor for each unit.

As stated above, each group will lead a portion of a class discussion. The topics for this discussion relate to your readings, and/or may emerge from your SDG discussions. The dates for these discussions are: Week 3; Week 6; Week 9; and, Week 12 **during Class Time**

In-Class Presentations: 15 Points Due Week 3, 5, and 10

Students will conduct a group presentation on a cognitive/academic assessment, a behavior assessment, and another assessment during the course. Each presentation should have a visual display and be conducted in a professional manner.

Presentation 1 (week 3): Present on a cognitive or academic assessment.

Presentation 2 (week 5): Present on a behavior or related services assessment.

Presentation 3 (week 10): Present on your case study: progress, and analysis of what worked and what did not work.

Papers:

Assessment Instrument Review (Formative Assessment) – Due Week 9 (10 Points of your grade):

There are many different assessment instruments that are used for various purposes in special education. For example, some assessment instruments are used to diagnose and place students into special education services, e.g. norm referenced tests. Other assessments have greater applicability in determining academic progress, e.g. criterion referenced assessments. While others are tied to a particular curriculum and can be used to determine student achievement in that particular curriculum, and some assessment instruments are developed for particular academic or developmental domains. In other words there are many forms of assessment instruments that, when used appropriately, provide information about the students with whom you work.

In this assignment, candidates review two assessment instruments. One must be a formal, norm-referenced instrument and the second an informal criterion referenced assessment. Candidates will write a 4-6 page paper providing information about the purpose of each assessment instrument, a general description of each, reliability / validity information, age/grade level appropriateness, what each measures and any subtest information, usefulness in the area of special education, usefulness for planning intervention strategies. After each instrument is discussed, the author will conduct an analysis section where the two instruments are compared with regards to how each is used in the special education process.

Curriculum and Assessment Review (Formative Assessment) – Due Week 11 (10 points of your grade): Beginning in 1997, the Individuals with Disability Education Act (IDEA) has called for students with disabilities participation in and progress in the general curriculum to the extent possible. There are many barriers to helping students identified under IDEA and in need of special education or *Specialized Designed Instruction* make progress in the general curriculum. Submit a **4-6 page** paper on how curriculum and assessment are used in the special education process to show the student is receiving an educational benefit.

Part 1: Pulling from the readings, IRIS Modules, and class discussions, each candidate will explain the role the Individualized Education Plan (IEP), accommodations, modifications and the various curriculum frameworks and philosophies of Universal Design for Learning (UDL) and differentiated instruction play in helping students in need of specially designed instruction. How do all of these fit together? What role do they play in helping the student participate in the general curriculum?

Part II: Pulling from the readings, IRIS Modules, and class discussions, each candidate will explain how assessment, both formal and informal, play in showing the student is making progress in the general education. What is the importance of assessment and the connection between curriculum and assessment?

Part III: In a discussion section, the candidate will pull from Parts I and II to explain and synthesize how curriculum and assessment connect to ensure the student is participating in and making progress in the general curriculum. How do these connect to show the child is receiving an educational benefit from the IEP and participation in the general education curriculum? How do the IEP, data collection, and curriculum and assessment connect in the class to help the student participate in and show progress in the general curriculum?

Action Research Project (Summative Assessment- 3 Parts): 40 points total

DUE DATES: Part 1 – Week 4

Part 2 – Week 6

Part 3 – Week 12

The Action Research Project will be based on a specific student in the class you are observing in. It is comprised of three parts: Profile and Baseline Data; Goals and Intervention Plan and Curriculum Intervention and Analysis. Each part of this assignment builds on it previous parts. A description of each part is as follows:

Part 1: Profile and Baseline Data (Week 4)

10 points

With the assistance of your mentor teacher, select a child. You will follow this student during the entire course. For this part of the ARP you will describe the child in terms of why he/she is interesting, his/her strengths, and the challenges that child is having in the class. You must address the following academic domains: reading, writing, English language development (if appropriate), and mathematics. You must also address the cognitive domain, the affective/social-emotional domain, behavior, and any other pertinent information. Based on the data provided and grade-level, standards-based expectations, you will establish the student's current level of functioning in each domain. **The baseline data must contain strengths of the students in each of the domains as well as any needs (weaknesses). The level of functioning should be established by quantitative or qualitative data that sets a baseline of functioning. e.g. the student can read 30 words per minute with 95% accuracy. The student has trouble sitting for long periods of time. The student receives verbal cues to sit at least 1x in a 5 min span.** Much of the data for your 3-5 page written description will come from the IEP or data the teacher has collected. Descriptions must be supported using examples and specific data. Writing should follow APA formatting and use headings to provide easy to follow organization to the paper.

Part 2: Goals and Intervention Plan (Week 6) 12 points

Based on your profile and baseline data from Part I, you will develop goals, an intervention plan, and a plan for progress monitoring. Your goals and intervention plan should be based on the needs presented in Part I and should be organized by subject area, e.g., math, reading fluency, word / language skills, behaviors that might include, on-task, in-seat, challenging, etc. This 4-6 page report will detail the student's level of function, target goals for intervention, and a plan for curricular / behavioral accommodations/intervention(s). You will outline the methods you will use to monitor student progress in each of the targeted domains. Indicate the ongoing assessment plans and/or protocols you will use to monitor the implementation of each intervention, such as the types of norm-based, criterion-referenced, and/or curriculum-based measures (e.g. weekly CBM progress monitoring, weekly mastery measurements, subject specific quizzes, summative and formative tests, state and district assessments, etc) you would use to evaluate your intervention plan. Writing should follow APA formatting and use headings to provide easy to follow organization to the paper. Part 2 is due Week 6.

Part 3: Progress & Intervention Analysis (Week 12) 18 points

Part 3 is a 4-6 page paper explaining the implementation and evaluation of your curriculum intervention plan. In Part 2 you developed an intervention and progress monitoring plan based on specific goals. In Part 3, you are reporting on the success of your interventions and progress toward the goals. In this paper, it is recommended that you use charts, tables and other information that will assist in clear display of progress or lack of progress. You will use the data collected to rate the progress toward each goal as "no progress," "emerging," "progressing," or "mastered." In the second part of this paper, you should analyze and evaluate the effectiveness of your intervention plan and make suggestions for future goals and interventions that would benefit the student. Writing should follow APA formatting and use headings to provide easy to follow organization to the paper. Part 3 is due week 15.

IRIS Modules: 8 points (1 point each) of your grade-Due Dates: Week 3, Week 4, Week 5, Week 7, Week 8, Week 9, Week 10, Week 11.

For each module:

Take notes and submit your notes or a brief summary of what you learned on the LMS. This will be your proof you completed the module.

You will notice in this syllabus under the section "Schedule of Assignments and Topics" that some assignments have you working on an "IRIS Module." IRIS is a free online interactive resource that translates educational research on students with disabilities into practices. To locate an IRIS Module, first go to the following website: <http://iris.peabody.vanderbilt.edu>. Next, click "**Resources**" and you will find a list of "**Topics**". Locate the topic for the assignment on which you are working and, after you click that topic, you will find the IRIS Module that you are to complete. For example, let's say that you are studying about collaboration and the assignment says "IRIS Module: What do you see? Perceptions of Disability." **Go to the IRIS website** and then click "**Resources**". Under "Resources," click "**Assessment**" There you will find the module e.g. "**Classroom Assessment: (Part 1): An introduction to monitoring academic achievement in the classroom.**"

- **Week 3: IRIS Module:** Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities: Here is the Link to the Week 3: IRIS Module: Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities. This

Module highlights classroom considerations that promote access to the general education curriculum for students with disabilities. <http://iris.peabody.vanderbilt.edu/module/agc/>

- **Week 4: IRIS Module:** Classroom Assessment: (Part 1): An Introduction to monitoring academic achievement in the classroom. Here is the link to **Week 4: IRIS Module:** Classroom Assessment: (Part 1): An Introduction to monitoring academic achievement in the classroom <http://iris.peabody.vanderbilt.edu/module/gpm/>
- **Week 5: IRIS Module:** RTI (Part 2): Assessment: Part 2 of RTI: This Module explores in detail the assessment procedures integral to RTI. It also outlines how to use progress monitoring data to determine if a student is meeting the established performance criteria or if more intensive intervention is needed. <http://iris.peabody.vanderbilt.edu/module/rti02-assessment/>
- **Week 7: IRIS Module:** Autism Spectrum Disorder (Part I): an Overview for Educators. This Module, first in a two-part series, provides information on the early signs of autism spectrum disorder (ASD), as well as an overview of the difference between a medical diagnosis and an educational determination of ASD. Resources include notes on instructional considerations for teachers who have children and students with ASD in their classrooms, as well as things to keep in mind when working with the families of those children and students. <https://iris.peabody.vanderbilt.edu/module/asd1/#content>
- **Week 8 IRIS Module:** Autism Spectrum Disorder (Part 2): Evidence-Based Practices. This Module, second in a two-part series, highlights strategies that have been shown to be effective in teaching appropriate behaviors and skills and decreasing inappropriate behaviors with children and youth with autism spectrum disorder (ASD). It next explores several strategies that are particularly effective with young children, elementary and middle school students, and high school students. <https://iris.peabody.vanderbilt.edu/module/asd2/#content>
- **Week 9: IRIS Module:** Content Standards: Connecting Standards-Based Curriculum to Instructional Planning. Teachers are required to implement the adopted content standards and to make the connection between standards-based curriculum and the planning and designing of lessons to ensure that students meet expected content standards. This Module serves as a basic guide for the process. <https://iris.peabody.vanderbilt.edu/module/cnm/#content>
- **Week 10: IRIS Module:** Differentiated Instruction: This Module discusses the importance of differentiating three aspects of instruction: content, process (instructional methods), and product (assessment). It explores the student traits—readiness level, interest, and learning preferences—that influence learning. <https://iris.peabody.vanderbilt.edu/module/di/#content>
- **Week 11: IRIS Module:** Universal Design for Learning (UDL): This Module examines the three principles of Universal Design for Learning (UDL) and discusses how to apply these principles to the four curricular components (i.e., goals, instructional materials, instructional methods, and assessments): <https://iris.peabody.vanderbilt.edu/module/udl/#content>

UNIT TOPICS/ASSIGNMENTS

Assessment is an essential component to planning, implementing and evaluating educational effectiveness. It involves the gathering information about the student. These data provide information for understanding the strengths and needs of the student and establish a foundation for making data-based educational decisions.

Unit 1

Formal and Informal Assessment Process Administering, Interpreting, Using Assessment Information

Week 1

Unit Introduction / Purpose

In this first unit we will explore the function of assessment, the assessment process, the types of assessment instruments, and the various methods used to assess students. This topic is important for all teachers but particularly salient for teachers who work with students who diagnosed with disabilities. Assessment plays an important role in determining eligibility for services and determining the services a student will receive. Once eligibility is established, assessment procedures are an essential in monitoring student progress, maintaining program eligibility, and evaluation of program effectiveness.

The purpose of Week 1 is to provide the student with an overview of the course and specific requirements. Additionally, students will discuss the rationale and purpose for assessment. Students will discuss and understand the foundations of assessment in special education and its connection to the current and past policies (e.g. Individuals with Disabilities Education Act (IDEA), Education for All Handicapped Children Act PL (94-142), etc).

Objectives:

- Students will be able to identify when assignments are due using the course syllabus.
- Students will be able to summarize course assignments and expectations by referencing the course syllabus.
- Students will be able to identify and synthesize the connection between education law, policies, and curriculum and assessment.
- Students will understand the connection between the foundations of education law and policy, curriculum and assessment and the terms educational benefit, least restrictive environment, Individualized Education Plan, baseline data, related services, accommodations, and modifications.
- Students will identify and summarize the classifications under special education policy and the connection assessment plays in evaluation and eligibility determination.
- Students will be able to understand and define the normal curve, standard deviation and their connection to standard scores (SS).
- Students will be able to interpret normed referenced assessments using standards scores (SS) and percentile rankings as they relate to the normal curve.
- Students will understand the empirical rule when it comes to the normal curve and its relation to standard populations and formal, normed referenced assessments.

Required Reading:

Pierangelo, R. & Giuliani, G.A. (2017). Foundational concepts in assessment in special education (1-15). *Assessment in Special Education: A Practical Approach* (4th Ed.). Columbus, OH: Pearson.

Ormrod, J. E. (2008). Chapter 1: Teaching and Educational Psychology (p1 – 18). *Educational Psychology*, 9th edition. Upper Saddle River, NJ: Pearson Education, Inc.

Ormrod, J. E. (2008). Chapter 5: Individual Differences and Special Education Needs (p128 - 168). *Educational Psychology*, 9th edition. Upper Saddle River, NJ: Pearson Education, Inc.

Assignments

- Review syllabus
- **Fieldwork Observation #1** – Complete the weekly observation form found in the toolbox. In this first classroom visit, the candidates will observe the general classroom environment. During the observation take note of the room's physical environment, e.g. the furniture, displays, its general appearance. Take note of the number of students and adults. Observe the types of activities taking during the observation. What are the roles of the students and the adults and what are your impressions of the level of student engagement? Is there evidence of ongoing student assessment? Explain. When your observation is completed synthesize your thoughts on the observation form answering the following: **What you saw; What your felt; What you thought.**

Class Time – 1 point

- Small Group Presentation: Cognitive/Achievement Assessment Instrument Overview
- Discussions topics;
 - Discuss the court cases that shaped special education.
 - Discuss the foundations of special education policy.
 - Discuss the terms educational benefit and the importance of collecting data.
 - Break-out: Prepare for presentation on cognitive and achievement assessments.
 - The standard deviation and the normal distribution.
 - Empirical Rule and normed assessments
 - Classifications of Normed Assessments based on standard scores (i.e. Superior, High Average, Average, Low Average, Borderline, etc)

Unit 1
Formal and Informal Assessment Process
Administering, Interpreting, Using Assessment Information

Week 2

Objectives

- Students will describe the purpose of each type of assessment: a. Screening; b. Referral, diagnosis, placement process; and c. Monitoring student progress.
- Students will describe criteria for selecting cognitive and achievement assessments.
- In working groups, students will be able to identify formal assessment instruments used in the screening, diagnosing, placing students into special education services.
- Students will describe formal assessment instruments, either cognitive or achievement.
- Students will be able to classify Assessment Methods and Tools into the following categories: Formal / Informal; Norm / Criterion Referenced; Static / Dynamic; Naturalistic.
- Students will define / describe foundational components of assessment – statistical concepts; reliability / validity; scoring concepts
- Students will be able to describe formal assessment instruments during a presentation at the beginning of Week 2.

Required Reading

Pierangelo, R. & Giuliani, G.A. (2017). Methods of assessment and testing considerations (pgs. 17-30). *Assessment in Special Education: A Practical Approach* (4th Ed.). Columbus, OH: Pearson.

Pierangelo, R. & Giuliani, G.A. (2017). Basic statistical concepts (pgs. 31-39). *Assessment in Special Education: A Practical Approach* (4th Ed.). Columbus, OH: Pearson.

Pierangelo, R. & Giuliani, G.A. (2017). Scoring terminology used in assessment (pgs. 41-48). *Assessment in Special Education: A Practical Approach* (4th Ed.). Columbus, OH: Pearson.

Pierangelo, R. & Giuliani, G.A. (2017). Validity and reliability (53-61). *Assessment in Special Education: A Practical Approach* (4th Ed.). Columbus, OH: Pearson.

Pierangelo, R. & Giuliani, G.A. (2017). Chapter 9 and 10 Assessments of Academic Achievement and Assessments of Intelligence (pgs. 107-146). *Assessment in Special Education: A Practical Approach* (4th Ed.). Columbus, OH: Pearson.

Assignments

- **Complete Field Observation #2:** Focus on student selected for your Action Research Project, Part 1. Attend to level of engagement. Observe interactions with other students and adults - behavioral characteristics.

Class Time – 1 point

- Discussions topics;
 - Assessment Methods and Tools;
 - Measurement components of Assessment;
 - Assessment scores and their uses.
- Break-out: Interpretation of assessment information

Unit 1
Formal and Informal Assessment Process
Administering, Interpreting, Using Assessment Information

Week 3

Objectives

- Students will be able to describe a student's strengths and needs using cognitive, behavioral, and affective observational data from their school site placement (Action Research Assignment, Part 1: Student Description).
- Students will define issues when schools rely on standardized assessment instruments.
- Students will understand how to choose appropriate assessment instruments.
- Students will be able to summarize a student's achievement by interpreting the Cumulative Assessment Record.
- Students will be able to describe and interpret a test record to another student and report out to the group.
- Students will be able to describe a child and their learning characteristics, behavioral issues, and physical description in relationship to the environment and recorded school data from the student's cumulative file (Action Research Assignment #1).
- Students will be able to understand and synthesize the difference and importance of reliability and validity as they relate to formal and informal assessments, normed and criterion referenced assessments.

Required Reading

Mercer, C.D., Mercer, A.R., & Pullen, P.C. (2011). Creating responsive learning environments (p. 2-34). Teaching Students with Learning Problems (8th Ed.), Columbus, OH: Pearson.

Mercer, C.D., Mercer, A.R., & Pullen, P.C. (2011). Assessing students for instruction (77-116). Teaching Students with Learning Problems (8th Ed.), Columbus, OH: Pearson.

Ormrod, J. E. (2008). Chapter 6: Learning and Cognitive Processes (pgs. 170-210). Teaching and Educational Psychology Educational Psychology, 9th edition. Upper Saddle River, NJ: Pearson Education, Inc.

Assignments:

- **Action Research Project Part I: Baseline Data**– The Student #1 - Due
- **Field Observation #3:** Focus on student selected for your Action Research Project: Part 1. Focus on particular behavior(s) – academic, social, behavioral – these will become your baseline data for
- **IRIS Module:** Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities. <http://iris.peabody.vanderbilt.edu/module/agc/>
- Interpreting an Individual Test Record

Class Time – 1 point

- **Small Group Presentation: Cognitive/Achievement Assessment Instrument Overview**
- Discussions topics;
 - Assessment Methods and Tools;
 - Measurement components of Assessment;
 - Assessment scores and their uses.
 - **SDG Discussion:** Group #1 Leads Class Discussion

- Summarize student achievement using assessment information
- Discuss findings from Action Research Project: Part 1
- Break-out: Interpretation of assessment information

Unit 2

Planning Educational Interventions Based on Assessment of Information

Week 4

Unit Introduction / Purpose

Assessment is a multi-tiered process. Beginning with selecting an appropriate assessment instrument and administering those formal / informal instruments the process is furthered when the teacher obtains and interprets results and shares information with others, e.g. parents, students and other teachers. Once assessment information has been interpreted and shared with others, the next step is to use the data for planning educational programs.

Unit 2 is designed to address each of these important assessment components, i.e. select appropriate assessment instruments for determining a students' current level of function in such areas as math, reading and word skills. Once assessment data are obtained, teacher candidates will interpret the results to determine the students' level of function in these critical academic domains. Teacher candidates will then use assessment data to plan appropriate educational programs and to monitor student progress to determine the effectiveness of their planned curricular strategies. Teacher candidates will demonstrate these skills by determining baseline skills for a student. These data will provide the foundation for planning academic / behavioral / social interventions for a selected student and to evaluate the efficacy of their educational interventions.

Objectives

- Students will present on a behavior or related services assessment.
- Students will be able to explain how to Monitor Student Progress using resources at the school site.
- Students will be able to summarize the impact academic, cognitive, and behavior strengths and weaknesses impact a students ability to progress in the general curriculum.
- Students will be able to analyze baseline assessment data in math, reading fluency, and word skills.
- Students will be able to describe the components of a report that illustrates an analysis of baseline assessment data for school site administrators and school personnel.
- Students will have a grasp of the available options regarding assessment and identification for RTI
- Students will understand the assessment process at each tier in the RTI approach
- Students will know how to interpret the assessment data and make informed instructional and placement decisions.

Required Reading

Pierangelo, R. & Giuliani, G.A. (2017). Chapter 11, 12, 13, 14, 15 (pgs. 147-219). *Assessment in Special Education: A Practical Approach* (4th Ed.). Columbus, OH: Pearson.

Ormrod, J. E. (2008). Chapter 11: Motivation and Affect (pgs. 358-410). *Educational Psychology*, 9th edition. Upper Saddle. River, NJ: Pearson Education, Inc.

Assignments

- Complete Required Readings
- **Week 4: IRIS Module:** Classroom Assessment: (Part 1): An Introduction to monitoring academic achievement in the classroom. Here is the link to **Week 4: IRIS Module:** Classroom Assessment: (Part 1): An Introduction to monitoring academic achievement in the classroom <http://iris.peabody.vanderbilt.edu/module/gpm/>
- **Complete Field Observation #4:** Focus on student selected for your Action Research Project, Part 1. Attend to level of engagement. Observe interactions with other students and adults - behavioral characteristics.

Class Time – 1 point

- General discussion: Functionality of assessment data
- Breakout: Validity and Reliability discussion.
- Interpreting an individualized cognitive and achievement assessment. Make instructional and placement decisions based on assessment data.

Unit 2

Planning Educational Interventions Based on Assessment of Information

Week 5

Objectives

- Students will be able to describe classroom based assessment strategies with the necessary components for a student with special needs.
- Students will be able to describe the value of recording weekly assessment data that informs the analysis of student performance in Math, Reading Fluency, and Word Skills.
- Students will be able to create a report that illustrates an analysis of baseline assessment data for school site administrators and school personnel (Research Assignment, Part 2: Baseline Assessment and Analysis Due Week 6).
- Students will be able to describe how to implement three classroom assessments to establish baseline data in, math, reading fluency, and word skills.
- Students will be able to assess curriculum to determine if it is effective in an inclusive classroom.
- Students will be able to determine and define the difference between proposed, taught, and learned curriculum.

Required Reading

Mercer, C.D., Mercer, A.R., & Pullen, P.C. (2011). Planning and organizing instruction (pgs. 35-76). Teaching Students with Learning Problems (8th Ed.), Columbus, OH: Pearson.

Mercer, C.D., Mercer, A.R., & Pullen, P.C. (2011). Teaching students and managing instruction (117-148). Teaching Students with Learning Problems (8th Ed.), Columbus, OH: Pearson.

Ormrod, J. E. (2008). Chapter 14: Classroom Assessment Strategies (pgs. 496-539). Educational Psychology, 9th edition. Upper Saddle River, NJ: Pearson Education, Inc.

Assignments

- **Week 5: IRIS Module:** RTI (Part 2): Assessment: Part 2 of RTI: This Module explores in detail the assessment procedures integral to RTI. It also outlines how to use progress monitoring data to determine if a student is meeting the established performance criteria or if more intensive intervention is needed. <http://iris.peabody.vanderbilt.edu/module/rti02-assessment/>
- **Complete Field Observation #5:** Continue focus on the student selected for your Action Research Project: Part 2. Attend to the level of engagement in and out of the classroom, interactions with other students and adults and behavioral characteristics.
- **Class Time**
 - In class presentations on behavior and related services assessments (i.e. speech and language, English Language Learners, etc)
 - A general discussion of intervention strategies and data gathering methodologies;
 - A review of the IRIS module completed this week; and
 - A discussion related to Field Observations and what you are seeing and learning.
 - Discussion on variety of assessments: performance, dynamic, curriculum based measurements, etc.
 - Discuss types of data and the importance of collecting and tracking data.

Unit 2

Planning Educational Interventions Based on Assessment of Information

Week 6

Objectives

- Students will understand how assessment is used to close the gap between proposed, taught, and learned curriculum.
- Students will understand Autism Disorder: Be able to identify key IEP and Inter Disciplinary team members
- Understand various factors that might affect family members of students with ASD
- Be familiar with strategies that teachers can use when working with students with ASD
- Students will be able to plan and implement appropriate and effective curriculum by identifying types of differentiation strategies to meet individual needs.
- Students will be able to describe differentiation strategies used at their observation site by referencing the differentiation strategies guide (available in the Toolbox).

Required Reading

Mercer, Mercer & Pullen: reading 243 – 261; word skills 319 - 341; math 389 – 404;

Brualdi, A. (1998). Implementing performance assessment in the classroom. Practical Assessment, Research & Evaluation, 6(2). Retrieved on March 3, 2008, from <http://pareonline.net/getvn.asp?v=6&n=2>

Mercer, Mercer & Pullen: Language 217 – 233; Reading 284 – 316; Math Chapter 12 405-458

Assignments

- **Action Research Assignment, Part 2:** Baseline Assessment and Analysis
Due Week 6 - Develop an intervention plan and begin collecting weekly assessment data to inform Research Assignment, Part 3 - Curriculum Intervention and Analysis.
- **Complete Field Observation #6:** Focus on student selected for your Action Research Project, Part 3 – Curriculum Intervention and Analysis. You have now identified specific intervention behaviors. Your intervention strategies have been outlined and baseline data have been established. You are now implementing your intervention plan. Use the observation to monitor the beginning of this intervention process.
- **SDG Discussion:** Group #2 Presents facilitated discussion based on readings and IRIS Modules.

Class Time:

- **General Discussion** of intervention strategies and data gathering methodologies used in completing Part 3 of ARP;
- **Breakout Groups:** Discuss baseline assessment data from ARP Part 2 – What do we need to know? Interpreting formal and informal, normed and criterion referenced assessment data.
- **General Discussion:** Advantages / Barriers to on-going assessment procedures in the classroom
- **SDG Discussion:** Group #3 Presents based on readings, IRIS Modules, and class discussions.

Unit 3 Curriculum Strategies for Students with Mild / Moderate Disabilities

Week 7

Unit Introduction / Purpose

The challenge for teachers is to construct effective learning environments that are responsive to student needs while also meeting expected curriculum demands and remaining faithful to state standards. In today's classroom the challenges are compounded by the inclusion of students' with learning, social, and behavioral challenges. In Units 1 and 2 teacher candidates learned that a portal for understanding student strengths and needs, is constructing and implementing a meaningful, informative assessment process. In Unit 3 teacher candidates will develop skills to link assessment information to develop and implement curriculum-based interventions, e.g. modifications, differentiation of curricular approaches, for students in the area of math, reading, and word skills. Further, teacher candidates will demonstrate their assessment planning skills by planning and implementing assessment procedures to monitor student progress. Beyond academic planning, some teacher candidates will plan and implement non-curriculum interventions for students whose behavior(s) interfere with a student's ability to access the curriculum, e.g. interventions for students that might manifest behavior and social skill differences.

Objectives

- Students will identify the four steps educators and practitioners can use to make an informed decision when selecting an Evidence Based Programs (EBP)
- Students will be familiar with EBPs that are effective for children and youth with ASD
- Students will understand how and when to use the five evidence-based practices that are referred to as *foundational strategies*
- Students will distinguish between focused interventions and comprehensive treatment programs.
- Students will be able to analyze a curriculum scope and sequence in relationship to the needs of an individual child using assessment data.
- Students will be able to analyze the alignment a curriculum has with state standards for the grade-level in comparison to the needs of an individual child using assessment data.

Required Reading

Ormrod, J. E. (2008). Chapter 12: Instructional Strategies (pgs. 412-454). Learning and Cognitive Processes (p179-215). Educational Psychology, 9th edition. Upper Saddle. River, NJ: Pearson Education, Inc.

Mercer, Mercer & Pullen: Review Chapter 4 **Note pages 137 – 148 **

Assignments

- **Complete Field Observation #7:** Focus on the student selected for your Action Research Project, Part 3 – Curriculum Intervention and Analysis. Continue to monitor the student's progress. Do you anticipate changes or modifications in your strategies? If so, on what are you basing your decisions? How is the student reacting to the intervention strategies? What questions do you have?

- **Week 7: IRIS Module: Autism Spectrum Disorder (Part I):** an Overview for Educators. This Module, first in a two-part series, provides information on the early signs of autism spectrum disorder (ASD), as well as an overview of the difference between a medical diagnosis and an educational determination of ASD. Resources include notes on instructional considerations for teachers who have children and students with ASD in their classrooms, as well as things to keep in mind when working with the families of those children and students.
<https://iris.peabody.vanderbilt.edu/module/asd1/#content>

Class Time

- **Group Discussion:** Discuss ASD and IRIS Module
- **Breakout Groups:** Discuss variety of assessments and how they are used in the special education and general education curriculum.

Unit 3 **Curriculum Strategies for Students with Mild / Moderate Disabilities**

Week 8

Objectives

- Students will understand the relationship between the IEP, Specially Designed Instruction, and differentiated instruction philosophy.
- Students will be able to plot, track, and analyze data using a variety of methods.
- Students will understand the barriers to educating students with special needs and designing a program of instruction to overcome these barriers.
- Students will integrate curriculum modifications into instruction using a data-based decision model.
- Students will summarize a high incidence disability and how assessment and curriculum adaptations were used to meet the student's educational needs.
- Students will understand the key elements of differentiated instruction
- Students will understand and be able to differentiate instruction based on students' readiness level, interests, and learning needs

Required Reading

Pierangelo, R. & Giuliani, G.A. (2017). Chapter 16, 17, 18, 19 (pgs. 221-298). *Assessment in Special Education: A Practical Approach* (4th Ed.). Columbus, OH: Pearson.

Ormrod, J. E. (2008). Chapter 15: Summarizing Students' Achievement and Abilities (p540-577). *Educational Psychology*, 9th edition. Upper Saddle. River, NJ: Pearson Education, Inc.

Assignments

- **Complete Field Observation #8:** Focus on students in the classroom as well as your student selected for Action Research Project, Part 3 – Curriculum Intervention and Analysis. Continue to monitor your student’s progress. What is the level of differentiation in the classroom? Provide examples of how the teacher has differentiated lessons, instruction or other aspects of this student’s program. How is student progress monitored? How is the student progress data used to inform the teacher on the effectiveness of the teaching and the need to modify curriculum and pedagogy?
- **Week 8 IRIS Module:** Autism Spectrum Disorder (Part 2): Evidence-Based Practices. This Module, second in a two-part series, highlights strategies that have been shown to be effective in teaching appropriate behaviors and skills and decreasing inappropriate behaviors with children and youth with autism spectrum disorder (ASD). It next explores several strategies that are particularly effective with young children, elementary and middle school students, and high school students.
<https://iris.peabody.vanderbilt.edu/module/asd2/#content>

Class Time:

- During class time, be prepared to discuss the differentiation strategies used at your observation site (use Guide, found in the Toolbox, as a reference).
- **General Class Discussion:** Differentiation Strategies, what are your thoughts?
- **Breakout Group:** Discuss assessment and how that informs curriculum decisions and placement. Discuss Autism and using EBP. Discuss interventions and data collection for ASD students.

Unit 3 Curriculum Strategies for Students with Mild / Moderate Disabilities

Week 9

Objectives

- Students will understand and be able to differentiate instruction for three main instructional components: content, process, and product
- Students will be able to evaluate and grade differentiated products.
- Students will be able to prepare students and classroom for differentiated instruction
- Students will understand the principles of Universal Design for Learning (UDL)
- Students will be able to apply the Universal Design for Learning principles to the components of a curriculum
- Students will understand the cognitive science behind UDL and how UDL framework helps students access curriculum.

Required Reading

Mercer, C.D., Mercer, A.R., & Pullen, P.C. (2011). Teaching Learning Strategies, Content, and Study skills (459-493). Teaching Students with Learning Problems (8th Ed.), Columbus, OH: Pearson.

Assignments

- **Assessment Instrument Review Due (10 points)**
- **Week 9: IRIS Module: Content Standards: Connecting Standards-Based Curriculum to Instructional Planning.** Teachers are required to implement the adopted content standards and to make the connection between standards-based curriculum and the planning and designing of lessons to ensure that students meet expected content standards. This Module serves as a basic guide for the process. <https://iris.peabody.vanderbilt.edu/module/cnm/#content>
- Prepare a small group presentation for Action Research Assignment
- **Complete Field Observation #9:** Continue to focus your observation on the student you selected for your Action Research Project, Part 3 – Curriculum Intervention and Analysis. Continue to monitor this student's progress. What are your thoughts on the student's response to your intervention(s)? Based on the data, what modifications do you suggest? Based on the data, has the intervention been a success? Explain.

Class Time:

- **General Discussion:**
- **SDG Discussion:** Group #3 Presents facilitated discussion based on readings and IRIS Modules.
- Plotting Data and making curriculum decisions
- RTI – feasibility in the classroom
- Discuss IEP and its components and how the IEP fits in with the classroom curriculum.
- **Discuss the responsibility and impact of Standards Based Grading.**
- **Breakout Groups:** Discuss RTI and objective related discussions.

Unit 4
Planning and Implementing Curriculum for Students with
Mild / Moderate Disabilities in Inclusion Setting

Week 10

Unit Introduction / Purpose

In Unit 4 teacher candidates will be provided the opportunity to address the Response to Intervention (RtI) process and how it can be incorporated into the general education classroom. RtI is a method that, "...provides a framework for individualizing programming and documenting the responsiveness to that programming on a regular basis" (Mercer, et al., 2011; p. 79). This process requires that teachers understand assessment, curriculum planning, and careful monitoring of student progress. At the heart of RtI is systematically gathering data, analyzing those data, and using data for decision-making. Teacher candidates will use various methods of data management to determine the effects of intervention and make recommendations based on those data.

For some students in a classroom all possible avenues of classroom interventions have been exhausted and students need additional educational / behavioral support. For many of these students the most logical recommendation is for them to be referred to special education services. The culmination of the special education referral / diagnostic process is to decide if the student meets eligibility criteria. If he does then it is recommended that he receive special education services. At this time the teacher, the parent/guardian, other professionals are expected to participate in the development of an Individual Education Plan (I.E.P.); a comprehensive academic intervention plan. In Unit 4 teacher candidates will be asked to construct an I.E.P. for the student with whom they have worked during the class. This document will represent a comprehensive, data-based education plan for their student with specific curriculum recommendations.

Objectives

- Students will be able to describe the purpose of IEP goals and objectives and how they relate to a continuous assessment process.
- Students will be able to analyze a curriculum in relationship to its scope and sequence, alignment with state standards for the grade-level, the appropriateness for the student you are following and all learners in the classroom (Action Research Assignment, Part 3: Curriculum Analysis).
- Students understand how to systematically design curriculum and assessment for learner variability.
- Students will be able to design lessons using the UDL framework that are designed to helping students access and make progress in the general education curriculum.
- Students will analyze math, reading fluency, and word probe assessment data using ideal plot lines, real data plotted, and slope in a report (Action Research Assignment Part 3)
- Students will be able to summarize their Action Research Assignment in small groups.
- Students will formulate additional curricular adaptations using the information presented in small groups from (Action Research Assignment Parts 2 & 3).

Required Reading

Ralabate, P. K. (2017). Chapter 1, 2, & 3 (pgs 1-32). *Your UDL Lesson Planner: The Step-by-Step Guide for Teaching All Learners*. Baltimore, MD: Paul H. Brooks Publishing, Inc.

Assignments

- **Complete Field Observation #10:** Continue to focus your observation on the student you selected for your Action Research Project, Part 3 – Curriculum Intervention and Analysis. Continue to monitor this student's progress. What are your thoughts on the student's response to your intervention(s)? Based on the data, what modifications do you suggest? Based on the data, has the intervention been a success? Explain.
- **Week 10: IRIS Module:** Differentiated Instruction: This Module discusses the importance of differentiating three aspects of instruction: content, process (instructional methods), and product (assessment). It explores the student traits—readiness level, interest, and learning preferences—that influence learning. <https://iris.peabody.vanderbilt.edu/module/di/#content>

Class Time

- **General Discussion:**
- **Small groups:** Plot data and based on the plots what are your recommendations for students? What do the data tell you?
- **General Discussion:** Discuss UDL and other differentiation frameworks and philosophies. Discuss how to bridge the gap between learner variability and learning gaps.
- Discuss IEP and its components and how the IEP fits in with the classroom curriculum.
- **Breakout Groups:** Create UDL lessons; create lessons and assessments based on vignettes. Utilize knowledge of classroom and other assessments to create lessons and unites based on student individual needs and baseline assessments.

Unit 4 Planning and Implementing Curriculum for Students with Mild / Moderate Disabilities in Inclusion Setting

Week 11

Objectives

- Students will be able to describe various strategies for making the curriculum accessible to all students.
- Students will describe the elements of an Ideal plot line, how real data are plotted, and a slope, using data from their observation site (This skill will inform Action Research Assignment Parts 2 & 3).
- Students will be able to describe the relationship between curriculum and differentiation.
- Students will be able to describe various strategies for making the curriculum accessible to all students.
- Students will design lessons based on UDL, learning contracts, learning menus, and other differentiation strategies.
- Students will be able to describe various strategies for making the curriculum accessible to all students.
- Students will connect variety of assessments, data collection, data analysis, RTI, with the IEP and general education curriculum.

Required Reading

Ralabate, P. K. (2017). Chapter 4, 5 (pgs. 33-104) Your UDL Lesson Planner: The Step-by-Step Guide for Teaching All Learners. Baltimore, MD: Paul H. Brooks Publishing, Inc.

Ralabate, P. K. (2017). Chapters 6, 7, and 8 (p105-152). Your UDL Lesson Planner: The Step-by-Step Guide for Teaching All Learners. Baltimore, MD: Paul H. Brooks Publishing, Inc.

Assignments

- **Complete Field Observation #11:** Continue to focus your observation on the student you selected for your Action Research Project, Part 3 – Curriculum Intervention and Analysis. Continue to monitor this student's progress. What are your thoughts on the student's response to your intervention(s)? Based on the data, what modifications do you suggest? Based on the data, has the intervention been a success? Explain.
- **Curriculum and Assessment Review Due** (10 - points)
- **Week 11: IRIS Module:** Universal Design for Learning (UDL): This Module examines the three principles of Universal Design for Learning (UDL) and discusses how to apply these principles to the four curricular components (i.e., goals, instructional materials, instructional methods, and assessments): <https://iris.peabody.vanderbilt.edu/module/udl/#content>

Class Time

- **General Discussion:** The I.E.P. – Its effectiveness? Issues that interfere with implementation; Is ongoing student assessment for all students feasible? Can a student on an I.E.P. whose curriculum is modified still meet state standards? What are the supports you need to implement an inclusive program?
- **General Discussion:** Discuss UDL and other differentiation frameworks and philosophies. Discuss how to bridge the gap between learner variability and learning gaps.
- Discuss IEP and its components and how the IEP fits in with the classroom curriculum.
- **Breakout Groups:** Create UDL lessons; create lessons and assessments based on vignettes. Utilize knowledge of classroom and other assessments to create lessons and unites based on student individual needs and baseline assessments.

Unit 4
Planning and Implementing Curriculum for Students with
Mild / Moderate Disabilities in Inclusion Setting

Week 12

Objectives

- Students will be refine their experiences with curriculum and differentiation.
- Students will be refine their understanding and various strategies for making the curriculum accessible to all students.
- Students will refine their ability to design lessons based on UDL, learning contracts, learning menus, and other differentiation strategies.
- Students will be refine their use of various strategies for making the curriculum accessible to all students.
- Students will be able to describe various strategies for making the curriculum accessible to all students.
- Students will describe the elements of an Ideal plot line, how real data are plotted, and a slope, using data from their observation site (This skill will inform Action Research Assignment Parts 2 & 3).

Required Reading

No readings required for Week 12

Assignments

- **Complete Field Observation #12:** Continue to focus your observation on the student you selected for your Action Research Project, Part 3 – Curriculum Intervention and Analysis. Continue to monitor this student's progress. What are your thoughts on the student's response to your intervention(s)? Based on the data, what modifications do you suggest? Based on the data, has the intervention been a success? Explain.
- **Action Research Part 3:** Progress & Intervention Analysis (15 points)
- You have been observing in this classroom for 14 weeks. While most of your attention for this class has been focused on a single student, it is time to return to the general classroom. Like your first observation, take note of the room's physical environment. Look at the furniture, displays, and the room's general appearance. Observe the types of activities taking place during the observation. What are the roles of the students and the adults and what are your impressions of the level of student engagement? Is there evidence of ongoing student assessment? Explain. What changes in the learning environment might you suggest?

Class Time:

- **General Discussion:** Discuss UDL and other differentiation frameworks and philosophies. Discuss how to bridge the gap between learner variability and learning gaps.
- Discuss IEP and its components and how the IEP fits in with the classroom curriculum.
- **Breakout Groups:** Create UDL lessons.
- **SDG Discussion:** Group #4 Presents facilitated discussion based on readings and IRIS Modules.

- **General Discussion:** The I.E.P. – Its effectiveness? Issues that interfere with implementation; Is ongoing student assessment for all students feasible? Can a student on an I.E.P. whose curriculum is modified still meet state standards? What are the supports you need to implement an inclusive program?
- **General Discussion:** What suggestions do you have for this course?
- **Course Evaluation**

Attachment A

Explaining and Using Test Results

From: Woolfolk, A. (2001). Educational Psychology (8th Edition). Boston, MA: Allyn & Bacon. P.539

1. Be ready to explain, in nontechnical terms, what each type of score on the test report means:
 - a. If the test is norm-referenced, know if the comparison group was national or local. Explain that the child's score shows how he/she performed in relation to the other students in the comparison group.
 - b. If the test is criterion-referenced, explain that the child's scores show how well he/she performs in specific areas.
2. If the test is norm-referenced, focus on the percentile scores. They are the easiest to understand:
 - a. Percentile scores tell what percent of the students in the comparison group made the same score or lower – higher percentiles are better and 99 is as high as you can get. 50 is average.
 - b. Remind parents that percentile scores do not tell the “percent correct” so scores that would be bad on a classroom test (say 65% to 75% or so) are above average – even good – as percentile scores.
3. Avoid using grade-equivalent scores.
 - a. If parents want to focus on the “grade level” of their child, tell them that high grade-equivalent scores reflect a thorough understanding of the current grade level and NOT the capacity to do higher grade-level work.
 - b. Tell parents that the same grade-equivalent score has different meanings in different subjects – reading versus mathematics, for example.
4. Be aware of the error in testing.
 - a. Encourage parents to think of the score not as a single point but as a range or band that includes the score.
 - b. Ignore small differences between scores.
 - c. Note that sometimes individual skills on criterion-referenced tests are measured with just a few (2 or 3) items. Compare test scores to actual class work in the same areas.
5. Use conference time to plan a learning goal for the child, one that families can support.
 - a. Have example questions, similar to those on the test, to show parents what their child can do easily and what kinds of questions he/she found difficult.
 - b. Be prepared to suggest an important skill to target.