



University of Memphis College of Education

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Class: Tuesday 5 to 8:00 P.M.
Clement Hall – Room 413

Class Syllabus

Course: Special Education 3802

Department: Instruction and Curriculum Leadership

Course Title: Assessment of Learners with Disabilities

Hours: Three

Level: Undergraduate

Core/Required: Required Prerequisites: SPED 2000, 3201, 3401, 3501, 3601, ELED 3251, 4242, and admission to the Teacher Education Program

Offered: Fall and Spring semesters

Format: Interactive CREDE format

Methods of Instruction: CREDE principles will serve as the primary pedagogical platform interspersed with lectures, guest speakers and technology when appropriate. The CREDE principles are:

I. **Joint Productive Activity:** Facilitate learning and development through joint productive activity among leaders and participants.

II. **Language Development:** Promote learners expertise in professional relevant discourse.

III. **Making Meaning:** Contextualize teaching, learning, and joint productive activity in the experience and skills of participants.

IV. **Cognitive Challenge:** Challenge participants toward more complex solutions in addressing problems.

V. Instructional Conversation: Engage participants in dialogue, especially the instructional conversation.

Catalog Description: SPED 3802 Assessment of Learners with Disabilities (3) Tests and measurements used with learners having disabilities; diagnostic achievement testing as related to instructional planning. Includes other major assessment instruments and procedures used in evaluation of mild to severe exceptionalities. Prerequisites: SPED 2000, 3201, 3401, 3501, 3601, ELED 3251, 4242, and admission to the Teacher Education Program

Pillars of Effective Practice

1. Content Knowledge
2. Knowledge of the Learner
3. Pedagogy/ Instruction
4. Assessment and Responsive Practice
5. Management of Classrooms and Individuals
6. Personal and Professional Growth and Development.

College of Education Norms

I take 100% responsibility.

I seek equity of voice.

I am willing to talk about sensitive issues.

I listen for understanding.

I appreciate the strengths and contributions of others.

I bring positive energy and encouragement to the team.

I commit to the mission of the college.

*I am a professional and my actions reflect that role.

Suggested Texts: Venn Assessing Students with Special Needs

An Informal Reading Inventory published since 2004

Support of Conceptual Framework:

This course supports diversity and leadership through describing and analyzing the assessment of children in educational decision-making at the individual, classroom, state and federal levels focusing on children in urban settings. It studies the cultural milieu of children, their families and the schools as part of a collaborative effort to maximize educational opportunities for all learners. The

National Council for the Accreditation of College of Education define dispositions as: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. The university policy with which you should familiarize yourself is at <http://coe.memphis.edu/teacher-education.htm> on the program menu Dispositions and Retention.

Nature and Number of Evaluations and Other Major Requirements:

This may vary by enrolled students needs, instructor and semester. However, the following activities would be typical:

1. Written exams -2
2. Joint Productive activity weekly
3. In-Class Assignments
4. Special Projects
5. Term Papers

Special Education Department Policy and Procedures

Attendance Policy:

Attendance is mandatory and class attendance and participation (e.g., discussions, activities, and assignments) is expected. In a class which meets weekly for one three-hour session, each class session missed without a verifiable and legitimate excuse results in a decrease of a letter grade for the course. Two unexcused absences can result in a decrease of two letter grades and so on. For a class which meets more often, the professor will designate how many points will be deducted from the final grade for each absence. The legitimacy of the excuse is solely the judgment of the professor. Students who leave a class without prior consent of the professor before the class is formally dismissed are considered absent for the entire class session.

Students are accountable for content, assignments, and announcements made during class and should make arrangements (e.g., with a classmate) to get the information whenever absent.

The responsibility for class attendance and participation is considered an important element of the student's development and training. Class attendance and participation in class activities cannot be duplicated in any other fashion. Moreover, absence negatively affects the colleagues with whom a student(s) works, interacts, and learns. In this regard, both class attendance and participation are critical for the successful completion of this course.

Tardy Policy:

Unless there is an understandable weather or health related reason, each tardy to class – not being physically present at the start of class- is one percentage point taken off of the final cumulative grade.

Professionals, particularly teachers charged with the safety of youngsters, must be both prepared and punctual.

Late Work:

Unless there is a verifiable and legitimate excuse, class assignments are not accepted after published due date. The legitimacy of the excuse is solely the judgment of the professor. There is no make up work allowed nor is extra credit available in any special education course.

Failing Students:

Students who are failing will be notified by email or personally about their grade in the seventh week of class in the long semesters or midterm in any semester. The professor will be available to meet with the student to devise an individual academic plan at the request of the student.

Grading:

100-93 = A; 85-92 = B; 75-84 = C; 70-74= D; <70= F . A grade of incomplete (I) is rarely allowed. The professor must notify the Special Education program coordinator if a grade of I is being considered for a student.

College of Education Assessment System (COEAS):

This course has as one of its outcomes successful completion of a COEAS task. Successful completion of this task is critical to not only academic success in this course but to overall program continuation. Students who are not successful on this task will be offered remediation. In rare cases, there is a possibility that a student will not be allowed to continue in the program. This task is clearly explicated as part of this class and data about student performance on the task is kept as part of a student' s undergraduate record separate from a traditional grade.

FERPA:

In keeping with the provisions of the Family Educational Rights and Privacy Act, it is the policy of the Department of Instruction and Curriculum Leadership that student grades are not publicly posted.

Students with Disabilities:

It is the policy of the University of Memphis to accommodate students with disabilities pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Reasonable and appropriate accommodations will be provided to students with a disability who present a memo from the Student Disability Services. Students with disabilities are encouraged to contact Student Disability Services, 215 Scates Hall, phone 678-2880.

Academic Integrity and Student Conduct:

Expectations for academic integrity and student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs <http://saweb.memphis.edu/judicialaffairs>. Please read in particular, at the sections about "Academic Dishonesty," "Student Code of Conduct and Responsibilities," and "Disruptive Behaviors." Students must be aware of these guidelines and conduct themselves accordingly.

CEC Code of Ethics for Educators of Persons with Exceptionalities:

The following are principles of the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

Relationship of Course to Curriculum Sequence: This course is offered after successful initial coursework and involves intense work with an individual student. It is usually taken in the semester prior to student teaching. Much of the initial coursework is used in design and implementation activities of this course.

Course Objectives: Course objectives are derived from course description and matched to Council for Exceptional Children Professional Standard 8 Assessment

- a. Assess instructional needs of the student
- b. Synthesize assessment information into an educational program with stated goals.
- c. Understand the critical role of assessment in the effective day to day delivery of special education services.
- d. Understand factors involved in choosing and using criterion or norm-referenced standardized tests: advantages, disadvantages, cultural and controversial issues.
- e. Know a variety of other strategies for assessment, measurement, and evaluation (such as observation, curriculum-based & criterion-referenced measures)
- f. Interpret test scores and other assessment data in order to generate appropriate instructional interventions.
- g. Communicate assessment information to parents and other professionals.
- h. Generate assessment data information through effective test administration procedures.
- i. Use classroom assessment practices in assessing student work, homework, grading which are research based.

Course Scope - Relationship to Knowledge Base and Skill Requirements:

The purpose of this course is to provide an introduction to and application of basic assessment techniques for the special educator. This course is an essential first step in understanding the dynamic relationship between assessment and instruction. It is designed to teach the special educator to choose and interpret a variety of formative and summative assessments. It is a critical teaching skill to design learning based on well-chosen and designed assessments.

Professional special education teachers need to understand legal, ethical political, economic, socio-cultural and historic problems, trends and issues in special education; to be able make sound professional judgments, reflect on ones own beliefs and teaching practices; and to be aware of professional organizations and responsibilities. Students are expected to be aware of value issues and the existence of codes of ethics in professional life; and to understand legislation and public policy as it affects children with disabilities, families, and their programs.

More specifically, SPED 3802 is linked to the thematic strands of the College of Education Conceptual Framework in the following manner:

Leading:

- To demonstrate understanding of the professional special education teachers responsibilities as an advocate on behalf of children with disabilities and their families as an active member of nested national, regional, state, and local professional special education; to engage in ethical behavior in relations with children, parents, other staff, other professionals serving the child, and the community at large.
- To demonstrate an understanding of the personal qualities, professional standards, qualifications, and credentials necessary for special educators.
- To demonstrate an understanding of the issues and trends regarding assessment in special education work environments.
- To become familiar with the Special Education professional organizations, professional journals, and other sources of the knowledge base for special education.

Relevant:

- To demonstrate an understanding of how various social class, racial, and ethnic perspectives influence special education programs, practices, and interactions of special education teachers.
- To become familiar with assessment data and technology that supports children with disabilities.
- To observe and participate meaningfully in special education program environments designed to meet the needs of children with disabilities.

Engaged:

- To become familiar with the assessments designed to assist instruction for children with disabilities.
- To become aware of the dynamic relationship between teaching and assessment.

- To gain knowledge and skills to assess and use data to drive and guide instructional and placement decisions.

- To use evidence derived from formative and summative data to design instruction and collaborate with other professionals and family members.

Performance Based Assessments/Measures: Grading

Assessment of knowledge, skills and dispositions is documented through:

1. Written Examination: Exams (2) will be in multiple choice, short answer format, and discussion questions. Each exam is 15% of final grade – 30% total
2. COEAS assessment project -15% of final grade
3. There will be a variety of other graded classroom assignments as well -15% of final grade
4. CREDE classroom peer rubrics for participation will be 40% of final grade.

Major Topics:

Understanding and administering standardized formative and summative assessments

Interpreting assessment data

Analyzing student work

Grading student work and report cards

Homework

Multicultural considerations in assessment

Designing classroom assessments

Legal guidelines regarding assessment and children with disabilities- state and federal

Some Methods and Activities:

1. Discussion/lecture
2. On-line instructional activities
3. Guest Speakers
4. Joint Productive Activity
5. Case Studies
6. Involvement in Assessment at a School Site

Journals of Interest:

Teaching Exceptional Children. Presents articles suggesting classroom teaching strategies, reports of materials, a teacher idea exchange, and other information designed to assist the teacher of exceptional children. Published quarterly by the Council for Exceptional Children (CEC), 1920 Association Drive, Reston, VA 22091 - 1589.

Exceptional Children. The official journal of the Council for Exceptional Children (CEC). Publishes articles on professional issues of concern to special educators and articles on the education and development of exceptional students. Designed to assist all professionals who work with exceptional children. Published six times per year by the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 - 1589.

Journal of Early Intervention. Publishes articles on professional issues and research in the area of early childhood special education. Published 4 times a year by Division of Early Childhood, CEC, 1920 Association Drive, Reston, VA 22091.

Young Exceptional Children. YEC is published quarterly by the Division for Early Childhood of the CEC. It is a peer-reviewed publication designed for teachers, early care and education personnel, administrators, therapists, family members, and other who work on behalf of children from birth through eight years of age who have identified disabilities, developmental delays, are gifted/talented, or at risk for future developmental problems. Published by DEC of CEC, 1444 Wazee Street, Suite 230, Denver, CO 80202.