

ASSESSMENTS IN SPECIAL EDUCATION: SPED 130

INTRODUCTION TO COURSE AND INSTRUCTOR

If the course is online, hybrid, or blended, clearly specify as such.

Semester FALL 2022	Special Education/LEBSE California State University, Fresno
SPED 120: Assessments in Special Education	Instructor Name
Units 3	Office Location
Time: TBD	E-Mail
Location: TBD	Telephone
Website: Canvas	Office Hours

The following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the COVID website for the most up-to-date information at:

www.fresnostate.edu/coronavirus

Vaccination: In order to create a safe environment on campus, all students must be vaccinated against the SARS-CoV-02 virus, or obtain an exemption, in order to attend classes on campus or access any services on campus. Documentation of the first dose of the vaccination must be uploaded to the student portal by Aug 20, and documentation of the final dose by Sept 30. Students may request an exemption to the vaccine requirement by going to their student portal to complete the COVID self-certification. Students with vaccination exemptions are subject to weekly COVID testing. You are not allowed to come to campus if any of the following is true:

- You have not been vaccinated, and have not been granted an exemption, or
- You have been granted an exemption, but have not completed your required weekly testing.

Health Screening: Students who come to campus and/or are participating in off-campus in-person experiential learning will be required to complete a [daily health screening](#) before coming to campus or learning site. You are not allowed to come to campus if any of the following is true:

- If you are experiencing COVID-19 symptoms (vaccinated or not).
- If you have tested positive within the past 10 days.

If you have a suspected or confirmed case of COVID-19, please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Face coverings are required to be worn indoors on-campus and during in-person classes (vaccinated or not), and/or in accordance with learning site requirements if participating in off-campus experiential learning, to reduce the risk of community spread of COVID-19. The [Student Health and Counseling Center](#) has complimentary masks available for students who need them. The mask requirement may be modified if/when transmission rates in Fresno County drop below the threshold identified by the CDC.

Please remember that the same student conduct rules for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright laws. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Catalog Description: This course is designed to provide teacher candidates with knowledge and skills of formal and informal assessment that addresses special education students' strengths and needs, cultural, ethnic and language characteristics; as well as the environments used by the students and their families.

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Prerequisites for the Course: Prerequisites: EHD 50, CI 100 and SPED 120.

REQUIRED COURSE MATERIALS

Course materials are all available in Canvas. This is an Open Educational Resources course.

Student Learning Outcomes:

After completing this assessment course, Candidates should: (1) understand and apply the principle of non-discriminatory testing in identifying and assessing students' needs, (2) administer a variety of formal and informal assessment measures (e.g., developmental, academic, social, communication, behavioral, vocational and community life skills, etc.), (3) communicate the results of an assortment of individualized assessments and evaluation approaches, and (4) use assessment data to develop IEP goals, objectives, adaptations and instructional plans.

COURSE SPECIFICS

Program Standards

Standard 1: Program Design and Curriculum

Standard 2: Preparing Candidates to Master the TPE's

Candidate dispositions addressed: *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity*

Students will be introduced to the following Teacher Preparation Expectations as identified by the California Commission on Teacher Credentialing:

MM1.4	MM1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)
MM 2.1	Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings. (U2.2)
MM 2.2	Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations. (U2.3)
MM 2.3	Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.
MM 2.9	Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. (U2.5)
U4.4	Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable.
MM4.2	Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and

	sequences, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.
MM5.5	Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.
U5.6	Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
MM5.1	Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. (U5.1/5.2)
MM5.3	Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.
MM5.5	Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.
MM5.6	Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs. (U5.2/5.4)
EX1.7	Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. (U1.6)
EX2.5	Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings. (U2.2)
EX2.12	Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. (U2.5)
EX4.6	Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.

EX5.1	Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.
EX5.3	Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.
EX5.6	Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

Course requirements/assignments: In this section, list all required work that makes up the total grade for the course, such as quizzes, exams, homework, paper, service hours, project and presentation, etc. Be sure to specify **if attendance and/or participation is required** and how it impacts student grades.

Grading policy: Grades are calculated by percentage (the total points received divided by the total points possible).

Percentages: 100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; 59%-0 = F

Assignments

TPE's	Assignment
MM1.4, MM 2.1, MM 2.2, MM2.3, MM4.2, MM5.5, U5.6, MM5.1, MM5.3, MM5.5, MM5.6, EX2.5, EX5.1, EX5.3	<p>Weekly In-class Assignments:</p> <p>Each week students will engage in a variety of in-class assignments to engage and practice the use and analysis of various assessment procedures measuring both student academic and behavioral needs as well as the identification and implementation of evidence-based practices to support identified areas of need.</p>
MM 2.9, MM4.2, EX1.7, EX2.12, EX4.6, EX5.3	<p>Annotated Bibliography Assignment:</p> <p>Create an annotated bibliography of 10 peer-reviewed journal articles supporting students with specific learning and behavioral needs. Report a minimum of one article for each of the following learning disabilities listed IDEA. Cite the article in APA format and in one to two paragraphs, describe what was being studied (i.e., the dependent variable), how the authors measured/studied learning (i.e., the independent variable), the reported outcome of each study, and how you would implement this intervention to support a student on your caseload. Include a minimum of 10 of the following disability categories:</p> <ul style="list-style-type: none"> • Augmentative and Alternative Communication • Auditory Processing Disorder • Autism • Dyscalculia • Dysgraphia • Dyslexia • Intellectual Disability • Language Processing Disorder • Non-Verbal Learning Disabilities • Traumatic Brain Injury • Visual Perceptual/Visual Motor Deficit • Attention Deficit Disorder • Executive Functioning • Memory
MM 2.9, U4.4, MM4.2, MM5.1, EX2.5, EX2.12, EX5.1, EX5.3	<p>Case Study Assignment:</p> <p>Throughout the duration of this course, groups will work together to identify one evidence-based practice to support academic achievement and one evidence-based practice to support social skill development. Case studies will be divided into 4 sections: 1.) identification of evidence-based practices, 2.) collaboration and teaming, 3.) implementation of evidence-based practices, and 4.) data collection procedures. Case studies</p>

TPE's	Assignment
	will be completed in groups, during class sessions. Groups will demonstrate the use of evidence-based practices during the final class session (session 16). In addition, each individual group member will submit a 1-2 page write up explaining the 2 selected evidence-based practices, the process for implementing each evidence-based practice, and how you/your group plan to collect data and monitor student progress in the classroom.

COURSE POLICIES & SAFETY ISSUES

Clearly state your own class policies, concerns or prohibitions, if any (e.g., talking in class, cell phones, chewing gum, tobacco, wearing baseball caps, reading newspapers in class or other distracting behavior, tape-recording the lecture, bringing visitors, children or guests, etc.). Are students always expected to work independently, or is collaboration sometimes encouraged? Clearly state when students may or may not work together.

Please review University policies to ensure coherence with any classroom policies:
<http://www.fresnostate.edu/academics/facultyaffairs/policies/apm/index.html>
and, in particular, the University Policy on Course Syllabi and Grading (APM 241)

You may wish to remind students "If you are absent from class, it is your responsibility to check on announcements made while you were away." If you intend to grade on participation or tardiness, be explicit in explaining how you will do so.

You should make it clear if you allow the use of audio/video recording of course lectures and the general guidelines for usage of electronic devices (Note: *federal and state laws on student disability supersede your class policy on access to lecture/material*).

You may want to include a statement describing appropriate behavior in your classroom, especially if your course includes student discussion of sensitive issues. The University Policy on Disruptive Classroom Behavior ([APM 419](#)) is well worth reading and can be found in the Class Schedule and the Academic Policy Manual. In addition to defining disruptive behavior and detailing formal procedures for dealing with it, the policy contains a useful description of the learning environment.

Late work and make-up work policy. Give your make-up work policy due to student absence. Finally, include your late work policy if that is separate from the make-up work policy, and make clear the requirements for attendance at the final examination and the impact on the student's grade.

Address safety issues if relevant. (labs, hazardous materials, shops, field work, etc.).

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be

used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. **Turnitin Originality Reports WILL/WILL NOT* be available for your viewing.**

***FACULTY: Please choose for your course WILL or WILL NOT be available for your viewing.**

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter

Chair's name: Dr. Imelda Basurto
Department name: LEBSE
Chair's email: ibasurto@mail.fresnostate.edu
Department phone number(559) 278-0000

UNIVERSITY POLICIES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

The following University policies can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

UNIVERSITY SERVICES

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

SUBJECT TO CHANGE STATEMENT

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

COURSE CALENDAR

The calendar should include projected dates, topics covered, deadlines, and/or periods of time for readings, field trips, projects, exam dates (including the date and time of the final exam) and assignment due dates. The following statement is suggested to footnote the calendar: “*The course schedule is subject to change in the event of extenuating circumstances.*”

If you plan to give your exam online or not to meet in class on the final exam day, please explicitly inform students in your syllabus. You also need to address a memo to that effect to your department chair and dean.

TENTATIVE COURSE SCHEDULE (may be given as a separate document)

Following are schedules showing class meeting dates for Fall 2021 for Monday-Wednesday courses, Monday-Wednesday-Friday courses, and Tuesday-Thursday courses.

Tentative Course Schedule Fall 2021 (Monday, Wednesday, Friday Courses)

	Date	Topic	Reading Assignment
1	Mon., Aug 23		
2	Wed., Aug 25		
3	Fri., Aug 27		
4	Mon., Aug 30		
5	Wed., Sept 1		
6	Fri., Sept 3		
	Mon., Sept 6	HOLIDAY – Labor Day	
7	Wed., Sept 8		
8	Fri., Sept 10		
9	Mon., Sept 13		
10	Wed., Sept 15		
11	Fri., Sept 17		
12	Mon., Sept 20		
13	Wed., Sept 22		
14	Fri., Sept 24		

	Date	Topic	Reading Assignment
15	Mon., Sept 27		
16	Wed., Sept 29		
17	Fri., Oct 1		
18	Mon., Oct 4		
19	Wed., Oct 6		
20	Fri., Oct 8		
21	Mon., Oct 11		
22	Wed., Oct 13		
23	Fri., Oct 15		
24	Mon., Oct 18		
25	Wed., Oct 20		
26	Fri., Oct 22		
27	Mon., Oct 25		
28	Wed., Oct 27		
29	Fri., Oct 29		
30	Mon., Nov 1		
31	Wed., Nov 3		
32	Fri., Nov 5		
33	Mon., Nov 8		
34	Wed., Nov 10		
35	Fri., Nov 12		
36	Mon., Nov 15		
37	Wed., Nov 17		
38	Fri., Nov 19		
39	Mon., Nov 22		

	Date	Topic	Reading Assignment	
	Wed., Nov 24	Thanksgiving Break		
	Fri., Nov 26	Thanksgiving Break		
40	Mon., Nov 29			
41	Wed., Dec 1			
42	Fri., Dec 3			
43	Mon., Dec 6			
44	Wed., Dec 8	Last Day of Instruction		
Finals week			Days	Dates
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday	Dec 9 – 10
Final Semester Examinations			Monday – Thursday	Dec 13 – 16
Final Exam in this course				

**Tentative Course Schedule
Fall 2021
(Tuesday, Thursday Courses)**

	Date	Topic	Reading Assignment
1	Tues., Aug 24		
2	Thurs., Aug 26		
3	Tues., Aug 31		
4	Thurs., Sept 2		
5	Tues., Sept 7		
6	Thurs., Sept 9		
7	Tues., Sept 14		
8	Thurs., Sept 16		
9	Tues., Sept 21		
10	Thurs., Sept 23		

	Date	Topic	Reading Assignment	
11	Tues., Sept 28			
12	Thurs., Sept 30			
13	Tues., Oct 5			
14	Thurs., Oct 7			
15	Tues., Oct 12			
16	Thurs., Oct 14			
17	Tues., Oct 19			
18	Thurs., Oct 21			
19	Tues., Oct 26			
20	Thurs., Oct 28			
21	Tues., Nov 2			
22	Thurs., Nov 4			
23	Tues., Nov 9			
	Thurs., Nov 11	Holiday – Veterans Day		
24	Tues., Nov 16			
25	Thurs., Nov 18			
26	Tues., Nov 23			
	Thurs., Nov 25	Thanksgiving Break		
27	Tues., Nov 30			
28	Thurs., Dec 2			
29	Tues., Dec 7	Last Day of Instruction		
Finals week			Days	Dates
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday	Dec 9 – 10
Final Semester Examinations			Monday – Thursday	Dec 13 – 16
Final Exam in this course				

Tentative Course Schedule
Fall 2021
(Monday, Wednesday Courses)

	Date	Topic	Reading Assignment
1	Mon., Aug 23		
2	Wed., Aug 25		
3	Mon., Aug 30		
4	Wed., Sept 1		
	Mon., Sept 6	HOLIDAY – Labor Day	
5	Wed., Sept 8		
6	Mon., Sept 13		
7	Wed., Sept 15		
8	Mon., Sept 20		
9	Wed., Sept 22		
10	Mon., Sept 27		
11	Wed., Sept 29		
12	Mon., Oct 4		
13	Wed., Oct 6		
14	Mon., Oct 11		
15	Wed., Oct 13		
16	Mon., Oct 18		
17	Wed., Oct 20		
18	Mon., Oct 25		
19	Wed., Oct 27		
20	Mon., Nov 1		
21	Wed., Nov 3		
22	Mon., Nov 8		

	Date	Topic	Reading Assignment	
23	Wed., Nov 10			
24	Mon., Nov 15			
25	Wed., Nov 17			
26	Mon., Nov 22			
	Wed., Nov 24	Thanksgiving Break		
27	Mon., Nov 29			
28	Wed., Dec 1			
29	Mon., Dec 6			
30	Wed., Dec 8	Last Day of Instruction		
Finals week			Days	Dates
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday	Dec 9 – 10
Final Semester Examinations			Monday – Thursday	Dec 13 – 16
Final Exam in this course				