

GEORGE MASON UNIVERSITY  
Fall 2005

College of Education and Human Development  
EDSE627 622 Psychoeducational  
Assessment

Instructor: Rebecca Yellets, M.Ed.      Office Hours: By Appointment  
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Class Location: Prospect Heights Annex, Orange VA  
Days/Time: W (04:30 PM - 08:30 PM)  
Dates: 09/14/2005 - 11/16/2005

**Course Description**

**Objectives/Competencies**

Upon completion of this course, students will be able to:

Identify current assessment policies and procedures for exceptional students and the factors that have shaped those policies; identify historical events and philosophical movements that have produced conflicting views regarding the purpose and value of various types of assessments; identify litigation (court cases) as well as legislation that have also affected assessment procedures; give an overview of PL 94-142 to IDEA '04 is discussed with emphasis upon the parts of each law that affect assessment procedures. In addition students will be able to effectively and appropriately administer and interpret the results of a variety of assessments for children being referred for a special education evaluation.

**Note:** This syllabus may change according to class needs. If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with the instructor or need special arrangements, please call and/or make an appointment with the instructor as soon as possible.

**Relationship to Program Goals and Professional Organization:** This course is part of the George Mason University, Graduate School of education, and Special Education Program for teacher licensure in the Commonwealth of Virginia in the areas of Emotional Disturbance and Learning Disabilities. This program compiles with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. AS such, the learning objectives or this course cover many of the competencies or language development and emerging literacy for individuals with emotional disturbances and learning disabilities.

The CEC Standards are listed on the following web site:

[http://www.cec.sped.org/ps/perf\\_based\\_std/comm\\_core\\_4-21-01.html](http://www.cec.sped.org/ps/perf_based_std/comm_core_4-21-01.html)

#### **Standard 4: Instructional Strategies**

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula<sup>3</sup> and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

#### **Standard 5: Learning Environments and Social Interactions**

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

#### Standard 6: Language

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

#### Standard 7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

#### Standard 8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

#### Standard 9: Professional and Ethical Practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

#### Standard 10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

#### Nature of Course Delivery:

- ❖ Learning activities include the following:
- ❖ Class lecture, discussion, and participation
- ❖ Video and other relevant medial participation
- ❖ Applications involving use and evaluation of relevant course content
- ❖ Research review of articles for class presentations.
- ❖ Written Case Studies and strategy implementation projects

#### Required Texts:

Taylor, Ronald (2006). Assessment of Exceptional Students. Pearson Publishers  
[http://wps.ablongman.com/ab\\_taylor\\_assessment\\_7/0,11019,2506778-,00.html](http://wps.ablongman.com/ab_taylor_assessment_7/0,11019,2506778-,00.html)

#### WEBSITES TO EXPLORE:

<http://www.ideapractices.org>

[www.TeachingLD.org](http://www.TeachingLD.org)

[www.Interdys.org](http://www.Interdys.org)

[www.cldinternational.org](http://www.cldinternational.org)

<http://dibels.uoregon.edu> (Dynamic indicators of early literacy skills)

[www.ed.gov/index.jup](http://www.ed.gov/index.jup) (click on education resources)

<http://www.ldonline.org/index.html> follow links for good info.

#### **Assignments**

**Reading Assignments:** Read assigned sections of texts listed on the course schedule by the date assigned. Some related readings (books) will be available on loan. If you would like to purchase the books, please see the professor for additional information. If the books are loaned then they must be returned or you will be expected to pay the full amount of the books before the last night of class.

**Class Admit Slips: Will be assigned on a weekly basis.**

**Case Study:** For this assignment, you will need to select a student and prepare to work with the student over a period of several weeks. You will need to gather some background information about the student. You will then administer several assessments. You will

identify the strengths and weaknesses of the student and develop an educational report complete with recommendations. The case study written report describing the process and results should be not more than 10 pages in length and suitable for include in your portfolio (20 points).

**Group Research Article Review and Presentation:** Class groups of 4-5 students will select a topic from the list given by the instructor:

Each student/ member will:

1. Locate a different research article on the selected topic that discusses a strategy or teaching intervention with students. (Critical note: Articles must be published in peer reviewed journals, or be dissertation).
2. Write a one-page summary of the study they selected and provide of this summary for all class members on the date of the focus group presentations.
3. Provide copies of the article and your summary for the members of their focus group and the professor
4. Present the study to their focus group
5. With the focus group create a summary of the studies you have reviewed. In the summary cover the following key points and/or topics: Identify the key features of the combined articles of your group, Describe the use of the assessment, identify which areas are addressed and appropriate for the assessment use, Prepare an overview of the assessment
6. Distribute the one-page summaries to the class members

**Individual Summary**-10 points

**Planning/presentation & handout**-10 points

### **Evaluation: Requirements and Grading**

Work is to be turned in on the due date. A point will be deducted per day for work submitted late without prior approval from professor. Work should be placed in student file folder and returned to the professor.

With the exception of exam case assignments, written work may be resubmitted for re-grading one time. The student must notify the professor that they intend to re-submit and do so within tow weeks after the original was returned. The student must turn in the original paper with professor's comments along with their re-submission.

Grading Procedures:	Points
Group Research Articles Review	
Assessment Instrument review/planning	10
Presentation	10
Attendance and Participation	40
Weekly Class Work-Online	100
Final Exam	30
Weekly Class Admit Slips	50

Case Study	40
Total	280

Grades will be computed using the percentage of the total points

90-100%	A
80-89%	B
70-79%	C
60-69%	D

Each absence, to include late arrivals or early departures, without prior approval from professor and deemed as excused, will be counted as a deduction of 5 points from your final grade. Sign in sheets will be completed for each class at the beginning of class at 4:30. Early departures will be noted by the professor.

	Topic(s)	Assignments
9/14	Introductions Review of Syllabus/Course Requirements Chapters 1, 2 Portfolio Assessment-video	Read chapters for next class Complete Class slip for next time which will be: online support, multiple choice quiz and case study
9/21	Chapters 6,3,4:Practical and Ethical Considerations Informal Assessments	
9/28	Chapters 5, 8,11	
10/5	Chapters 9,10,12	
10/12	Group Presentation & Chapter 7	
10/19	Chapters 13, 14,	
10/26	Chapters 15, 16	
11/2	Chapters 17,18	
11/9	Case Study Presentation	
11/16	Final Exam	