



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Summer 2017  
EDSE 627 637: Assessment  
CRN: 42534, 3 – Credits

<b>Instructor:</b> Dr. Frederick Brigham	<b>Meeting Dates:</b> 5/22/2017 – 8/12/2017
<b>Phone:</b> 703 993 1667	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> fbrigham@gmu.edu	<b>Meeting Time(s):</b> 5:00 pm - 9:30 pm
<b>Office Hours:</b> Monday 2:00 – 4:00 by appointment	<b>Meeting Location:</b> Woodson HS, 9525 Main St, Fairfax, VA 22031, Rm E 125 (6/8 mtg in E120)
<b>Office Location:</b> Finley Hall, second floor, across from the elevator	<b>Other Phone:</b> NA

\*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

**Prerequisite(s)** None

**Co-requisite(s)** None

**Course Description**

Offers knowledge and experiential learning activities related to assessment of students with mild disabilities. Includes statistical and psychometric concepts in assessment. Addresses norm-referenced, criterion-referenced, curriculum-based, and informal assessment for instructional and placement decisions. Note: Field experience required.

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

**Advising Tip**

Do you need to apply for internship? Students completing special education teacher licensure programs apply ahead of time for internships so supervisors, and sites if needed, can be

arranged. Check your program plan or talk with your advisor if you are unsure when you should be applying for internship.

### **Course Delivery Method**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

### **Learner Outcomes**

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

1. Provide the definition of assessment and the purposes and assumptions regarding assessment of exceptional children.
2. Compare and contrast the terms assessment and testing.
3. Describe relevant ethical standards, litigation, and legislation related to assessment.
4. Describe the characteristics of norm-referenced, criterion-referenced, curriculum-based and informal teacher-made tests, their similarities and differences, and their respective roles in the assessment process.
5. Demonstrate knowledge of basic measurement concepts and evaluate the psychometric properties of individual tests.
6. Create graphic displays of data in appropriate formats including: stem and leaf plot, scatterplot, and line graph using a computer spreadsheet.
7. Calculate descriptive statistics using a computer spreadsheet.
8. Interpret test results, generate appropriate educational goals and objectives based upon these results, and report test results in a professional written format.
9. Select, administer, and score of a variety of educational tests.
10. Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
11. Write assessment reports of academic achievement tests.
12. Conduct curriculum-based assessments to guide instructional decision-making.
13. Explain the benefits and limits of different forms of assessment (e.g., individual, norm-referenced assessment vs. continuous progress measures).
14. Explain the benefits and limits of different forms of data collected for assessment (e.g., standard scores vs. grade equivalents).
15. Score and interpret behavior observation protocols from time sampling, event recording, and interval recording procedures.
16. Describe the procedures and purposes of Response to Intervention (RTI).
17. Critique assessment and instructional accommodations relative to specific learning characteristics.

## **Course Relationship to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

## **Required Textbooks**

Overton, T. (2016). *Assessing learners with special needs: An applied approach* (Eighth ed.). Upper Saddle River, New Jersey: Pearson Education.

## **Recommended Textbooks**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

## **Required Resources**

You will need to have access to GMU email account, GMU Blackboard site, a **computer with Adobe Acrobat reader**, a **word processor** and a **spreadsheet**. I will post my notes in both acrobat and PowerPoint formats. Additionally, I will provide instruction for *Microsoft Excel*. Excel is on most computers in schools and the university. Other spreadsheets such as Apple's *Numbers* will work but can be *far* more difficult to use for more advanced computations.

## **Additional Readings**

Additional readings will be posted on the class website.

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 627, the required PBA is Curriculum-Based Measurement Project. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

### **Assignments and/or Examinations**

#### **Performance-based Assessment (Tk20 submission required)**

- Curriculum-Based Measurement Project

#### **College Wide Common Assessment (Tk20 submission required)**

There are no assignments in this category

#### **Performance-based Common Assignments (No Tk20 submission required.)**

*These things do not go to Tk20, however, they must go to Blackboard.*

- Spreadsheet
- CBM proposal
- Standardized test report one (Dava Kaplan)
- Standardized test report two (Charley Horst)

#### **Other Assignments/Fieldwork Experience**

- Preparation and delivery of issues debate.

### **Course Policies and Expectations**

#### **Attendance/Participation**

Part of the responsibility that professional educators assume is punctual and active performance of their duties. Such behavior is expected in this class as well as in the performance of the duties of being a professional educator. I take attendance in each meeting to document who is present, on-time, present and late, as well as absent. I do not award points nor do I impose penalties for absence, or tardiness. *However*, you miss class or come late at your own risk.

Much of the work in this class is dependent upon understanding the material from the previous classes. If you miss class, it is important that you read the assigned material and review the PowerPoint slides along with any other assigned materials before our next class meeting. I am available during office hours to assist you with questions but we do not have time, nor do I have the responsibility to teach individual make-up sessions to people who miss class. Further, missing class does not alter the due dates of assignments. Students in this class are all graduate students who are familiar with the expectations of college-level learning. This is probably the most demanding course in the licensure program, simply because there is so much unfamiliar material. Make your decisions about attending class according to this advice. It is, in the end, your career and your responsibility as a professional to choose wisely and accept responsibility for your choices.

*Reasons for Absence* Some students call or write to me to ask if it is alright to miss class. Please do not do that! The answer to “Is it alright to miss class?” is always no. I have not reserved one class meeting for an incredible burst of irrelevance that has nothing to do with anything related to the course! But, while it is not alright to miss class, it is sometimes necessary. All of the people enrolled in this class are professional educators or individuals who aspire to be a professional educator and they are adults. Therefore, if you need to miss class, I ask that you notify me by email so that I won’t worry about what happened to you. It is not necessary to tell me why. I believe that asking me to judge the adequacy of your reason is demeaning to both of us. That said, if it becomes necessary for you miss a large portion of the class meetings, we should discuss the number of meetings, the impact of missing them, and devise a plan for dealing with whatever issue is forcing you into that decision.

### **Late Work**

#### *Online Submission of Student Work Required*

All student work *must* be submitted through the **Blackboard** class website. Due dates are posted at the end of the syllabus and also on the blackboard site. On time submissions are required to be in the class Blackboard Assignment folder by the beginning of the class session on the due date.

Only submissions through the Blackboard Assignment folder will be accepted. **Assignments sent as email attachments will be deleted without opening them.** Assignments that are not in the Blackboard assignments folder at the appropriate time *are late*.

**Ten percent of the available points** for the assignment will be deducted for late submissions during the **first week after the due date.** After one week from the due date, assignments will be penalized **an additional 10% of the total available score for each week they are late.** Thus an assignment that is three weeks late is able to obtain only 75% of the points for the assignment regardless of the quality of the work. After three weeks, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. In the case of an assignment that earned 90 out of 100 points, the student grade would be a score of 65 (90-25). The points are deducted for each week at the time that the assignment was originally due.

The date that the assignment was loaded into the Blackboard Assignment folder will be the date of record. Partially completed or inadequate assignments loaded into the Blackboard Assignment folder will be the assignments of record for the student. Do not even think about loading a poor quality assignment on time and then asking to revise it later or trying to get me to allow a different assignment to be loaded because you loaded the wrong version.

Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester. Some assignments appear in pairs. For paired assignments, your work in the first of the pairs is to serve as a model for the second assignment.

Submission by due date for final and last day of class is required for submissions to be considered for grading at all. Assignments and exams submitted after the due date for the exam will be assigned a grade of zero.

### Grading Scale

Assignment*	Points
1. In-class example and independent homework	40
2. Standardized test: guided report/interpretation (WJ-IV)	50
3. Standardized test: independent report/interpretation (WJ-IV & Behavior)	100
4. CBM proposal & Collaborative Team write-up	30
5. CBM project upload on <i>Assessment</i> slot and on <i>TK20 slot</i>	100
6. Debate Presentation (one pro, one con)	30
7. Midterm Examination	50
8. Final examination	100
Total	500

\*Ten percent of assignment total points will be deducted for late work.

### Class Grading Scale

100--95% = A      94--90% = A-   89--80% = B   79--75% = C   < 75% =F

### Extra Credit Options

There are no options for extra credit assignments in this class. There are plenty of ways to earn credit so that you can pass by following the instructions on the required assignments.

### File Names for Online Submission

**You must include your name *in the file name*** when you submit to Blackboard. I will deduct five points from each submission (nonrefundable) if your file downloads without your name in the title. Non-refundable means that even if you send the file early for feedback purposes, you lose the five points for the assignment if it does not contain your name *in the file name*.

**Blackboard will *not* add your name to your submission** as is required for this class. It will label it on the server but when it downloads, only the name of the file *as it appears on your computer* will be transmitted. The name must be assigned to the file on your computer before you send it to Blackboard.

The format for the file name is:

<*your LAST name-assignment name*>

If I were submitting homework assignment 1 through the Dropbox, I would call it:

### Brigham-Homework 1

Note: If the file name on your computer does not look like my example, it will not look like my example in Blackboard or when it downloads to my computer and you will lose points.

**\*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).**

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

Although I do not award points for attending class., I believe that attending class and participating in an active and well-prepared manner is a manifestation of the “disposition to be a teacher” on which each student in the education program is rated. My assumption is that all members of the class possess the disposition to be a teacher; however, evidence to the contrary will be grounds for me to refer the individual to the college leadership as lacking the disposition to be a teacher. Such a referral could lead to the individual’s dismissal from the university. Your active participation in class is a major way to demonstrate that you possess the disposition to be a teacher.

*Active participation includes:*

- Listening to class discussions
- Making relevant contributions to class discussions
- Taking notes
- Listening to instructor lectures and feedback
- Coming to class with materials including textbooks and relevant materials from the class website.

*Active participation does not include:*

- Sleeping in class
- Surfing the web, doing email, and otherwise engaging in non-instructional activities during class time.
- Holding conversations with your classmates during whole class instruction.
- Taking cell phone calls during class and
- other off-task behaviors that are not relevant to instruction.
- Consistently arriving late, leaving early or non-engagement in the instructional activities during the time that they are in class.

## Class Schedule

\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

*A complete schedule of dates and assignments for the class appears as an appendix to this syllabus.*

## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

## GMU Policies and Resources for Students

### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance



students' personal experience and academic performance (see <http://caps.gmu.edu/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

### **Assessment Rubric(s)**

Here is the CAEP Performance-based Assessment or College Wide Assessment for this class. All other rubrics are posted on Blackboard.

Note to the wise: I follow the rubric for order of elements in the assignments as well as particular requirements. When completing assignments for this course, it is a very wise idea to place the rubric next to your computer and complete each section in the order it appears on the rubric, ensuring that you have included the necessary elements from assignment instruction and have followed specific formatting guidelines (e.g., calculations rounded to two decimal places).

Assessment #5 Curriculum-based Measurement Project

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p>Reason for Assessment</p> <p>CEC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> <li>• Candidate omits or provides unclear/limited explanation of any of the following: <ul style="list-style-type: none"> <li>○ area of general curriculum of concern for student.</li> <li>○ reason for prioritizing chosen area of the general curriculum.</li> <li>○ student's current level of performance in the general curriculum area of concern.</li> <li>○ <b>how the student's current level of performance differs from average performing peers.</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies area of general curriculum of concern for student.</li> <li>• Candidate states reason for prioritizing chosen area of the general curriculum.</li> <li>• Candidate describes the student's current level of performance in the general curriculum area of concern.</li> <li>• Candidate describes how the student's current level of performance differs from average performing peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies area of general curriculum of concern for student.</li> <li>• Candidate states reason for prioritizing chosen area of the general curriculum.</li> <li>• Candidate describes the student's current level of performance in the general curriculum area of concern.</li> <li>• <b>Candidate describes how the student's current level of performance differs from average performing peers.</b></li> <li>• <b>Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.</b></li> </ul>
<p>Description of the Target Behavior</p> <p>CEC Standard 1</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> <li>• Candidate omits or provides unclear/limited explanation of any of the behavioral objective.</li> <li>• <b>Candidate states behavioral objective that DOES NOT include task, condition, and/or criterion directly related to general education curriculum.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Candidate states behavioral objective for student to show mastery and fluency in selected skill.</li> <li>• Candidate states behavioral objective that includes task, condition, and criterion directly related to general education curriculum.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate states behavioral objective for student to show mastery and fluency in selected skill.</li> <li>• Candidate states behavioral objective that includes task, condition, and criterion directly related to general education curriculum.</li> <li>• Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.</li> <li>•</li> </ul>
<p>Description of assessment procedure and example of probes</p>	<ul style="list-style-type: none"> <li>• Candidate DOES NOT identify and/or describe a nonbiased assessment of target behavior OR identifies a biased assessment of</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies and describes a nonbiased assessment of target behavior.</li> <li>• Candidate identifies and describes</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies and describes a nonbiased assessment of target behavior.</li> <li>• Candidate identifies and describes</li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p>CEC Standard 4</p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<p>target behavior.</p> <ul style="list-style-type: none"> <li>• Candidate DOES NOT identify and describe assessment procedures that directly related to individualized behavioral objective OR candidate identifies and describes assessment procedures that ARE NOT directly related to the behavioral objective.</li> <li>• Candidate DOES NOT describe and provide examples of CBM probes that: <ul style="list-style-type: none"> <li>○ Use constant time</li> <li>○ Contain constant number of items</li> <li>○ Remain constant in difficulty level</li> </ul> </li> </ul> <p>OR candidate describes and provides examples of CBM probes that DO NOT:</p> <ul style="list-style-type: none"> <li>○ Use constant time OR</li> <li>○ Contain constant number of items OR</li> <li>○ Remain constant in difficulty level</li> </ul> <ul style="list-style-type: none"> <li>• <b>Candidate DOES NOT employ clear rules for instructional decision-making.</b></li> </ul>	<p>assessment procedures that directly related to individualized behavioral objective.</p> <ul style="list-style-type: none"> <li>• Candidate describes and provides examples of CBM probes that: <ul style="list-style-type: none"> <li>○ Use constant time</li> <li>○ Contain constant number of items</li> <li>○ Remain constant in difficulty level</li> </ul> </li> <li>• Candidate employs clear rules for instructional decision-making.</li> </ul>	<p>assessment procedures that directly related to individualized behavioral objective.</p> <ul style="list-style-type: none"> <li>• Candidate describes and provides examples of CBM probes that: <ul style="list-style-type: none"> <li>○ Use constant time</li> <li>○ Contain constant number of items</li> <li>○ Remain constant in difficulty level</li> </ul> </li> <li>• <b>Candidate employs clear rules for instructional decision-making.</b></li> <li>• <b>Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.</b></li> </ul>
<p>Changing the Behavior</p> <p>CEC Standard 5</p> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance</p>	<ul style="list-style-type: none"> <li>• Candidate describes an instructional plan for the individual student that DOES NOT: <ul style="list-style-type: none"> <li>○ Directly addresses the target behavior, OR</li> <li>○ Is based on student current level of performance as evidenced by functional assessments, OR</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes an instructional plan for the individual student that: <ul style="list-style-type: none"> <li>○ Directly addresses the target behavior,</li> <li>○ Is based on student current level of performance as evidenced by functional assessments,</li> <li>○ Shows evidence of task analysis of the skill area, and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes an instructional plan for the individual student that: <ul style="list-style-type: none"> <li>○ Directly addresses the target behavior,</li> <li>○ Is based on student current level of performance as evidenced by functional assessments,</li> <li>○ Shows evidence of task analysis of the skill area, and</li> </ul> </li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
learning of individuals with exceptionalities.	<ul style="list-style-type: none"> <li>○ Shows evidence of task analysis of the skill area,</li> <li>● <b>Candidate DOES NOT Make responsive adjustments to instruction based on continuous observation (collection of CBM data).</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Makes responsive adjustments to instruction based on continuous observation (collection of CBM data).</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Makes responsive adjustments to instruction based on continuous observation (collection of CBM data).</b></li> <li>● <b>Candidate describes innovative or highly responsive instruction that directly addresses the target behavior and is based on student data.</b></li> </ul>
<p>Summary of Results</p> <p>CEC Standard 4</p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> <li>● Candidate provides a performance graph that: <ul style="list-style-type: none"> <li>○ Is NOT clear to the reader,</li> <li>○ DOES NOT include baseline, aimline, or phaseline and</li> <li>○ DOES NOT INCLUDE clear indication of data decision points.</li> </ul> </li> <li>● Candidate DOES NOT show evidence of interpretation of data and clear communication by: <ul style="list-style-type: none"> <li>○ NOT/NOT THOROUGHLY summarizing student response to instruction</li> <li>○ NOT/NOT THOROUGHLY identifying any decisions made using the data decision rules, and</li> <li>○ NOT/NOT THOROUGHLY providing recommendations for further instruction.</li> </ul> </li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate provides a performance graph that: <ul style="list-style-type: none"> <li>○ Is clear to the reader,</li> <li>○ Includes baseline, aimline, and phaseline and</li> <li>○ Clear indication of data decision points.</li> </ul> </li> <li>● Candidate shows evidence of interpretation of data and clear communication by: <ul style="list-style-type: none"> <li>○ Summarizing student response to instruction</li> <li>○ Identifying any decisions made using the data decision rules, and</li> <li>○ Providing recommendations for further instruction.</li> </ul> </li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate provides a performance graph that: <ul style="list-style-type: none"> <li>○ Is clear to the reader,</li> <li>○ Includes baseline, aimline, and phaseline and</li> <li>○ Clear indication of data decision points.</li> </ul> </li> <li>● Candidate shows evidence of interpretation of data and clear communication by: <ul style="list-style-type: none"> <li>○ Summarizing student response to instruction</li> <li>○ Identifying any decisions made using the data decision rules, and</li> <li>○ Providing recommendations for further instruction.</li> </ul> </li> <li>● Candidate provides a strong example of professional thinking and writing in the integration of all required components.</li> </ul>
<p>Project Reflection</p> <p>CEC Standard 6</p>	<ul style="list-style-type: none"> <li>● Candidate DOES NOT use learner data to reflect on the target student's response to the behavior</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate uses learner data to reflect on the target student's response to the behavior change process, including</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate uses learner data to reflect on the target student's response to the behavior change process, including</li> </ul>

	<p style="text-align: center;"><b>Does Not Meet Expectations 1</b></p>	<p style="text-align: center;"><b>Meets Expectations 2</b></p>	<p style="text-align: center;"><b>Exceeds Expectations 3</b></p>
<p>Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>	<p>change process, and DOES NOT include evidence of:</p> <ul style="list-style-type: none"> <li>○ Self-evaluation of the instruction provided OR</li> <li>○ Reflecting on one’s practice to improve instruction and guide professional growth, OR</li> </ul> <ul style="list-style-type: none"> <li>• <b>Commitment to use of evidence-based practices in assessment and instruction.</b></li> </ul>	<p>evidence of:</p> <ul style="list-style-type: none"> <li>○ Self-evaluation of the instruction provided</li> <li>○ Reflecting on one’s practice to improve instruction and guide professional growth, and</li> <li>○ Commitment to use of evidence-based practices in assessment and instruction.</li> </ul>	<p>evidence of:</p> <ul style="list-style-type: none"> <li>○ Self-evaluation of the instruction provided</li> <li>○ Reflecting on one’s practice to improve instruction and guide professional growth, and</li> </ul> <ul style="list-style-type: none"> <li>• <b>Commitment to use of evidence-based practices in assessment and instruction.</b></li> <li>• Candidate provides a strong example of professional thinking and writing in the integration of all required components.</li> </ul>

## Collaborative Learning Team Assessment

### Assessment Objectives

- The candidate will collaborate with other teachers in a school context.
- The candidate will assess individual student and/or group learning progress and consider this data to make instructional decision.
- The candidate will develop and/or revise lesson plans, instructional delivery methods, and classroom management strategies with the goal of improving student learning progress.
- The candidate will collaboratively develop a teaching action plan that promotes an individual student's or a group of students' academic achievement.

### Rationale

Today's teachers play a teacher leadership role, with each professional (novice and veteran) facilitating not only their own but also their colleagues' professional development—all focused on the achievement of the students they work together to educate. As a Teacher Candidate you will enter schools where collaboration with your colleagues in the service of your students is required. Professional collaborations and teacher leadership must begin and end with joint considerations of the evidence of student learning.

You will complete the Collaborative Learning Team Task during an internship or field experience placement to ensure that you have an active responsibility for instruction and student learning. This task can be completed in conjunction with other program requirements (e.g., a teacher research project or a teacher work sample assignment).

### Assessment Task

To complete this task you will:

- Collaborate with a team of teacher colleagues, potentially including but not consisting solely of the mentor teacher, to discuss individual student or group learning progress
- With the learning team, consider assessment results and make responsive instructional decisions that promote an individual student's or a group of students' learning
- Provide input to the team to identify lesson plans or revisions to lesson plans, instructional delivery methods, or classroom management strategies affecting student learning progress
- Detail a teaching action plan that the team believes will promote the individual student's or group of students' academic achievement and that includes a description of the instructional activities and assessments to be used and how assessment results will be used to determine changes in student learning

### Submission Directions

You will submit a completed template to demonstrate meeting the above objectives and completion of the above tasks:

#### Part 1: Collaboration

**Documentation of collaborations** with teacher colleagues regarding individual student or group learning progress. (Documentation can include: agenda, minutes, reflections, etc.)

#### Part 2. Assessment and Instruction

**Documentation of initial assessment results and responsive instructional decisions.** (Documentation will include the initial results from the assessment and the specific instructional decisions made in response to the assessment results.)

**Part 3. Lesson Plan(s)/Revisions**

**Documentation of lesson plans** or revisions, instructional delivery methods or classroom management strategies. (Documentation will be the detailed lesson plan(s) or revision with instructional delivery methods or classroom management strategies.)

**Part 4. Teaching Action Plan**

**Include the teaching action plan** that is a description of the alignment of specific instructional activities and assessments. (Documentation will describe an alignment of objectives, assessment outcomes and instructional strategies used.)

**Collaborative Learning Team Assessment  
TEMPLATE**

You will submit the following and attachments to demonstrate meeting the objectives for this assessment task.

Task	Documentation	
<b>Part 1: Documentation of collaborations</b> with teacher colleagues regarding individual student or group learning progress.	<b>Documentation of collaborations</b>	
	<i>List artifacts attached to this template:</i>	
<b>Part 2. Documentation of initial assessment results and responsive instructional decisions.</b>	<b>Assessment results</b>	<b>Corresponding instructional decisions</b>
<b>Part 3. Documentation of lesson plans or revisions, instructional delivery methods or classroom management strategies.</b>	<b>Attach lesson plan to this template.</b> <i>Briefly describe the content of the lesson and specific strategies and management techniques used for this lesson.</i>	
	<b>Teaching action plan</b>	

<b>Part 4. Teaching action plan</b> that includes a description of instructional activities and assessments.	<b>Objectives</b>	<b>Instructional Activities</b>	<b>Assessment (list and state alignment)</b>

**Collaborative Learning Team Task  
Rubric**

<b>Criteria</b>	<b>Does Not Meet Standard 1</b>	<b>Approaches Standard 2</b>	<b>Meets Standard 3</b>	<b>Exceeds Standard 4</b>
<b>Part 1. Collaboration</b>				
<b>The candidate works with school professionals to plan and facilitate learning to meet diverse needs of learners.</b>  <i>InTASC 10(b)</i>	The candidate <b>does not provide</b> evidence of effectively collaboration with school professionals to plan <b>and/or</b> jointly facilitate learning to meet diverse needs of learners.	The candidate provides evidence that he/she collaborates only <b>occasionally or less than effectively</b> with school professionals to plan and jointly facilitate learning to meet diverse needs of learners.	The candidate provides evidence that he/she collaborates with school professionals to <b>effectively</b> plan and <b>jointly</b> facilitate learning to meet diverse needs of learners but <b>did not</b> take advantage of all opportunities.	The candidate provides evidence that he/she collaborates <b>regularly and effectively</b> with a variety of school professionals to plan and <b>jointly</b> facilitate learning to <b>meet diverse needs</b> of learners.



<p>The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p><i>InTASC 10(f)</i></p>	<p>The candidate <b>does not provide</b> evidence of collaboration with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she only <b>occasionally or less than effectively</b> collaborates with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she <b>effectively</b> collaborates with school professionals to <b>effectively</b> and <b>jointly</b> engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she collaborates <b>regularly and effectively</b> with a variety of school professionals to <b>effectively</b> and <b>jointly</b> engage in professional learning that advances practice.</p>
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**Part 2. Assessments and Instruction**

<p><b>Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation, information about learners, research) to evaluate outcomes of teaching and learning to adapt planning and practice.</b></p> <p><i>InTASC 9(c)</i></p>	<p>The candidate <b>does not</b> show evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and practice.</p>	<p>The candidate independently or in collaboration with colleagues uses data to evaluate outcomes of teaching and learning <b>but inaccurately or ineffectively</b> adapts planning and practice.</p>	<p>The candidate independently and in collaboration with colleagues uses data to <b>effectively</b> evaluate outcomes of teaching and learning <b>and</b> adapts planning and practice.</p>	<p>The candidate independently and in collaboration with colleagues uses a <b>variety of data</b> to <b>accurately</b> evaluate outcomes of teaching and learning and <b>effectively</b> adapts planning and practice for all learners.</p>
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**Part 3. Lesson Plan**

<p><b>The candidate understands the strengths and needs of individual learners and how</b></p>	<p>The candidate exhibits a <b>limited or no</b> understanding of the strengths and needs of</p>	<p>The candidate exhibits a <b>limited</b> understanding of the strengths and needs of individual</p>	<p>The candidate exhibits an understanding of the strengths and needs of individual</p>	<p>The candidate exhibits a <b>deep understanding</b> the strengths and needs of <b>diverse</b> learners and how</p>
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<p>to plan <b>instruction that is responsive to these strengths and needs.</b></p> <p><i>InTASC 7(j)</i></p>	<p>individual learners <b>nor</b> how to plan instruction that is responsive to strengths and needs.</p>	<p>learners <b>and/or</b> how to plan instruction that is responsive to these strengths and needs.</p>	<p>learners and how to plan <b>effective</b> instruction that is responsive to these strengths and needs.</p>	<p>to plan <b>effective</b> instruction that is responsive to these strengths and needs.</p>
<p><b>The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</b></p> <p><i>InTASC 6(a)</i></p>	<p>The candidate <b>does not provide evidence</b> of the use of formative and summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides <b>limited evidence</b> of the use of formative <b>and/or</b> summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides <b>adequate</b> evidence of the balanced use of formative and summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides <b>extensive</b> evidence of the balanced use of <b>multiple</b> formative and summative assessments as appropriate to support, verify, and document learning.</p>
<p><b>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</b></p> <p><i>InTASC 6(b)</i></p>	<p>The candidate provides <b>no evidence</b> that he/she designs assessments that match learning objectives with assessment methods <b>or</b> minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides <b>little evidence</b> that he/she designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides <b>evidence</b> that he/she designs <b>effective</b> assessments that <b>closely</b> match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides multiple pieces of <b>evidence</b> that he/she designs <b>effective</b> assessments that <b>align</b> learning objectives with a <b>variety</b> of assessment methods and minimizes sources of bias that can distort assessment results.</p>

<p>The candidate works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.</p> <p><i>InTASC 6(c)</i></p>	<p>The candidate <b>does not</b> work independently and collaboratively to examine test and other performance data to understand <b>some</b> learner’s progress and to guide planning.</p>	<p>The candidate works independently <b>and/or</b> collaboratively to examine <b>limited</b> test and other performance data to understand <b>some</b> learner’s progress and to guide planning.</p>	<p>The candidate works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.</p>	<p>The candidate works independently and collaboratively to examine <b>multiple sources of</b> test and other performance data to understand every learner’s progress and to guide planning to meet <b>diverse</b> student needs.</p>
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**Part 4 Teaching Action Plan**

<p>The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p><i>InTASC 9(e)</i></p>	<p>The candidate <b>describes rather than reflects on</b> personal biases and <b>does not</b> access resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate <b>describes rather than reflects on</b> personal biases and accesses <b>some</b> resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate reflects on <b>some</b> personal biases and accesses a <b>range of</b> resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate reflects <b>candidly on a variety of personal biases</b> and accesses a <b>broad range of</b> resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>
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<p><b>The candidate takes an active role on the instructional team giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</b></p> <p><i>InTASC 10(a)</i></p>	<p>The candidate <b>does not</b> work with the instructional team, receives <b>limited</b> feedback on practice, examining <b>minimal</b> learner work, <b>rarely</b> analyzing data, and sharing <b>little</b> responsibility for decision making and accountability for student's learning.</p>	<p>The candidate <b>occasionally and/or passively</b> works with the instructional team, receiving <b>limited</b> feedback on practice, examining <b>some</b> learner work, analyzing data <b>from a single source</b>, and sharing <b>little or no</b> responsibility for some decision making and accountability for each student's learning.</p>	<p>The candidate takes an <b>active</b> role on the instructional team, receiving feedback on practice, examining learner work, analyzing data from <b>multiple sources</b>, and sharing responsibility for decision making and accountability for <b>each</b> student's learning.</p>	<p>The candidate takes an <b>active</b> role on the instructional team, <b>giving and receiving</b> feedback on practice, examining learner work, analyzing data from <b>multiple sources</b>, and sharing responsibility for decision making and accountability for each student's <b>diverse</b> learning needs.</p>
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**Tentative Course Schedule EDSE 627 637 Summer, 2017**

Mtg	Date	Topic	Preparation
1	05/23	Introduction and Course Overview	Moreland 1995 (syllabus)
2	05/30	Legal, professional, and ethical requirements relative to assessment Quantitative Measurement Concepts I Computers in assessment data management I*	Text, Chpts 1, 2, & 3 Excel instructions on website.
3	06/06	Computers in assessment data management II* Quantitative Measurement Concepts II	Excel instructions on website. Text, Chpt 4 Daub (1996) Fuchs & Fuchs (1986a)
4	06/13	CBM, RTI, Progress Monitoring	Text, Chpt 6 & 7 Espin (2000) Fuchs & Fuchs (1986b) <b>Homework 1 due</b>
5	06/20	Achievement Tests Overview of the Woodcock-Johnson IV Writing Assessment Reports	Text, Chpts 5 & 8, Skim chpt 13 <b>CBM Proposal Due</b>
6	06/27	<b>Midterm</b>	On line, Open book
	07/04	Independence Day, No class meeting.	
7	07/11	Test accommodations  Behavior	<b>On-line CEC module</b>  Text Chpt 9  <b>Test Report 1 Due</b>
8	07/18	Intelligence and Adaptive Behavior  RTI  Classroom testing, grading, etc.  Large scale and alternate assessments	Text Chpt 10  Brigham (2010) Bateman (2009) TBA Thurlow (2001) Conderman (2010) Byrnes (2008)  <b>Debate Presentations</b>
9	07/25	<b>CBM presentations Final Examination</b>	<b>Test Report 2 , CBM Report &amp; Presentation Due Final<sup>b</sup> Due 7/25 (11:59 PM)</b>

- <sup>b</sup> The final is comprehensive. One cannot answer questions regarding the second half of the class without mastering the material in the first half of the class.



## **Appendix B**

### **Listing of On-line Resources**

The instructions as well as scoring rubrics for these assignments are posted on the class website under the **ASSIGNMENTS** folder. Please consult the instructions for each assignment and bring them to class the night that we discuss the topics. Also, and this is important, make certain to have the topic and procedure for your CBM project approved before beginning the project. Additionally, it is unwise to begin work on Test Report 2 until you receive the feedback from Test Report 2.

#### **CBM Project Requirements**

#### **Test Report One**

#### **Test Report 2**

## **Appendix C**

### **FORMATIVE AND SUMMATIVE GRADING OF ASSIGNMENTS IN THE COURSE**

Two assignments in the course are given as formative assessments and can be revised. The number of revision options and submissions that may be accepted appears in the table below. Unless the column for the number of revisions allowed is a value greater than one, the assignment will receive summative evaluation and may be submitted only once.

#### **Deadlines for Submission, Revision, and Resubmission**

Unless prior arrangements are made with the instructor, only assignments that are submitted according to the schedule recorded in the syllabus may be revised. Late assignments will be scored only once, even if a revision option is provided for the assignment. Also, the last submission will be the recorded grade.

To be considered for a higher score, any revision must be received within two weeks of the date that it was returned to you through Blackboard. Revisions received after the two-week window has expired will be evaluated as time allows. Submissions after the two-week window has expired will *not* be considered for score alteration.

**Appendix D**  
**EDSE 627 Class Assignments**

Assignment	Topic	Number of Submissions
Spreadsheet	Descriptive Stats, Derived Scores	<b>2</b>
CBM Proposal	Monitoring of Academic Progress	<b>3</b>
<b>Midterm</b>	Content: Topics from weeks 1-5.	<b>1</b>
Test Report 1	Use data on the class website with in-class support	<b>1</b>
Test Report 2	Using data from class website	<b>1</b>
CBM Project	Monitoring of Academic Progress: Written Report	<b>1</b>
	Oral Presentation	
<b>Final</b>	Web-based, open book (Individual effort, no collaboration with classmates or others)	<b>1</b>