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

Spring 2020
EDSE 846 001: Assessment, Evaluation, and Instrumentation in Special Education Research
CRN: 20394, 3 – Credits

Instructor: Dr. Frederick Brigham	**Meeting Dates**: 1/21/2020 – 5/13/2020
Phone: 703 993 1667	**Meeting Day(s)**: Tuesday
E-Mail: fbrigham@gmu.edu	**Meeting Time(s)**: 4:30 pm – 7:10 pm
Office Hours: M afternoons 4:00-6:30 Most Saturdays 1-4 (make apt.)	**Meeting Location**: Fairfax; Finley 114
Office Location: Finley, 2nd floor across from elevator	**Other Phone**: N/A

- 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): Admission to PhD in education program, or permission of instructor.
Co-requisite(s): None

Course Description
Provides in-depth study, analysis and discussion of the past, present and future directions of assessment, evaluation, and instrumentation research in special education. Emphasizes reliability and validity of the research instruments, evaluating research methodology, analyzing results, synthesizing findings with respect to present assessment and evaluation policies; formulating future research questions relevant to assessment and evaluation of individuals with disabilities.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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, students will be able to:

1. Describe various methodologies used in special education assessment and evaluation research.
2. Analyze the reliability and validity of research instruments.
3. Determine the implementation mechanisms for various assessment and evaluation procedures in special education.
4. Demonstrate how to analyze and synthesize special education assessment research.
5. Describe issues surrounding special education assessment research.
6. Develop and present an applied project investigating a selected topic in special education assessment and evaluation.

Professional Standards
Not applicable.
Required Textbooks
DeVellis, R. F. (2017). *Scale development: Theory and applications* (Fourth edition.). Los Angeles: SAGE. (9781506341569).

Recommended Textbooks
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Required Resources
Spreadsheet software (recommend Excel)

SPSS (can also use R but you need to know how to do it. I will provide support for SPSS)
Do not go out and buy a copy of SPSS specifically for this course. If you need it for another course as well, it will be worth it, but we can make do with Excel.

Additional Readings
See class bibliography for additional readings.

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 846, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). 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)
None.

College Wide Common Assessment (TK20 submission required)
None.

Performance-based Common Assignments (No Tk20 submission required)
None.

Other Assignments

Option 1: Individual Research Review Paper

An integrative review paper must be completed. You may select to complete a traditional or integrative research review paper of a selected area in special education assessment and evaluation. Have your topic approved prior to beginning. You should also prepare materials based on the paper to present to the class.

1. Select a current topic impacting assessment and evaluation in special education.
2. Complete a literature search of Psych Info and other relevant databases to identify relevant original research articles (check for other relevant data bases).
3. Obtain and read original research articles.
4. Develop a coding system to organize your articles
5. Code, organize, analyze, and synthesize the information from the articles.
6. Write the paper using the *American Psychological Association Publication Manual* (6th edition) guidelines:

Title Page
Abstract
Introduction and Purpose
Method (literature search procedures)
Results (this is the section that will vary according to your specific articles)
Overall characteristics of the studies (number of articles, participant characteristics, disability areas, general descriptions of assessment/evaluation procedures, overall findings; and quality of studies)
Discussion – Summary and Conclusions

References

There will be numerous opportunities to discuss this project throughout the semester.

Option 2: Research Application Project

The research application project is designed to provide experience in designing, implementing, and evaluating an assessment related research application project in special education. Be sure to have your research question and design approved before beginning since the instructor can assist you with the design components and GMU and district human subjects' approval.

This applied research project may also focus on the design, development, piloting, evaluation and refinement of an assessment or assessment tool used in research. It is recommended that following format be followed:

Questions of the Research Application Project:
Sample questions:
How does on-going assessment impact teachers' instructional decision making in content areas for middle school students with SLD?

What is the reliability and validity of the Assistive Technology Attitude Scale developed for measuring teachers' attitudes toward assistive technology?

Background Literature:
Provide a brief description of the background literature that indicates a need for your question.

Design/Method of the Project:
This section will be based upon your question. There are a variety of methodologies you could select to investigate your selected question.

Participants: Use the following marker variables as guidelines to describe the participants in your applied project. (maybe students, in-service teachers, pre-service teachers, etc.). Report the data on:

- Participants' overall characteristics (e.g., age, gender, ethnicity, socio-economic status, etc.)
- Participants' specific characteristics (e.g., years of teaching experience, disability category, achievement scores, etc.)
- Setting (e.g., size, location, etc.)

Materials: Carefully describe all of the materials that were used in your project. Attach copies of the precise materials used in all conditions, including any teacher materials and student materials. This also includes describing fidelity of implementation materials.

Testing materials: Carefully describe all of the testing materials that were developed and/or used. Include copies of any surveys, interview protocols, observation protocols, and/or pre/posttests. Remember these measures will be used to describe whether or not your methods were "EFFECTIVE." You may want to develop and validate a criterion-referenced test of participant's knowledge (pretest/posttest), attitude measures (e.g., I incorporate technology in my

classroom instruction. 1 2 3 4 5), as well as include a measure of observable data (e.g., audio or videotape participants).

Procedure: Carefully describe in a step by step fashion what you did. Use subheadings if you have multiple conditions (for example; daily assessments of students' performance to guide the instructional decision making).

Testing procedures: Describe how the measures were administered. For example, identify whether there was group versus individual implementation.

Scoring procedures: Describe how the measures were scored. For example, if tests consisted of multiple choice items, scoring is usually straight forward, however, if short answer items were used, then what was the scoring criteria? Did you have multiple raters completing an observational tool of a 1st year special education teacher in the classroom? Describe reliability of scoring and observations.

Data Sources: Provide a listing of all of the sources of data you obtained. We will use this list to help determine the appropriate data analyses procedures.

Results: Describe results all of the dependent variables. You can present individual scores (use the same ID#s used in the demographic data sheets) and then compute a column average (we will learn several statistical tests that you will be able to use for calculating reliability of your instrument and analyzing your data).

Discussion: Provide a discussion of your findings. The first few sentences can provide summary accounts of the findings. For example, method A clearly facilitates an intervention completed with high fidelity, as every teacher's student in method A received 10 points higher on the unit test. Or the instrument has proven to be a reliable and valid mechanism for measuring teachers' attitudes.

Provide some insights as to why you might have obtained the findings. Provide a summary paragraph describing what you learned from the application project and how you could implement projects like this in your teaching to determine which methods work best with your students.

Option 3: Individually negotiated project

Got an idea? Come see me outside of class. We can consider what you would like to do.

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.

Reasons for Absence Some students call or write to me to ask if 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

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*.

Grading Scale

Evaluation will be based upon a point system. The point value for each assignment is as follows:

Classroom Participation	5
Article Summaries (five per student, 4 pts each)	20
Midterm Review/Exam	20
Project Update Presentation	10
Applied Project	40
Project Presentation	5
TOTAL POINTS	**100**

***Note:** The George Mason University Honor Code will be strictly enforced (see https://oai.gmu.edu/ and https://catalog.gmu.edu/policies/honor-code-system/). 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 new, original work for this course or with proper citations.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/.

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

Please see the appendices for the class schedule.

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 https://catalog.gmu.edu/policies/honor-code-system/).
- 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 https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX

Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

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

Appendices

Appendix A

Assessment Rubric(s)

There is no CAEP required assessment for this course. Course-specific rubrics will be distributed in class and posted on the class website.

Appendix B

Tentative Class Bibliography

The tentative class bibliography begins on the next page. It will be revised after the first class meeting depending on the background and expertise of the students enrolled in the class.

Appendix C

Tentative Course Schedule

The proposed schedule appears as the last pages of the syllabus. This is very likely to change based on the need of the students. We will speak of this on the first night of class.

Appendix B

EDSE 846
Tentative Class Bibliography
Spring Semester, 2020

Ashworth, K. E., & Pullen, P. C. (2015). Comparing regression discontinuity and multivariate analyses of variance: Examining the effects of a vocabulary intervention for students at risk for reading disability. *Learning Disability Quarterly, 38*(3), 131-144. doi: 10.1177/0731948714555020

Atkinson, K. M., Koenka, A. C., Sanchez, C. E., Moshontz, H., & Cooper, H. (2015). Reporting standards for literature searches and report inclusion criteria: Making research syntheses more transparent and easy to replicate. *Research Synthesis Methods, 6*(1), 87-95. doi: 10.1002/jrsm.1127

Bosch, R. M., van den , Espin, C. A., Chung, S., & Saab, N. (2017). Data-based decision-making: Teachers' comprehension of curriculum-based measurement progress-monitoring graphs. *Learning Disabilities Research & Practice, 32*(1), 46-60. doi: 10.1111/ldrp.12122

Brigham, F. J., Ahn, S. Y., Stride, A. N., & McKenna, J. W. (2016). FAPE-Accompli: Misapplication of the principles of inclusion and students with EBD. In J. P. Bakken (Ed.), *General and Special Education Inclusion in an Age of Change: Impact on Students with Disabilities* (pp. 31-47).

Brigham, F. J., Zurawski, L., & Brigham, M. (2017). Believable assessment fictions: The lure of the lore. In J. P. Bakken (Ed.), *Classrooms, Volume I: Assessment Practices for Teachers and Student Improvement Strategies* (pp. 19-34). New York: NOVA Science Publishers.

Butts, C. T. (2016). Why I know but don't believe. *Science, 354*, 286-287.

Castillo, J. M., March, A. L., Stockslager, K. M., & Hines, C. V. (2015). Measuring educators' perceptions of their skills relative to response to intervention: A psychometric study of a survey tool. *Assessment for Effective Intervention*. doi: 10.1177/1534508415616583

Cho, D., & Cho, J. (2016). Does more accurate knowledge of course grade impact teaching evaluation? *Education Finance and Policy, 12*(2), 224-240. doi: 10.1162/EDFP_a_00197

Connery, A. K., & Suchy, Y. (2015). Managing noncredible performance in pediatric clinical assessment. In M. W. Kirkwood (Ed.), *Validity testing in child and adolescent assessment: Evaluating exaggeration, feigning, and noncredible effort* (pp. 145-163). New York: The Guilford Press.

Council, N. R. (2015). *Measuring Human Capabilities: An Agenda for Basic Research on the Assessment of Individual and Group Performance Potential for Military Accession*. Washington, DC: The National Academies Press.

Daniels, B., Volpe, R. J., Briesch, A. M., & Gadow, K. D. (2017). Dependability and treatment sensitivity of multi-item direct behavior rating scales for interpersonal peer conflict. *Assessment for Effective Intervention, 43*(1), 48-59. doi: 10.1177/1534508417698456

DeSimone, J. A., & James, L. R. (2015). An item analysis of the Conditional Reasoning Test of Aggression. *Journal of Applied Psychology, 100*(6), 1872-1886. doi: 10.1037/apl0000026

DeVellis, R. F. (2017). *Scale development: Theory and applications* (Fourth edition. ed.). Los Angeles: SAGE.

Dickson, G. L., Chun, H., & Fernandez, I. T. (2016). The Development and Initial Validation of the Student Measure of Culturally Responsive Teaching. *Assessment for Effective Intervention, 41*(3), 141-154. doi: 10.1177/1534508415604879

DiDonato-Barnes, N., Fives, H., & Krause, E. S. (2014). Using a Table of Specifications to improve teacher-constructed traditional tests: an experimental design. *Assessment in Education: Principles, Policy & Practice, 21*(1), 90-108. doi: 10.1080/0969594X.2013.808173

Ekman, P. (2016). What scientists who study emotion agree about. *Perspectives on Psychological Science, 11*(1), 31-34. doi: 10.1177/1745691615596992

Espin, C. A., Wayman, M. M., Deno, S. L., McMaster, K. L., & de Rooij, M. (2017). Data-based decision-making: Developing a method for capturing teachers' understanding of CBM graphs. *Learning Disabilities Research & Practice, 32*(1), 8-21. doi: 10.1111/ldrp.12123

Evans, S. C., Roberts, M. C., Keeley, J. W., Blossom, J. B., Amaro, C. M., Garcia, A. M., . . . Reed, G. M. (2015). Vignette methodologies for studying clinicians' decision-making: Validity, utility, and application in ICD-11 field studies. *International Journal of Clinical and Health Psychology, 15*(2), 160-170. doi: http://dx.doi.org/10.1016/j.ijchp.2014.12.001

Fabiano, G. A., Pyle, K., Kelty, M. B., & Parham, B. R. (2017). Progress monitoring using direct behavior rating single item scales in a multiple-baseline design study of the daily report card intervention. *Assessment for Effective Intervention, 43*(1), 21-33. doi: 10.1177/1534508417703024

Ferguson, T. D., Briesch, A. M., Volpe, R. J., Donaldson, A. R., & Feinberg, A. B. Psychometric considerations for conducting observations using time-sampling procedures. *Assessment for Effective Intervention, 0*(0), 1534508417747389. doi: 10.1177/1534508417747389

Ferguson, T. D., Briesch, A. M., Volpe, R. J., Donaldson, A. R., & Feinberg, A. B. (in press). Psychometric considerations for conducting observations using time-sampling procedures. *Assessment for Effective Intervention*. doi: 10.1177/1534508417747389

Goodman, S. N. (2016). Aligning statistical and scientific reasoning. *Science, 352*(6290), 1180-1181. doi: 10.1126/science.aaf5406

Hixon, M. D., Christ, T. J., & Bruni, T. (2014). Best practices in the analysis of progress monitoring data and decision making. In A. Thomas & P. Harris (Eds.), *Best Practices in School Psychology-VI*. Silver Springs, MD: National Association of School Psychologists.

Jones, N. D., & Brownell, M. T. (2014). Examining the use of classroom observations in the evaluation of special education teachers. *Assessment for Effective Intervention, 39*(2), 112-124. doi: 10.1177/1534508413514103

Keuning, T., Van Geel, M., & Visscher, A. (2017). Why a data-based decision-making intervention works in some schools and not in others. *Learning Disabilities Research & Practice, 32*(1), 32-45. doi: 10.1111/ldrp.12124

Klingbeil, D. A., Norman, E. R. V., Nelson, P. M., & Birr, C. (in press). Evaluating screening procedures across changes to the statewide achievement test. *Assessment for Effective Intervention*, 1534508417747390. doi: 10.1177/1534508417747390

Kratz, H. E., Locke, J., Piotrowski, Z., Ouellette, R. R., Xie, M., Stahmer, A. C., & Mandell, D. S. (2015). All together now: Measuring staff cohesion in special education classrooms. *Journal of Psychoeducational Assessment, 33*(4), 329-338. doi: 10.1177/0734282914554853

Kurz, A., Elliott, S. N., Lemons, C. J., Zigmond, N., Kloo, A., & Kettler, R. J. (2014). Assessing opportunity-to-learn for students with disabilities in general and special education classes. *Assessment for Effective Intervention, 40*(1), 24-39. doi: 10.1177/1534508414522685

Lewandowski, L. J., Berger, C., Lovett, B. J., & Gordon, M. (2015). Test-taking skills of high school students with and without learning disabilities. *Journal of Psychoeducational Assessment*. doi: 10.1177/0734282915622854

Lovett, B. J., Lewandowski, L. J., & Potts, H. E. (2016). Test-taking speed: Predictors and implications. *Journal of Psychoeducational Assessment*. doi: 10.1177/0734282916639462

Maric, M., de Haan, E., Hogendoorn, S. M., Wolters, L. H., & Huizenga, H. M. (2015). Evaluating statistical and clinical significance of intervention effects in single-case experimental designs: An SPSS method to analyze univariate data. *Behavior Therapy, 46*(2), 230-241. doi: http://dx.doi.org/10.1016/j.beth.2014.09.005

Mayer, R. E., Stull, A. T., Campbell, J., Almeroth, K., Bimber, B., Chun, D., & Knight, A. (2007). Overestimation bias in self-reported SAT scores. *Educational Psychology Review, 19*(4), 443-454. doi: 10.1007/s10648-006-9034-z

McCullough, C. S., & Miller, D. C. (2003). Computerized assessment. In C. R. Reynolds & R. W. Kamphaus (Eds.), *Handbook of psychological and educational assessment of children : intelligence, aptitude, and achievement* (2nd ed., pp. 628-670). New York: Guilford Press.

McDermott, E. R., Donlan, A. E., Zaff, J. F., & Prescott, J. E. (2016). A psychometric analysis of hope, persistence, and engagement among reengaged youth. *Journal of Psychoeducational Assessment, 34*(2), 136-152. doi: 10.1177/0734282915593029

McKeown, G. J., & Sneddon, I. (2014). Modeling continuous self-report measures of perceived emotion using generalized additive mixed models. *Psychological Methods, 19*(1), 155-174. doi: 10.1037/a0034282

Melguizo, T., Bos, J. M., Ngo, F., Mills, N., & Prather, G. (2015). Using a regression discontinuity design to estimate the impact of placement decisions in developmental math. *Research in Higher Education*, No Pagination Specified. doi: 10.1007/s11162-015-9382-y

Miller, F. G., Crovello, N., & Swenson, N. (2017). Bridging the gap: Direct behavior rating–single item scales. *Assessment for Effective Intervention, 43*(1), 60-63. doi: 10.1177/1534508417738525

Miller, F. G., Crovello, N. J., & Chafouleas, S. M. (2017). Progress monitoring the effects of daily report cards across elementary and secondary settings using direct behavior rating: Single item scales. *Assessment for Effective Intervention, 43*(1), 34-47. doi: 10.1177/1534508417691019

Morgan, P. L., Frisco, M. L., Farkas, G., & Hibel, J. (2010). A propensity score matching Analysis of the effects of special education services. *The Journal of Special Education, 43*(4), 236-254. doi: 10.1177/0022466908323007

National Research Council. (2014). *Identifying the culprit: Assessing eyewitness identification*. Washington, DC: The National Academies Press.

Nugent, W. R. (2010). *Analyzing single system design data*. New York: Oxford University Press.

Oakland, T., Douglas, S., & Kane, H. (2016). Top ten standardized tests used internationally with children and youth by school psychologists in 64 countries: A 24-year follow-up

study. *Journal of Psychoeducational Assessment, 34*(2), 166-176. doi: 10.1177/0734282915595303
Prather-Jones, B. (2010). "Some people aren't cut out for it": The role of personality factors in the careers of teachers of students with EBD. *Remedial and Special Education, 32*(3), 179-191. doi: 10.1177/0741932510362195
Rader, T., Mann, M., Stansfield, C., Cooper, C., & Sampson, M. (2014). Methods for documenting systematic review searches: A discussion of common issues. *Research Synthesis Methods, 5*(2), 98-115. doi: 10.1002/jrsm.1097
Reynolds, M. R., & Niileksela, C. R. (2015). Test review: Schrank, F. A., McGrew, K. S., & Mather, N. (2014). Woodcock-Johnson IV Tests of Cognitive Abilities. *Journal of Psychoeducational Assessment, 33*(4), 381-390. doi: 10.1177/0734282915571408
Ritchey, K. D., & Coker, D. L. (2013). An investigation of the validity and utility of two curriculum-based measurement writing tasks. *Reading & Writing Quarterly, 29*(1), 89-119. doi: 10.1080/10573569.2013.741957
Rogers, M., Markel, C., Midgett, J. D., Ryan, B. A., & Tannock, R. (2014). Measuring Children's Perceptions of Parental Involvement in Conjoint Behavioral Consultation: Factor Structure and Reliability of the Parental Support for Learning Scale. *Assessment for Effective Intervention, 39*(3), 170-181. doi: 10.1177/1534508413493110
Semmelroth, C. L., & Johnson, E. (2014). Measuring rater reliability on a special education observation tool. *Assessment for Effective Intervention, 39*(3), 131-145. doi: 10.1177/1534508413511488
Sims, W. A., Riley-Tillman, C., & Cohen, D. R. (2017). Formative assessment using direct behavior ratings: Evaluating intervention effects of daily Behavior report cards. *Assessment for Effective Intervention, 43*(1), 6-20. doi: 10.1177/1534508417708183
Small, J. W., Lee, J., Frey, A. J., Seeley, J. R., & Walker, H. M. (2014). The development of instruments to measure motivational interviewing skill acquisition for school-based personnel. *Advances in School Mental Health Promotion, 7*(4), 240-254. doi: 10.1080/1754730X.2014.949063
Stark, P. B., & Freishtat, R. (2014). *An evaluation of course evaluations*. University of California, Berkely. Retrieved from http://www.stat.berkeley.edu/~stark/Preprints/evaluations14.pdf
Stein, P. (2018, January 19). D.C. invalidates science exam scores after discovering errors, *The Washington Post*. Retrieved from https://www.washingtonpost.com/local/dc-invalidates-science-exam-scores-after-discovering-errors/2018/01/19/98abe11a-fd42-11e7-8f66-2df0b94bb98a_story.html?utm_term=.965e52c8cab4
Stoolmiller, M., Biancarosa, G., & Fien, H. (2013). Measurement properties of DIBELS oral reading fluency in grade 2: Implications for equating studies. *Assessment for Effective Intervention, 38*(2), 76-90. doi: 10.1177/1534508412456729
Suldo, S. M., Dedrick, R. F., Shaunessy-Dedrick, E., Fefer, S. A., & Ferron, J. (2015). Development and initial validation of the Coping With Academic Demands Scale: How students in accelerated high school curricula cope with school-related stressors. *Journal of Psychoeducational Assessment, 33*(4), 357-374. doi: 10.1177/0734282914552165
Suldo, S. M., Dedrick, R. F., Shaunessy-Dedrick, E., Roth, R. A., & Ferron, J. (2015). Development and initial validation of the Student Rating of Environmental Stressors Scale: Stressors faced by students in accelerated high school curricula. *Journal of Psychoeducational Assessment, 33*(4), 339-356. doi: 10.1177/0734282914552164

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Appendix C
Tentative Course Schedule EDSE 846 001 Spring, 2020

Mtg	Date	Topic	Preparation
1	05-21	Course overview Assessment, evaluation, and accountability in special education. The role of assessment and evaluation in new initiatives: RTI, EBPs, PBSs, UDL, etc.	
2	05-28	Understanding Scales and their Development I	Devellis (2017) pp 1-38 Brigham, (2017)
3	02-04	Basic Considerations for Scale Development Test development in special education research: Construct validity Choosing assessment and instrumentation for a research study: Existing instruments vs. newly developed instruments	Devellis (2017) pp. 39-104 Robertson (2003) Bordelon & Bandury (2005) Lee, et al., (2012) Horner et al. (2004)
4	02-11	Guidelines for Scale Development	Devellis (2017) pp. 105-152 Swanson & Orosco - in Scruggs & Mastropieri (2011) Cress, et al. (2012) Eaves, Rabren, & Hall (2012)
5	02-18	Exploratory and confirmatory factor analysis Reliability and validity of the research instrument	Devellis (2017) pp. 153-204
6	02-25	Locating existing scales, measures and related resources.	TBA
7	03-03	Overview of Item Response Theory (IRT) Standardized assessment and instrumentation in special education research (e.g., DIBELS) Appropriateness to diverse learners Response to Intervention (RTI) Curriculum-based measures in special education research	Devellis (2017) pp. 205-234 Lane, et al., (2013) Ysseldyke (2001) VanDerHeyden (2011) Tindal & Nese (2011) Seethaler & Fuchs (2011) Espin et al., (2013)

	03-10	**No class, Mason Spring Break**	
8	0317	Assessment of complex environments: Validating observational measures Fidelity of implementation (RTI, EBPs, PBSs, UDL) Procedural reliability Social Validity	Kortering, McClannon, & Braziel (2008) **Project Update Presentation** Gresham, et al. (2000) O'Donnell (2008) Jones & Brownell (2013)
9	03-24	What have we learned so far?	**Mid-term/Review Exam**
10	03-31	Intro to single case methods in validating scales and measures. Implementation issues: RTI, EBPs, PBSs, UDL Reliability and validity of new initiatives	Nugent, W. R. (2010) 1-30 Fuchs & Fuchs (2008) O'Connor & Sanchez (2011)
11	04-07	Overview of Regression discontinuity Research on evaluation methods for educational programs and curricula	Nugent, W. R. (2010) 31-76 Posavec & Carey (2006) Noell et al., (2005)
12	04-14	Graphic and statistical analysis of regression discontinuity designs. Use of technology for assessment and evaluation in special education research	Nugent, W. R. (2010) 77-110 Agrawal, Allen-Bronaugh, & Mastropieri - in Scruggs & Mastropieri (2011) Seemelroth & Johnson (2013)
13	04-21	The analysis of data from integrated single case and group designs Issues and future directions in special education assessment research	Nugent, W. R. (2010) 111-151 McMaster, Ritchey, & Lembke (2011)
14	04-28	**Final Project Presentations** of **Applied Project**	**Final Presentations**
	05-05	**No class, Mason Reading Day**	
15	05-12	**Final Essay due**	

* Additional readings may be provided by the instructor for some topics.