

COLLEGE OF EDUCATION AND P-16 INTEGRATION

UTRGV COURSE TITLE AND NUMBER	<u>EPSY 6316.90L</u>	INSTRUCTOR NAME	JAIME B. DURÁN
TERM	<u>FALL 2015</u>	TELEPHONE # & EMAIL	jaime.duran@utrgv.edu (956) 665-3470
MEETING TIMES AND LOCATION	<u>ONLINE</u>	OFFICE LOCATION & HOURS	EDUC1.642 M 5-7 pm

TEXTBOOK AND/OR RESOURCE MATERIAL

REQUIRED TEXTS:

Spinelli, C. (2012). Classroom Assessment for Students in Special and General Revised 1/12/15--2 Education. Pearson: Upper Saddle River, NJ. ISBN-13: 978-0-13-705013-0; ISBN-10: 13-705013-5

http://www.coursesmart.com/IR/7161404/9780137037902?__hdv=6.8

IRIS Center Star Legacy Modules

RTI (Part 1): An Overview http://iris.peabody.vanderbilt.edu/rti01_overview/chalcycle.htm

RTI (Part 2): Assessment http://iris.peabody.vanderbilt.edu/rti02_assessment/chalcycle.htm

RTI (Part 3): Reading Instruction http://iris.peabody.vanderbilt.edu/rti03_reading/chalcycle.htm

RTI (Part 4): Putting It All Together http://iris.peabody.vanderbilt.edu/rti04_alltogether/chalcycle.htm

RTI (Part 5): A Closer Look at Tier 3 http://iris.peabody.vanderbilt.edu/rti05_tier3/chalcycle.htm

RTI: Considerations for School Leaders http://iris.peabody.vanderbilt.edu/rti_leaders/chalcycle.htm

Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom

<http://iris.peabody.vanderbilt.edu/gpm/chalcycle.htm>

Classroom Assessment (Part 2): Classroom Assessment, Evaluating Reading Progress

<http://iris.peabody.vanderbilt.edu/rpm/chalcycle.htm>

RECOMMENDED TEXTS:

Spinell, C. (2011). Linking Assessment to Instructional Strategies: A Guide for Teachers. Pearson: Upper Saddle River, NJ. ISBN-13: 978-0-13-714624-6

IES What Works Clearinghouse Practice Guides (select guides)

<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

COURSE DESCRIPTION AND PREREQUISITES

EPSY 6316 Classroom-based Assessment and Programming in Special Education

The content of this course will include key Information about assessment methods commonly used in special education. A major focus of the course will be on the implications of assessment results for instruction.

Detailed Course Description

The goal of this course is to provide the educator with necessary skills to effectively use an authentic, dynamic approach to understanding the academic and social needs of the whole child.

Learning Objectives/Outcomes for the Course

Student Learning Outcomes

1. After participation in 100% of on-line quizzes, on-line discussions and on-line assignments, participants of EPSY 6316 will be able to identify the strengths and weaknesses of students with diverse learning needs in general and special education.
2. After participation in 100% of on-line quizzes, on-line discussions and on-line assignments, participants of EPSY 6316 will be able to and monitor the progress of students with diverse learning needs in general and special education.
3. After participation in 100% of on-line quizzes, on-line discussions and on-line assignments, participants of EPSY 6316 will be able to effectively use an authentic, dynamic approach to understanding the needs of academic and social needs of the whole child.

Participants of this course will:

- Become familiar with the Response to Intervention approach to identifying learning disabilities.
- Become familiar with the role of assessment and progress monitoring in the RTI model.
- Become familiar with the research-based form of progress monitoring known as Curriculum Based Measurement.
- Become familiar with the special education assessment for referral, classification, placement, and programming.
- Become familiar with formal and informal assessment.
- Become familiar with language assessment.
- Become familiar with the definition and description of phonological awareness and types of phonological awareness.
- Become familiar with instructional activities designed to teach phonological awareness.
- Become familiar with the definition and description of phonics instruction.
- Become familiar with instructional activities designed to teach phonics.
- Become familiar with the definition of word study/word recognition.
- Become familiar with activities designed to improve word recognition skills.
- Become familiar with the definition and description of fluency.

- Become familiar with the instructional activities designed to build fluency.
- Become familiar with the definition and description of vocabulary instruction.
- Become familiar with instructional activities designed to teach vocabulary.
- Become familiar with the definition of reading comprehension.
- Become familiar with the instructional activities designed to teach reading comprehension.
- Become familiar with literacy and phonics assessment.
- Become familiar with strategies designed to improve spelling skills.
- Become familiar with strategies designed to improve writing skills.
- Become familiar with spelling and writing assessment.
- Become familiar with strategies designed to improve math skills.
- Become familiar with mathematics assessment.
- Become familiar with strategies designed to improve behavior.
- Become familiar with emotional, social, and behavioral assessment.
- Become familiar with strategies designed to improve social skills.
- Become familiar with social skills assessment.

College of Education and P-16 Integration Requirements:

- A Tk20 account is required of all students in the College of Education and P-16 Integration (**this has not been implemented on the UTRGV- Edinburg campus, but you will be given further instruction at the appropriate time**). Tk20 is an electronic toolkit used by teacher candidates and other school professionals to provide evidence that they have mastered state and professional standards for the profession, as a necessary component of the College of Education and P-16 Integration's assessment system.
- Be advised that the UTRGV College of Education and P-16 Integration conducts ongoing research regarding the effectiveness of its programs. You will receive one survey in the final semester prior to graduation regarding your program during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to your employer. This survey will focus on the preparation received at UTB. Please remember that your response to these surveys is critical to UTRGV excellence.

COURSE OBJECTIVES

*The table below should include alignment to standards relevant to the program. The columns below are used as examples. *Please keep in mind that candidates in initial programs must demonstrate competence in the 4 categories of the INTASC standards.

COURSE OBJECTIVES	PROGRAM SLOS	SPA STANDARDS OR PROGRAM STANDARDS	INTASC CATEGORIES & STANDARDS	TEXES STANDARDS	OTHER REQUIRED STANDARDS
TBA					

UTRGV University Policies

UTRGV Policy Statements

The UTRGV disability accommodation, mandatory course evaluation statement and sexual harassment statement are required on all syllabi. Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies.

STUDENTS WITH DISABILITIES: If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD: Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Online evaluations will be available Nov. 18 – Dec. 9, 2015. Students who complete their evaluations will have priority access to their grades.

ATTENDANCE: Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY: As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE: In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS: According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

COURSE Policies

EMAIL As per UTRGV (in accordance with FERPA regulations) policy, all email communication with students must be conducted via the student’s Vaquero email; therefore, it is imperative that you have an active UTRGV email account.

CONTACT DURING TIMES OF CRISIS OR URGENCY Although this course is taught on-line, I cannot be on-line every hour of the day; therefore, I ask that you use my UTRGV email (this is different from my blackboard email; my blackboard email is not sent to my UTRGV email) to contact me for issues needing immediate attention (e.g., technical difficulties during an exam, personal illness and tragedy, etc.). I have immediate access to my UTRGV email via my personal cell phone and do check it regularly. You may also send me a text message via my cell phone number; however, I ask that, in your text, you identify

yourself and the course if you wish to get a speedy reply. My cell number will be sent to you via blackboard email messages.

PARTICIPATION IN COURSE This course has been designed as on-line course; therefore, there is an expectation that students participate in planned discussions, access learning tools made available to students, and seek assistance from the course as soon as it becomes necessary.

LATE WORK AND MAKE-UP EXAMS Generally, late work will not be accepted without a documented reason of a serious nature, such as death of an immediate family member or serious illness. Acceptance of late work and the opportunity to make up exams are at the discretion of the course instructor. Late work will be decreased by any number of points deemed appropriate by the course instructor.

DISAGREEMENT WITH GRADE If a student does not agree with a particular grade, then you are encouraged to see me during office hours to discuss this disagreement. Alternatively, you may wish to express your disagreement in writing.

REQUIRED ASSIGNMENTS

1. **Reading and Other Resources-** Complete all assigned readings, view all assigned web-based materials, and view any assigned media material (no direct grade). Materials can be found in Learning Modules. The learning modules can be accessed by clicking on the module links located in the course menu.
2. **Chapter quizzes (25% of grade)-** The intended purpose of quizzes to assess the student's understanding of the course text or other assignment material (Think of identify or understand in Bloom's taxonomy of learning).
 - a. You will be required to take **10 chapter quizzes**. The quizzes will be based on chapter key vocabulary and key ideas.
 - b. The quizzes cannot be printed; however, all questions can be viewed at one time.
 - c. Quizzes may be taken at any time during the instructional week but must be submitted by Tuesday midnight if the instructional week.
 - d. Quizzes must be completed once started. You have 1.5 hours to complete each quiz. Please make sure you are working on a consistent connection such as a university connection. If you lose the connection, your exam will be submitted. Thus, you should not take the quiz on a connection that has a history of losing the connection.
 - e. Late quizzes are not accepted. See policy below.
3. **Online group discussions (25% of grade)** The purpose of the course group discussions is to apply knowledge acquired through the course text or other assigned material (Think of application in Bloom's taxonomy of learning)
 - a. Students will participate in a total of 11 on-line discussions.
 - b. You will select your on-line discussion group (see Blackboard course for more information about group discussions) during the first week of class.

- c. After selecting your group, go to your the discussion board link in blackboard and create a thread using each group member's name.
 - d. Each student in the group must respond to each group member. To create the new thread in Blackboard within a Discussion Forum, open the forum (do NOT hit Create Forum), then on the next page, click Create Thread to begin your weekly thread. Note: You will not be allowed to read and respond to others' threads until you have begun your own thread.
 - e. Once your peers have created a thread within the Discussion Forum, write a meaningful reply to at each member of your group. Make sure to build on the string of replies if others have replied to the thread before you.
 - f. When a discussion is required, you must post your respective thread by or before Sunday at 11:59 pm on the assigned week and you must reply to at least two members of your discussion group by or before 11:59 pm on Tuesday of the instructional week.
 - g. You will not be held accountable for responding to group members who do not adhere to the timeline described above.
 - h. You will not receive a grade for each discussion.
 - i. Graded posts and replies count towards the overall course discussion grade. You will receive feedback that will be helpful in both understanding the concepts within the discussion and improving grammar and expression.
 - j. Late posts will not be accepted. See policy below.
4. **Homework assignments (25% of grade)**- The purpose of the homework assignments is to advance student learning by creating a product, evaluating cases, and analyzing readings and other resources. (Think of Create, Evaluate, Analyze, or Synthesize in Bloom's taxonomy of learning). ***If you are asked to write a paper as a homework assignment, be sure to use to adhere APA formatting making sure to double-space throughout, with 1" margins around, and 12 point font [Times New Roman font is required].*** Essay assignments will be graded using the essay rubric included with the assignment description provided in Blackboard.
- a. You will be assigned a total of 6 homework assignments, including the following [no other homework assignments will be required]:
 - Homework Assignment #1: Compare and contrast progress monitoring and universal screening
 - Homework Assignment #2: Describe the process for determining special education eligibility
 - Homework Assignment #3: Using the Mental Measurements Yearbook, select and describe tests
 - Homework Assignment #4: Compare and contrast informal and formal assessment
 - Homework Assignments #5 & #6: RTI Case Studies
 - b. Homework assignment will be submitted through a BlackBoard link provided in the appropriate module (see the course calendar for due dates).
 - c. Late homework submissions will not be accepted. See policy below.

5. **Focus Student Authentic Assessment (25% of grade).** Each student will select a focus student who will be assessed throughout the duration of the course.
- Permission must be obtained to collect information about the student (sample permission form is included module 1A). The focus student should be aged 3 to 22 (typical school age), but may be older or younger, if necessary. For the purpose of the course, you should use a focus student that may have difficulties learning in order to practice these techniques. You may use your own child, a relative, or one of your own students. You may not select a student who is being considered for referral for special education services or who has a 3 year re - evaluation coming up during the school year [unless it is your own child]. You do not have the credentials to share the results of your evaluation in a formal setting (such as an ARD meeting). You should make clear to parents that the results of any evaluations are not valid since the purpose of this assignment is as a training exercise.
 - You will research the student's background and write a three page report describing the student's strengths and weaknesses. You should interview the parents (developmental milestones, health issues, and home behavior) and at least one teacher (achievement and school behavior), and review school work, report cards, and any previous testing (language, STAAR, previous SPED referral, etc.). Finally, you will describe and justify the area you plan to assess.
 - Select ONE primary area of need to assess with the focus student (e.g., language arts skills, mathematics skills, social skills, study skill, etc.). The primary area of assessment should be related to the information you gathered from parents, teachers, etc.
 - You will select, describe, and administer three authentic assessments (e.g., observations, teacher-made, or CBAs/CBMs). **You will not use norm - referenced or standardized tests for this course.** You may use examples from your text as a starting point for your assessments; however, you may also develop or identify additional assessments. You may also use other texts or references. These assessments should be designed for the individual student and must be suited to assisting with developing goals and objectives for the IEP. Additionally, the assessments must allow for frequent monitoring for progress to determine needs for instruction. Submit a brief (one page) analysis of each assessment through the appropriate BlackBoard link.
 - You will submit a final assessment report which must include:
 - a description of the student's strengths and weaknesses,
 - a summary of the assessments utilized and the results, and
 - an intervention plan designed to improve the student's performance in the area of weakness
 - Therefore, you will submit the following (see the calendar for due dates)
 - A description of your focus student and his/her background
 - Test 1: Focus student assessment (test and results) and brief analysis
 - Test 2: Focus student assessment (test and results) and brief analysis
 - Test 3: Focus student assessment (test and results) and brief analysis
 - Final assessment report

- g. All report forms you develop and use to record student performance must be submitted for test 1, 2, and 3 and for your final report (**a blank and marked copy are required**). These forms can be scanned and uploaded as .pdf files along with your MSWord document files. Blackboard permits the uploading of multiple documents into one assignment link.
- h. Late submissions will not be accepted. See policy below.

GRADING

5 Focus Student Authentic Assessment	25%
10 Quizzes	25%
6 Homework assignments	25%
11 Online group discussions	25%
	100%

COURSE CALENDAR AND DUE DATES

Initial posts to discussion boards are due at 11:59 p.m. on Friday of the instructional week and replies are due Sunday of the instructional week. The instructional week begins on Monday and ends on Sunday. Homework and assignments will be due Sunday of the instructional week in which the work is assigned. Quizzes are due Sunday of the instructional week. Therefore, you should have the weekend to complete most of your assigned tasks. This is not a self-paced course; therefore, not all module materials will be made available at once. Below, you will find a calendar that details the work required for each module. Materials (readings, resources, quizzes, assignments, etc.) will be posted at the beginning of each instructional week.

CALENDAR OF ACTIVITIES

TENTATIVE COURSE TOPICS, CALENDAR OF ACTIVITIES, ASSIGNMENTS, TEST DATES

Week	Modules/Topics/Activities	Readings/Quizzes	Alignments
1 Aug. 31-Sept. 4	Review Syllabus Things to do- Identify student for Focus student Authentic Assessment; Meet with parent to obtain signed consent	Syllabus Quiz Read Ch 1	TBA
2 Sept. 7-11 <i>Sept 7 Labor Day</i>	Module 1A- Early Intervening Services: RTI Online Group Discussion #1 Things to do- Begin gathering assessment data- Parent and teacher interviews, records review Homework Assignment #1: Compare and contrast progress monitoring and universal screening	Read Ch 2 IRIS Module- RTI Part 1: An Overview Ch 1 Quiz	
3 Sept. 14-18 <i>Sept 16 Census Day; Last day to</i>	Module 1B- The Special Education Process Online Group Discussion #2 Homework Assignment #2: Describe the process for determining special education eligibility	Read Ch 3 Ch 2 Quiz	

drop			
4 Sept. 21-25	Module 2A- Formal Assessment Online Group Discussion #3 Homework Assignment #3: Using the Mental Measurements Yearbook, select and describe tests	Read Ch 4 IRIS Module- RTI Part 2: Assessment Chapter 3 Quiz	
5 Sept. 28-Oct. 2	Module 2B- Informal Assessment Online Discussion Board #4 Homework Assignment #4: Compare and contrast informal and formal assessment	Read Ch 5 IRIS Module- Classroom Assessment Part 1: Intro to Monitoring Academic Ach. Chapter 4 Quiz	
6 Oct. 5-9	Module 3A- Language Assessment Online Group Discussion #5	Read Ch 6 IRIS Module- Classroom Assessment Part 2: Classroom Assessment, Reading Chapter 5 Quiz	
7 Oct. 12-16	Module 3B- Emergent Literacy and Phonics Assessment Online Group Discussion #6	RTI Module Part 3: Reading	
8 Oct. 19-23	Module 4- Advanced Reading Assessment Online Group Discussion #7 FOCUS STUDENT DESCRIPTION DUE	Read Chapter 7 RTI Part 4: Putting it All Together Quiz Chapter 6	
9 Oct. 26-30	Module 5A- Writing Assessment Online Group Discussion #8 FOCUS STUDENT ASSESSMENT #1 DUE	Read Ch 8 RTI Part 5: A Closer Look at Tier 3 Quiz Ch 7	
10 Nov. 2-6	Module 5B- Mathematics Assessment Online Discussion Group #9 FOCUS STUDENT ASSESSMENT #2 DUE	Read Ch 10 Quiz Ch 8	

11 Nov. 9-13	Module 6A- Emotional, Social, and Behavioral Education Assessment Online Discussion Group #10	Read Ch 11 Quiz Ch 10	
12 Nov. 16-20 18 th Drop/Withdraw	Module 6B- Study Skills Assessment Online Discussion Group #11 FOCUS STUDENT ASSESSMENT #3 DUE	Quiz Ch 11	
13 Nov.23-27 Nov. 26 <i>Thanksgiving</i>	Module 7- Assessment Within the Context of RTI Homework Assignments #5 & #6: RTI Case Studies- Due the following week		
14 Nov.30-Dec. 4	Submit Draft Report For Focus Student before Wednesday for Feedback Homework Assignments #5 & #6: RTI Case Studies- Due		
15 Dec.7-11 <i>Dec. 10 Study Day</i>	FOCUS STUDENT REPORT DUE		
16 Dec.11-17 Final Exams	No Final Exam		