Campbellsville University

School of Education

**SED 411 Assessment and Instructional Methods**

**Professor:** Norma Wheat

**Class:** SED 411- Assessment and Instructional Methods

**E-mail:** nrwheat@campbellsville.edu

**Phone:** School – 270-789-5169; Cell/text 270-866-0752

**Information:** 3 credit hours

**Chat Time: 2nd bi-term, March 21 -May 14, 2016**

Monday –Wednesday 6:00 PM – 7:15 PM eastern

**Classroom**: Online

**Regular Office Hours: See Room 133**

**Virtual Office Hours**:

Professor can be reached anytime by e-mail or by phone (text or leave a message if no answer). Email to schedule a time for a face-to-face, telephone or online conference. I will be online 15 – 30 minutes before class and available to stay after class online to answer any questions or concerns.

**School of Education Conceptual Framework**

*Empowerment for Learning*

**Model:**



**Required Text:**

Cathleen, G. Spinelli. (2012). *Classroom Assessment for Students in Special and General Education.*

Boston: MA: Pearson.

**Resource Texts:**

Capper, J. (1996). *Testing to learn-learning to test.* Newark, DE: International Reading   
 Association.

Salvia, J. & Ysseldyke, J. (2001). *Assessment* (8th ed.). Boston, MA: Houghton Mifflin   
 Company.

Textbooks are required for this course. All materials for this course can be found in the textbook and Internet site for this course. All reading materials are contained in the body of the course and within the CU Library databases.

**Course Description:**

This course will provide participants with an understanding and informed use of assessment data. It focuses on policies and procedures involved in the screening, diagnosis, and placement of individuals with emotional/behavioral, learning disorders, mild mental disabilities, and physical disabilities including academic and social behaviors. The primary research project will involve the assessment of appropriate and problematic social behaviors of individuals with EBD.

**School of Education Mission Statement**

In support of the institutional mission, the mission of the teacher education program is to prepare teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society.

Since research has demonstrated that the teacher is most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world. The teacher education program is a performance-based process that strives to achieve this mission globally by

* preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels,
* honoring, understanding, and respecting diverse voices and communities in society,
* establishing partnerships and collaborating with the professional community,
* supporting and enhancing Christian characteristics of servant leadership.

**Methods of Instruction**

The instructional methods will include:

* online learning lessons
* individual consultation with professor
* online discussion groups
* discussion thread messages
* cooperative/collaborative learning activities

**Purpose of Course**

Pre-service teachers will participate in practical experiences in principals and procedures of assessment in educational settings. They will learn to consider factors that impact the assessment of students such as the necessity of considering the manner in which students perform a variety of tasks in a variety of settings of contexts, the meaning of performance in terms of the total functioning of the individual, and the likely expectations for those performances.

**Course Objectives**

*Pre-services teachers* will be able to:

1. Gather background information and administer nonbiased formal and informal assessment.

2. Use technology to conduct assessment.

3. Interpret information from formal and informal assessments.

4. Use assessment information in making eligibility, program, and placement in RTI

decisions for individuals with disabilities. This will include those students from culturally and/or linguistically diverse backgrounds.

5. Report assessment results to all stakeholders using effective communication skills.

6. Prepare assessment reports on individuals with aforesaid disorders based on behavioral-

ecological information.

7. Assess appropriate and problematic social behaviors of students with disabilities.

8. Identify factors that could lead to misidentification of students with disabilities.

9. Demonstrate legal and ethical considerations in assessment.

10.Understand standardized measurement related to referral, eligibility, program   
 planning, instruction, and placement for individuals with exceptional learning needs,

including those from culturally and linguistically diverse background.

11. Demonstrate understanding of formative and summative assessments.

# Course Assignments/Assessments

**Class Participation (KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, CAEP 1,4,Weekly**

Class attendance is expected and will be checked. Notify the professor in advance if you need to be absent for an emergency. Two unexcused absences (at professor’s discretion) result in an automatic “F” for the course. Candidates will be graded on their advance preparation for class (readings) and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class through small and large group online discussions, short assignments, study questions and reflective writing assignments. Candidates must contribute to class discussions. Exit slips, discussion board and other strategies are included as part of participation.

**Electronic Reflections Journal (KTS 1, 8, 9**, **KTS Diversity Standards** **1.2, InTASC 4, 5, ILA 6, CEC 1, 9, CAEP 1)**

Students keep a reflection journal throughout the course for their own learning and review. Students use the journal to review what has been learned in chat, reflect on teaching and observations and to write down questions they have about formative and summative assessments.

**Formative Assessment** **(KTS 1, 2, 3, 4, 5, 6, 7, 8, 9,** **KTS Diversity Standards** **4.2, 5.4 , InTASC 2, 3, 7, 8, 9, ILA 1,6, CEC 1, 2, 3, 4, 5, 6, 7, CAEP 1,2)**

Review formative assessments used at your school. Write a narrative explaining the assessments used, how they are used and how the assessments impact teaching and learning in the classroom. Include your own reflection of how formative assessments are helpful in writing IEP goals of special education students and FBA’s and BIP’s when necessary.

**Summative Assessment Project** **(KTS 1, 2, 3, 4, 5, 6, 7, 8, 9,** **KTS Diversity Standards** **4.2, 5.4 , InTASC 2, 3, 7, 8, 9, ILA 1,6, CEC 1, 2, 3, 4, 5, 6, 7, CAEP 1,2)** Review summative assessments used at your school. Write a narrative explaining the assessments used, how they are used and how the assessments impact teaching and learning in the classroom. Include your own reflection of how summative assessments are helpful in writing IEP goals of special education students and FBA’s and BIP’s when necessary.

**Case Stud**y **(KTS 1, 2, 3, 4, 5, 6, 7** **KTS Diversity Standards** **1.2, 6.3, InTASC 4, 5, 10, ILA 6, CEC 1, 2, 3, 4, 5, 6, 7, 8, 10, CAEP 1, 2)**

Complete a case study of a learning disabled student. Include social/developmental history, current educational evaluation including adaptive behavioral scales, current IEP and behavior management plan and discuss the effectiveness of current educational placement. Also, discuss classroom formative assessment being used for literacy and mathematics to help plan interventions for the student according to RTI. Include your own personal reflections as well as current data regarding the student.

**Final Assessment Project** **(KTS 1, 2, 3, 4, 5, 6, 7** **KTS Diversity Standards** **1.2, 6.3, InTASC 4, 5, 10, ILA 6, CEC 1, 2, 3, 4, 5, 6, 7, 8, 10, CAEP 1, 2)** Students will create a PowerPoint or Prezi to present information on formative and summative assessment you have used in school. How is the assessment tied to the school’s Special Education program? Make sure to include your knowledge of the KPREP and End of Course assessments as summative assessment.

**Clinical/Field Hours and Field Hours Summary (KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, CAEP 1,4,)**

Students will participate in **twelve (12) hours** of field experience. Field experiences provides a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups), and (5) conduct applied research. The defining characteristic of field experience is experience with students, whether in your own classroom or another.(1) Observation and (2) assist **cannot** be within your own classroom. Use artificial names when you write about learners and teachers to keep confidentially. See the field hour requirement document for details (located on the University web page). Logs must be kept of the field experience**. Hours must be logged into KFETS.** The original must be sent to the Special Education Program office and a copy sent to the instructor. The form must be completed in order to receive credit. A one page field summary narrative describing the assessments you administered, reviewed and saw administered should be the focus of your field hours summary.

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| **Week** | **Focus** | **Text**  **Assignment** |
| **1** | Week 1 Objective: How to use assessment information in making eligibility, program, and placement in RTI decisions for individuals with learning disabilities and or emotional behavior disorders. This will include those students from culturally and/or linguistically diverse backgrounds.  Identify factors that could lead to misidentification of students with disabilities | Read Chapter 1 and 2  Discussion Board:  Describe the importance of RTI assessments and interpretation of data in the special education process. |
| **2** | Week 2 Objective: Discuss background information and how to administer nonbiased formal and informal assessment. | Read Ch. 3 & 4  Discussion Board:  How and why have you used and seen rubrics used in formative assessment? |
| **3** | Week 3 Objective: Basic skills and assessment in content areas. Through discussions demonstrate understanding of formative and summative assessments in these areas.  Assessment with Co-Teaching and Collaboration | Read Ch. 5 , 6, 7  Discussion Board:  What literacy, writing and math assessments have you seen used? How do the assessments impact teaching and learning? |
| **4** | Week 4 Objective: The process of developing content area assessments including related arts | Read Ch. 8, 9  Discussion Board:  Explain how content area portfolios are used as formative and summative assessment |
| **5** | Week 5 Objective- Understanding how to use both formative and summative assessments in behavior to teach substitute behaviors and decrease classroom problem behaviors. | Read Ch. 10 & 11  Discussion Board: Discuss the differences between formative and summative assessment uses with PBIS **Formative Assessment** **Project Due** |
| **6** | Week 6 Objective: Understanding transition assessments  Demonstrate legal and ethical considerations in assessment. | Read Ch. 12  Describe one assessment used during critical transition periods and how the assessments make the transition smoother for students. **Interview and Research Project Due**  **Case Study Due** |
| **7** | Week 7 Objective: The importance of self-assessment as a teaching strategy for students.  The importance of self-reflection for you as a teacher. | How does self-reflection impact your teaching? **Summative Assessment Project** **Due** |
| **8** | Week 8: Present Individual PowerPoint’s  Reflect on class  Evaluation | **Final Assessment Project presented**  **Field Summary Due**  **Reflections Journal Due** |

**Rubric for Class Participation (KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, CAEP 1,4)**

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| --- | --- | --- | --- |
| **Exemplary 100%** | **Accomplished 94%** | **Developing 86%** | **Ineffective 77%** |
| * Present for all classes with exception of emergencies. * Logs in on time and attends throughout period * Participates 4-5 times during discussions * Contributes thoughtful remarks and questions * Comments extend the interactions between candidates * All Discussion Forums completed before class starts weekly | * Present for most classes (missing 1 class) * Reviewed at least the agenda and broad topics prior to class as evidenced in discussion responses. * Some contributions to discussion * All Discussion Forums completed | * Present for class but no advance preparation as evidenced in discussion responses * Superficial responses in class or on discussion boards   5-7 Discussion Forums completed | * Absent from class without any communication to professor * Comments and postings minimal or absent   1-4 Discussion Forums Completed |

**Rubric for all Other Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| **69 and Below** | **70-79** | **80-89** | **90-100** |
| The assignment does not follow directions or is completely wrong. Grammatical errors interfere with the meaning of the writing. There is no organization. | Some of the directions are followed. The assignment may not be well organized and may contain some grammatical errors. Some of the content required for the assignment is addressed. | Most directions are followed. Assignment meets length requirements. Assignment is well organized but may have errors in grammar. Most content required for the assignment is addressed. | All Directions are followed.  Assignment meets length requirement.  Assignment is well organized and does not contain any grammatical errors.  All content required for assignment is addressed. |

**Grading System**

Assignments Points

Class participation 100

Electronic Reflections Journal 100

Formative Assessment Project 100

Summative Assessment Project 100

Case Study 100

Final Project 100

Field Hours 100

**Total: 700**

**Course Grading Scale in Percentages with points**

**A = 837 (93%)**

**B = 774 (86%)**

**C = 702 (78%)**

**D = 630 (70%)**

**F = below 630 pts.**

**Incomplete Policy**

In accordance with Special Education Program policies at Campbellsville University, students failing to complete requirements within the timeframe of a course, with justifiable cause, may request an Incomplete from the professor by submitting an Incomplete Request form. This form can be received by contacting the Special Education Program Office or by accessing the University web page. It is the student’s responsibility to request and make arrangements with the professor in order to receive an “I”.

Course work and other requirements to change the “I” grade must be completed by the end of the following **8** weeks. If by the end of the designated time, the requirements have not been met, the professor will change “I” to an “F”.

**Plagiarism Statement**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**Campbellsville University’s Online Attendance Policy**

Bi-term and 8 week terms:  Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

#### **\*\*\* School of Education Attendance Policy:\*\*\***

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

**Disposition Assessment**

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self-efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**Technical Support and Assistance**

Students are required to have a computer, e-mail and Internet access to enroll in this course. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the Internet.

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

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### References

Children, A., Sands, J. R., & Pope, S. T. (2009). Designing challenging curriculum: Backward design. *TEACHING Exceptional Children, 41*(5), 6-14.

Cohen, L. G., & Spenciner, L. J. (2014). *Assessment of children and youth with special needs (*4th ed*.).* Boston, MA: Allyn and Bacon.

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Salvia, J., Ysseldyke, J., & Bolt, S. (2013). *Assessment in special and inclusive education* (12th ed.). Independence, KS: Cengage Learning.

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