

CURRICULUM COURSE REVIEW FORMAT

1. **Course Title/Number:** 12-321 **Diagnostic Assessment and IEP Development**
2. **Number of Credit Hours:** (3)
3. **Curriculum Program Title:** Special Education (Elementary and Secondary)
4. **Curriculum/Course is:** () New (x) Required Course () Enhanced () Elective
5. **List Prerequisites:** None
6. **List Course Being Replaced:** N/A
7. **List Course Being Deleted:** N/A

8. **Needs Statement (Give brief statement explaining the need for the new course or for combining courses). Does this course adjustment alter the nature of the curriculum program or the degree to be awarded?**

This is a name change only. The rationale for the name change is to bring the language of the course more in line with Federal mandates for “Person First with Dignity” when referencing persons with disabilities under IDEA, and with the State of Delaware’s emphasis on diagnosing student needs and developing Individual Education Plan that align with required content standards. Additional rationale is to link assessment to program planning.

9. **Catalogue Description of the course:**

Current Title: Assessment of Children and Youth with Exceptional Needs 3:3:0

Examines a variety of formal and informal instruments and techniques used in assessing the strengths, needs, interests, and preferences of children and youth with exceptional learning needs. The focus is placed on providing students with the knowledge and skills necessary for selecting, using, interpreting, and evaluating results from measurement and or screening instruments and techniques commonly employed by professionals to facilitate educational placement and program decisions. Early field experience (10 hours) is required. Students will be required to assess two (2) children enrolled in public schools or an approved alternative setting, such as the Transition Partnership Project or the Education Department’s Early Childhood Laboratory School. Admission to the Teacher Education Program is required. Prerequisite: 12-313. Credit, 3 hours.

10. List Objectives of the course:

Key course objectives are aligned with Professional Education Unit Standards, Delaware Teaching Standards, and with the Council for Exceptional Children Professional Content Standards (See section 4 of the Course Syllabus.)

11. Course Outline (Attach Typical Course Outline)

Current syllabus attached.

12. Show how the proposed course fits into the curriculum or course sequence. Attach course descriptions and list course numbers.

(See attached Program Proposal.)

13. Are there comparable course in other departments: If so, list all comparable course here: No.

14. How will students be affected by this course change? Will this course improve students' professional competence, employability, and ability to pass professional examinations? Does this course increase the number of credit hours required for graduation? Do the Course prerequisites the total number of semester hours in this curriculum program?

Student efforts will be more focused on diagnostic assessment and individualized program development for children with disabilities. This is an extant course, therefore, will require no additional coursework.

15. What effect will this new course have on University resources? Will this course require new or additional resources and/or staffing?

N/A

16. How will this new course benefit the University?

17. How will the change affect the program?

The program will be sensitive to the dignity and concerns of persons with disabilities.

Submitted by: Drs. Kibria & Friedland

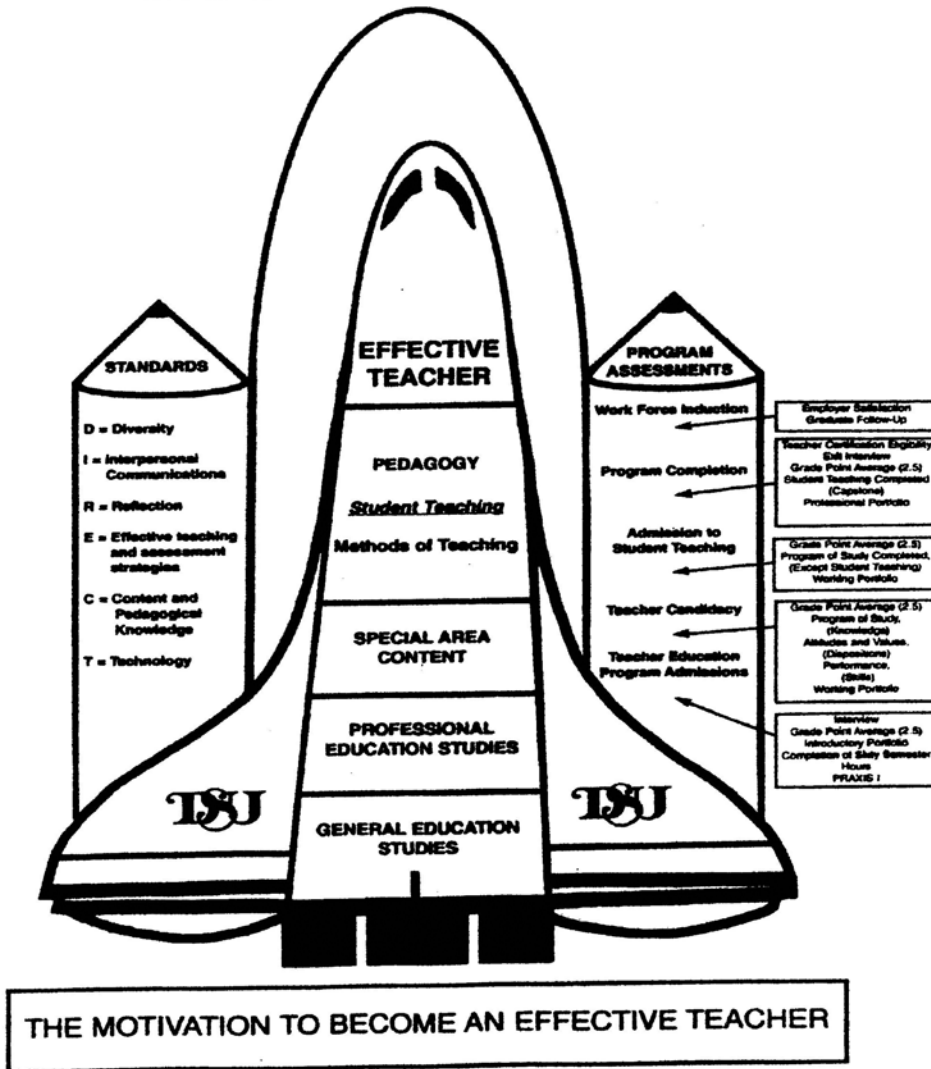
Date: 9-18-06

Approved by the Faculty of the Education Department

(Date): 1-23-07

PROFESSIONAL EDUCATION UNIT MODEL

**EFFECTIVE TEACHERS WITHIN
DIVERSE POPULATIONS FOR THE 21st CENTURY**



12-321 Diagnostic Assessment and IEP Development - Spring 2007

DELAWARE STATE UNIVERSITY
SCHOOL OF EDUCATION
Dover, DE 19901 (Spring 2007)

**THEME: EFFECTIVE TEACHERS WITHIN DIVERSE POPULATIONS
FOR THE 21ST CENTURY**

1.0 Heading Information

Course Title: **Diagnostic Assessment and IEP Development**

Note: This is a Web-enhanced Course, linked to the University Web-site via Distance Education Center.

Course Number: 12-321

Credit Hours: 3 Semester Hours

Note: The last day to add classes is Jan 23 (without penalty) and the last day to drop classes is March 29.

Required Text: Overton, T. (2006). Assessing Learners with Special Needs: An Applied Approach, 5th ed. Upper Saddle River, NJ: Merrill Prentice Hall

Instructor:

Delaware State University
EH Building, Room 233
Phone:
@ DESU.EDU

Office Hours:
Mon. 3-5:00
T 1-3:00
Wed. 3 – 5:00
Thurs. 10-noon

2.0 Course Description

This course examines a variety of formal and informal instruments and techniques used in assessing the exceptional needs of children. The focus will be on providing students with knowledge and skills necessary for selecting, using, interpreting, and evaluating measurement, screening instruments, and techniques commonly employed by professionals to facilitate special education placement decisions.. Early Field Experience is required (10 hrs.) Students will be required to assess three children enrolled partner schools or in the Education Department's Early Childhood Laboratory School. Admission to the Teacher Education Program is required. Prerequisite is 12-313. Credit 3 hours.

3.0 Rationale

This course is a required part of the student's pedagogical program. The course satisfies one of the requirements for certification, as a teacher of children with exceptional learning needs.

Student Preparation Roles:

Student preparation roles addressed in this course include but are not limited to the following: critical thinker, evaluator, planner, collaborator, researcher, teacher, assessor, mentor.

Conceptual Framework Components Addressed in this Course:

D = Diversity

I = Interpersonal Communication

R = Reflection

E = Effective Teaching and Assessment Strategies

C = Content and Pedagogical Knowledge

T = Technology

This course addresses all of the Professional Education Unit Standards and Key Course Objectives are aligned with Delaware State Teaching Standards as well as Council for Exceptional Children standards.

4.0 Key Course Objectives in Relation to Delaware State Professional Education Unit (PEU) Standards, Delaware State Teaching Standards (DTS), and council for Exceptional Children (CEC) Standards

1. Demonstrate knowledge and understanding of racially, culturally, socially, economically, and linguistically diverse groups to the extent that non-biased assessment, intervention, and placement can be assured. (PEU-D; DTS #3, CEC 3)
2. Access up-to-date information on various cognitive, communication, physical, social and emotional conditions of individuals with exceptional learning needs.(PEU-I&T; DTS #4; CEC 6 & 9)
3. Demonstrate ways to engage parent participation in the evaluation and education of their children. (PEU-I; DTS #4; CEC 8 & 10)
4. Develop skills and dispositions governing issues associated with effective multidisciplinary communication and collaboration in the education of individuals with exceptionalities.(PEU-I; DTS #4; CEC 10)
5. Function effectively as a member of the team/committee for developing, implementing, and evaluating Individual Education Plans, Individual Transition Plans, and Individual Family Service Plans as appropriate, including the modeling of appropriate social, ethical and legal behaviors.(PEU-I; DTS #4; CEC 9 & 10)
6. Maintain highest standards of ethical conduct with respect to students, parents, and professional colleagues. (PEU-I; DTS #4; CEC 9 & 10)
7. Develop systems for collecting, recording, and analyzing observation and assessment data. (PEU-R; DTS #8; CEC 8)
8. Make data-based interpretations and decisions.(PEU-R; DTS #9; CEC 8)

9. Organize, summarize, and interpret prior and present data and other pertinent behavioral history data relative to the learners' needs.(PEU-E; DTS #8; CEC 8)
10. Demonstrate knowledge of assessment process including procedures used for screening, pre-referral, referral, and classification as well as the relationship between assessment and instruction. (PEU-E; DTS #8; CEC 8)
11. Practice error analysis and task analysis procedures.(PEU-E; DTS #8; CEC 8)
12. Develop and interpret informal inventories.(PEU-E; DTS #8; CEC 8)
13. Identify and describe assessment instruments that may be used to assess vocational interests, aptitudes, and limitations of individuals with disabling conditions; analyze available community employment options; and analyze specific skills needed for particular jobs. (PEU-E; DTS #8; CEC 8)
14. Demonstrate knowledge of assessment adaptations and modifications as appropriate to the needs of the learner (PEU-E; DTS #7; CEC 3 & 8)
15. Analyze assessment and evaluation instruments, materials, and approaches according to subject content, learner interest, preferred responding modality, relevance, a/or cost (PEU-E; DTS #7; CEC 3 & 8)
16. Demonstrate knowledge of various assessment techniques that may be used to facilitate transition of individuals with disabling conditions from the school to the workplace and community. (PEU-E; DTS #7; CEC 8)
17. Understand and apply principles of behavior assessment and intervention in the educational settings. (PEU-E; DTS #5; CEC 5 & 8)
18. Demonstrate understanding of typical and atypical human growth and development in relation to early identification and prevention (PEU-C; DTS #2; CEC 2)
19. Demonstrate knowledge of Federal and State Legislation including but not limited to PL 99-457, PL 102-119, and PL 105-17, as each relate to the nature and efficacy of early intervention and transition assessments. (PEU-C:DTS #1; CEC 1)
20. Demonstrate proficiency in using appropriate computer hardware and software to produce computer assisted and enhanced written work. (PEU-T; DTS # 11; CEC 6)
21. Demonstrate the knowledge of computer assisted data analysis and interpretation of assessment results. (PEU-T; DTS #11, CEC 6)
22. Demonstrate knowledge of specific technologies including assistive technology, augmentative communication, and microcomputers specific to assessment and programming for individuals with disabilities across the range of ages and levels of severity. (PEU-T; DTS #11; CEC 6)

5.0 Topical Outline

Week 1	Assessment: the necessary continuous process.
Week 2	Legal Concerns, Ethics, and Issues
Week 3	Ethical and Professional Practices- Council for Exceptional Children Code
Week 4	Descriptive Statistics
Week 5	Reliability and Validity of Measurement

Week 6	Norm-referenced Assessment; Tests of Educational Achievement Performance-based Measures - Delaware State Testing Program (DSTP)
Week 7	Mid-term Exam.
Week 8	Standardized Diagnostics
Week 9	Classroom and Behavioral Assessment
Week 10	Measurement of Intelligence and Adaptive Behavior
Week 11	Special Considerations in Assessment: Multicultural Concerns
Week 12	Interpreting Assessment
Week 13	Reporting Assessment
Week 14	Transition Assessment
Week 15	Final Exam

(The instructor reserves the right to change or amend this course schedule as needed.)

6.0 Instructional Methods/Best Practices

This course will incorporate the following teaching strategies: lectures, demonstrations, in-class group activities, field placements, cooperative learning, and web-enhancement.

7.0 Learning Activities/Experiences/Projects in relation to Key Course Objectives **Course Requirements:**

1. Attend all class and scheduled sessions, read all assignments, and pass all exams and quizzes. (60% of grade) *Lecture will cover materials not covered in the reading assignments.* (KCO 1, 2, 3, 10, 11, 12, 16, 17, 19)
2. Conduct a group presentation of an assessment instrument (15% of grade)(KCO 5, 6, 7, 8, 14, 20, 21,22)
3. All students are expected to participate in class discussions and group projects (5% of grade). (KCO 1, 4, 5)
4. Conduct, analyze and interpret assessments of two (2) children. (9, 10, 11,12,13,14,15,16,17,18)
5. Prepare and submit a written assessment report based on ten-hour observation/participation field experience (15% of grade). (same as #4)
6. Compile and organize a resource notebook addressing academic assessment of learners K-12. (KCO 2, 3, 4, 6, 9, 10, 19)
7. Plan and implement an informal assessment tool, including a skill analysis for one assigned child in the following areas: reading, writing, math, or pre-academics. (5% of grade) (KCO 12 & 13)

The field experience and other assignments will be provided and discussed by the instructor in the class and individually. Each student must complete the Early Field Experience (EFE) Placement request Form and submit it to the coordinator of Field Placements. The Field Placement Coordinator in consultation with the course instructor will assign you to your respective school setting for hands-on, authentic assessment experiences.

8.0 Assessment/Evaluation

The field experience report will be evaluated by the application of a performance rubric developed by the Special Education Curriculum Committee.

<u>Methods</u>	Possible Points	<u>Grading Scale</u>
Exams (60%)	180	A = 90 and above
In-class Group Project (15%)	45	B = 80-89
In-class Participation (5%)	15	C = 70-79
Assessment Report (20%)	<u>60</u>	D = 60-69
Total	300	F = below 60

9.0 Tentative Timeline

Jan. 19	Assessment: the necessary continuous process. (read Ch. 1)
Jan. 26	Legal Concerns, Ethics, and Issues (Ch. 2)
Feb. 02	Ethical and Professional Practices- Council for Exceptional Children Code
Feb.. 09	Descriptive Statistics Ch. 3)
Feb. 16	Reliability and Validity of Measurement (Ch. 4)
Feb. 23	Curriculum-based and other informal measures (Ch. 5)
Mar. 01	Delaware State Testing Program (DSTP)
Mar. 08	Spring Break
Mar. 15	Tests of Academic Achievement (Chs. 5, 7, & 8).
Mar. 22	Mid-term Exam
Mar. 29	Standardized diagnostics & Norm-referenced Testing (Ch. 7)
April 05	Classroom and Behavioral Assessment (Ch. 6)
April 12	Measurement of Intelligence and Adaptive Behavior (Ch. 9)
April 19	Special Considerations in Assessment: Multicultural Concerns (Ch. 10) (Presentations)
April 26	Interpreting Assessment (Ch. 11) (Presentations)
May 03	Reporting Assessment (Assessment Summary Reports Due) (Ch. 11)
May 03	Early Childhood, Transition Assessment (Ch 10) (Presentations)
May . 10	Final Exam (6:00 p.m.) (All grades due to registrar by May 14) (Within the parameters of NCATE requirements, the instructor reserves the right to change or amend this course schedule as needed.)

10.0 Course Policies and Procedures:

1. Attendance: Students must attend all classes and observation sessions. However, if a student cannot attend due to some valid reason, for example a University-sponsored event, medical illness, or other emergency, then s/he must submit valid documentation. If the student does not submit a valid reason, no consideration will be given for make-up or other privileges. Three unexcused absences will result in your grade being lowered by one letter grade (from A to B, etc.)

2. Use of Cell Phones: “The use of cellular phones and pagers is expressly prohibited in the academic classrooms/laboratories. All such telephones as well as pagers, which make noise, must be kept in *off position* while attending classes. Students in non-compliance may be asked to leave the classroom. Exceptions to this policy may be approved only by the course instructor. No exceptions will be considered without prior notice.
3. Students with Disabilities: Any student who has an identified and documented disability should contact the instructor during the first week of classes so that necessary accommodations can be provided in the class/course.

11.0 Diverse/Global/Technological Perspectives:

Students will be made aware of the recent trends and development of special education in other countries of the world and the services provided to meet the needs of exceptional learners in a diverse population. Students will use Blackboard and the Internet to complete their assignments and submit them to the instructor through E-Mail.

12.0 Bibliography/References:

- Benner, S. M. (1992). *Assessing young children with special needs: An ecological perspective*. New York, NY: Longman.
- Gerstein, R., Darch, C., Davis, G. & George, N. (1991). Apprenticeship and intensive training of consulting teachers: a naturalistic study. *Exceptional Children* 57(3), 226-236.
- Hasbrouk, J. E., Woldbeck, T., Ihnot, C. & Parker, R. I. (1999). One teacher’s use of curriculum-based measurement: A changed opinion. *Learning Disabilities Research & Practice*, 14(2), 118-126.
- Knight, D. & Aucoin, L. (1999). Assessing job readiness skills: How students, teachers, and employers can work together to enhance on-the-job training. *Teaching Exceptional Children*, 31(5), 10-17.
- Montague, M. (1996). Assessing mathematical problem-solving. *Learning Disabilities Research and Practice*, 1(4), 238-248.
- Salvia, J. & Ysseldyke, J. (2004). *Assessment in special and Inclusive Education* (9th ed.) Boston, MA: Houghton Mifflin.

Journals:

Exceptional Children	Journal of Special Education
Exceptional Parent	Gifted Child Quarterly
Review of Educational Research	Rural Special Education Quarterly
Teaching Exceptional Children	
Journal of Early Intervention	
Journal of Educational Applied Behavior Analysis	
Journal of Learning Disabilities Research and Practice	

Please use the space below to make note of any announced changes.

Delaware State University Professional Education Unit's Standards

Standard 1: Teacher candidates will demonstrate an awareness of (D) diversity issues that impact effective teaching and learning.

Performance Indicator 1.1: Teacher candidates are aware of the types of diversity and their potential impact on the teaching/learning process.

Performance Indicator 1.2: Teacher candidates are able to locate and compile resources with respect to diversity that will enhance the teaching/learning process.

Performance Indicator 1.3: Teacher candidates will develop activities and teaching materials that reflect pluralism and global perspectives.

Performance Indicator 1.4: Teacher candidates will interact in a professional manner with diverse populations.

Standard 2: Teacher candidates will demonstrate effective (I) interpersonal communications.

Performance Indicator 2.1: Teacher candidates will communicate effectively in the content areas.

Performance Indicator 2.2: Teacher candidates will communicate effectively with students, parents, and others that have vested interests in the student.

Standard 3: Teacher candidates will demonstrate meaningful (R) reflection in their practice.

Performance Indicator 3.1: Teacher candidates will articulate the rationale and importance of reflection to the teaching/learning process.

Performance Indicator 3.2: Teacher candidates will reflect on the quality and meaning of their work as learners and teachers.

Performance Indicator 3.3: Teacher candidates will engage in reflection to plan, implement, and evaluate instructional activities with students.

Standard 4: Teacher candidates will use (E) effective teaching and assessment strategies in appropriate classroom settings with appropriate student populations in order to monitor learning and adjust teaching strategies, methods, and materials.

Performance Indicator 4.1: Teacher candidates will utilize a meta-cognitive approach to teaching which lends itself to reflective practices and to self-evaluation.

Performance Indicator 4.2: Teacher candidates will understand and implement the legal and educational processes and practices associated with individualized instruction and evaluation of student learning.

Standard 5: Teacher candidates will be proficient in the (C) content area and use theories of teaching and learning to address issues and concerns regarding effective teaching and learning.

Performance Indicator 5.1: Teacher candidates will be conversant in the theories of teaching and learning.

Performance Indicator 5.2: Teacher candidates will demonstrate content knowledge through field, seminar, and capstone experiences at performance levels which meet or exceed standards in the profession.

Performance Indicator 5.3: Teacher candidates will solve problems in the content areas by applying models of teaching and appropriate theories of teaching.

Standard 6: Teacher candidates will demonstrate appropriate (T) technological literacy in the content areas.

Performance Indicator 6.1: Teacher candidates will utilize appropriate information technologies to perform course assignments in the discipline.

Performance Indicator 6.2: Teacher candidates will integrate computer technologies in the development of teaching materials including, but not limited to, curriculum, unit, and daily lesson plans.

Delaware Teaching Standards

# 1 Content	The teacher understands the core concepts and structure(s) of the discipline(s) and creates learning experiences that make the content meaningful to students.
# 2 Human Development and Learning	The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of the students.
#3 Diverse Learners	The teacher understands how students differ and adapts instruction for diverse learners.
# 4 Communication	The teacher understands and uses effective communication.
# 5 Learning Environments	The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.
# 6 Planning For Instruction	The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and Delaware’s student content standards.
# 7 Instructional Strategies	The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding, and application of knowledge.
# 8 Assessment	The teacher understands multiple assessment strategies and uses them for the continuous development of students.
# 9 Professional Growth	The teacher understands the importance of continuous learning and pursues opportunities to improve teaching.
# 10 Professional Relationships	The teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members

	of the community to support student learning and well-being.
# 11 Educational Technology	The teacher understands the role of educational technology in learning as an instructional management tool.
# 12 Professional Conduct	The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.