

# Assessing Students with Disabilities Section 02

## EDSE 215

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/28/2023

SH 230 4-6:45PM

### Contact Information

|                  |   |
|------------------|---|
| Instructor:      | Dr. Sara Caniglia Schulte   |
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| Office Hours:    | Thursdays 11:30-1:30 & Zoom drop in 4-5 pm<br><a href="https://sjsu.zoom.us/j/83629491570">https://sjsu.zoom.us/j/83629491570</a> |

### Instructor: Dr. Sara Caniglia Schulte

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### Course Description and Requisites

Formal and non-formal evaluation methods to assess students with mild/moderate disabilities and extensive support needs, which include standardized and alternative assessment, RTI, IEP development, case studies, and a comprehensive understanding of evidenced-based practices in assessment.

Letter Graded

### \* Classroom Protocols

#### Course Format: Technology Intensive, Hybrid Course

This course is technology intensive and run in a hybrid format. There will be face-to-face sessions as well as online modules. Participants must have access to the internet, have mastered the use of CANVAS, and commit to using and checking their SJSU email regularly for updates. Participants who are unfamiliar with CANVAS and or unable to access their SJSU email are STRONGLY ENCOURAGED to seek assistance from tech support in Clark Hall ASAP

All candidates are expected to conduct themselves in a professional manner as members of this course. Preparation in this course reflects each candidate's ability to become a successful special educator. At a minimum, candidates are expected to adhere to the following:

1. Attend all classes.

2. Arrive to class on time and stay until the end of class.
3. Take a break from social media and distracting technology during class.
4. Use of computers during class to take notes, access course materials, and participate in class activities is strongly encouraged.
5. Respect others in class and show tolerance for viewpoints different than ones' own.
6. Actively participate in class discussion and activities. Everyone's voice is valued and we all have much to learn from each other.

## Program Information

### LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

### LCOE Department of Special Education Program Learning Outcomes

- PLO 1 Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- PLO 2 Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- PLO 3 Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- PLO 4 Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- PLO 5 Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\) \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1\\_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

## Course Goals

This course is intended to assist students to meet the competencies specified in the Mild/Moderate Standards and Extensive Support Needs (ESN) Specialty Teaching Performance Expectations (TPE) in assessment:

| CTC Teacher Performance Expectations        |   |   |
|---|---|---|
| Mild/Moderate                               | Extensive Support Needs   | Universals                                  |
| 1.1, 2.6, 2.9, 4.4, 4.7, 5.1, 5.4, 5.6, 6.2 | 1.1, 1.5, 1.6, 1.9, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 6.1, 6.3 | 1.8, 4.1, 4.3, 5.1, 5.2, 5.4, 5.5, 5.6, 5.8 |

## Course Learning Outcomes (CLOs)

### Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Plan, conduct, and interpret a comprehensive assessment used for individuals with disabilities using various assessment instruments, adaptive behavior scales, curriculum referenced instruments, ecological inventories, criterion-referenced tests, functional behavior assessments, and checklists.
2. Identify assessments that are valid for use when diagnosing or evaluating students with disabilities, including students who are

English learners.

3. Describe and discuss the purpose of and processes related to databased decision-making at the student, classroom, school, and district level.
4. Describe the theory behind progress monitoring and the assessment of student's academic, behavioral, social, and functional skills.
5. Adapt and modify existing assessment tools and methods to accommodate the unique needs of students with disabilities and English language learners.
6. Articulate the steps in the assessment process, including how students are referred for assessment in special education.
7. Utilize both formal and informal assessment methods and demonstrate the ability to carry out assessments in school settings to develop IEP goals and objectives.
8. Demonstrate competency with the interpretation of assessment data to write components of an IEP, including present levels, goals, specially designed instruction, and accommodations/modifications.
9. Demonstrate an understanding and a competency to carry out person-centered/family centered planning and strength-based functional/ecological assessments, including curriculum-based measures, authentic assessments, and student self-assessments.
10. Understand the role of assessment within the core curriculum/state standards in developing instructional programs for students with disabilities and emergent bilinguals.

## Course Materials

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Pierangelo, R., & Giuliani, G. A. (2017). *Assessment in special education : a practical approach*. Pearson.

### Assessment in Special Education

**Author:** Pierangelo, R., & Giuliani, G. A

**Publisher:** Pearson

**Edition:** 5th

**ISBN:** 0-13-418940-6

## Course Requirements and Assignments

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1. **Online Modules Readings, Questions, Discussion Prompts, and Activities** Candidates will complete online Modules which can be found in CANVAS under the "Modules" tab. Modules will open on the assigned days in the course schedule. Candidates should view the Read & Watch document to see the Module Overview and find details on readings and assignments. Module assignments are due in CANVAS one week after the module opens. (See Course Schedule)
2. **In class activities** Candidates will complete in class activities during each of the face-to-face class sessions. In class activities are directly related to the course readings and topics covered during the session. In class activities are due at the end of the class session. (See Course Schedule)
3. **Formal Assessment Implementation and Interpretation (100 Points):** Students will demonstrate their ability to deliver a formal assessment (e.g., Woodcock Johnson, WIAT, KTEA) while adhering with the standardized delivery and scoring procedures of the assessment.
4. **Assessment Report (50 Points)** Based on the assessment results, students will write a comprehensive report including student identifying data, reason for referral, background, family, developmental, academic, and social histories, behavioral observations, tests and procedures administered, test results, conclusions and recommendations,.
5. **IEP Goal Development (50 Points)** Students will review a student's present levels and assessment reports to determine appropriate IEP goal(s) based on student needs. Information on progress monitoring and data collection as well as appropriate accommodations and potential interventions will also be addressed.
6. **Chapter Presentations (30 Points)** In small groups, students will present assigned chapters in the text, highlighting key insights and vocabulary from the text.
7. **Mock IEP (100 Points):** Students will work in small groups to create a mock IEP based on a fictional student. Members of the group will have designated roles, including but not limited to, general education teacher, special education teacher, school psychologist, speech language pathologist and/or occupational/physical therapist or other related service provider. Student present levels, student needs and goals, as well as appropriate accommodations will be presented by the designated IEP team member.

Mock IEPs will be presented in place of a final exam.

## ✓ Grading Information

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### Grading Information

1. All assignments are due on the assigned date at the assigned time and must be submitted through CANVAS. Emailed or paper copies of assignments cannot be accepted. If an extension on an assignment is required, the department late policy requires that students contact the instructor at least 24 hours in advance of the due date with the request. The request must include a designated date on which the student intends to submit the assignment, which should be within one week of the original due date.
2. All written work must be turned in using Microsoft Office Word. The Microsoft Office Suite is available *for free* from the university. If you do not have Microsoft Office on your computer, please refer to [Information Technology Services](http://its.sjsu.edu/services/software/microsoft-students/index.html) (<http://its.sjsu.edu/services/software/microsoft-students/index.html>) for information on how to download the software on your device. Assignments turned in using Google Docs, Apple Pages, or PDF format will be returned and the student will need to resubmit.

### Criteria

#### Grading Scale

98-100% = A+

92-97% = A

90-91% = A-

88-89% = B+

82-87% = B

80-81% = B-

Candidates are reminded that they must maintain a GPA of 3.0 and each course should be completed with a grade of B or higher.

## University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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| Week | Date      | Topics, Readings, Discussions             | Assignments Due                 |
|------|-----------|---|---------------------------------|
| 1    | 8/22      | Introductions, Course & Syllabus Overview | Get to know you quiz            |
|      | In person | Introduction to disability and assessment | Chapter Presentation<br>Sign up |
|      | SH 230    |   | Intro Slide                     |

|   |                                |  |  |
|---|--------------------------------|--|--|
| 2 | 8/29<br>Asynchronous<br>Online | <b>Methods of Assessment &amp; Testing Considerations</b><br><br>Legislation and court cases in special education<br><br>Formal/informal testing   | Read Chapters 1-4<br><br>Review Canvas Materials   |
| 3 | 9/5<br>In person<br>SH 230     | <b>Basic Statistical Concepts &amp; Scoring</b><br><br>Measurement scales, central tendency, range, standard deviations<br><br>Basic Terminology, Raw scores, Percentile Ranks, Standard Scores  | Chapter presentations 1-4<br><br>In class activities/assignments<br><br>Identify student to assess           |
| 4 | 9/12<br>Asynchronous<br>Online | <b>Writing a Comprehensive Report</b><br><br>Criteria, Test Results  | Read Chapters 5, 6, & 17<br><br>Review Canvas Materials<br><br>Begin Report outline & Background information |
| 5 | 9/19<br>In person<br>SH 230    | <b>The Special Education Process</b><br><br><b>Pre-referral Strategies</b><br><br>Identification, assessment, IEP development<br><br>Response to Intervention (RTI)/Multi-tiered Systems of Support (MTSS), Prereferral Strategies                       | Chapter 5, 6, & 17 Presentations<br><br>In class activities/assignments                                      |
| 6 | 9/26<br>Asynchronous<br>Online | <b>The MDT Team and Parental Participation in the Assessment process</b><br><br>Collaboration, Parent Rights, MDT purpose, culturally responsive<br><br><b>Parental Consent and Evaluation Standards</b><br><br>Timeframes, IDEIA, validity, reliability | Read Chapters 7, 8, & 19   |
| 7 | 10/3<br>In person<br>SH 230    | <b>Development of an IEP</b><br><br>Using assessment results to determine student's needs, how to incorporate classroom performance and observations   | Chapter presentations 7,8, & 19<br><br>In class activities/assignments<br><br>IEP goal Assignment due 10/16  |

|    |                                 |   |   |
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| 8  | 10/10<br>Asynchronous<br>Online | <b>Determining Eligibility Criteria/Eligibility Procedures for Special Education</b><br><br>Diagnosing a disability<br><br>Criteria based on disability | Read chapter 9, 16 & 18<br><br>Review Canvas Materials  |
| 9  | 10/17<br>In person<br>SH 230    | <b>Assessment of Academic Achievement</b><br><br>Standardized testing, academic testing,  | Chapter presentations 9, 16, & 18<br><br>In class activities/assignments  |
| 10 | 10/24<br>Asynchronous<br>Online | <b>Assessment of Intelligence</b><br><br>Measures of Intellectual Ability   | Read chapters 10 & 11<br><br>Review Canvas Materials  |
| 11 | 10/31<br>In person<br>SH 230    | <b>Assessment of Behavior</b><br><br>FBA, Emotional/Social Development, Adaptive Behavior   | Begin Assessments, note behavior observations<br><br>Chapter presentations 10&11<br><br>In class activities/assignments |
| 12 | 11/7<br>Asynchronous<br>Online  | <b>Assessment of Perceptual Abilities</b><br><br>Visual/Auditory Perception<br><br>Comprehensive Measures of Perceptual Abilities                       | Read Chapters 12 & 13<br><br>Review Canvas Materials  |
| 13 | 11/14<br>In person<br>SH 230    | <b>Assessment of Speech &amp; Language</b><br><br>Speech & Language Disorders<br><br>Assessment measures of speech and language                         | Chapter presentations 12 & 13<br><br>In class activities/assignments  |
| 14 | 11/21<br>Asynchronous<br>Online | <b>Early Intervention and Preschool Assessment</b> Health Screenings, hearing/Vison<br><br>Physical/Occupational Therapy Assessments                    | Read Chapters 14 & 15<br><br>Review Canvas Materials  |

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| 15 | 11/28<br>In Person<br>SH 230   | <b>Other Areas of Assessment</b><br>Hearing/Vision, PT/OT | Chapter presentations<br>14 & 15<br><br>In class<br>activities/assignments |
| 16 | 12/5<br>Asynchronous<br>Online | <b>Assessment Report Due</b>                              | Turn in completed<br>report  |