ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*"Preparing students to serve as effective, reflective and caring teachers."*

COURSE SYLLABUS

EEX 4221

Educational Assessment of Exceptional Students

*This syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

|  |  |
| --- | --- |
| **Course Prefix:** | EEX 4221 |
| **Section #:** | 3648 |
| **Credit Hours:** | Three Credits |
| **Co-requisites:** | None |
| **Pre-requisites:** | EDF 4430, and EEX 3012, and admission to Elementary Education with Infused ESOL and Reading BS, or Exceptional Student Education with Infused ESOL and Reading BS, or ICERT-NO |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day, Time and Campus:** | Online | Enter Time | | Choose an item. |
| **Modality:** | Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment. | | | |
| **Professor:** | Dr. Dupoux | | | |
| **Office Hours:** | Posted | | https://web.spcollege.edu/instructors/id/2481 | |
| **Office Location:** | St. Pete Gibbs | |  | |
| **Office Phone:** | 727-341-4296 | | | |
| **Email Address:** | MYCOURSES | | | |

**ACADEMIC DEPARTMENT: College of Education**

|  |  |  |
| --- | --- | --- |
| **Dean:** | Kimberly Hartman, Ph.D. | |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

**Welcome to EEX 4221!**

1. **COURSE DESCRIPTION**

|  |
| --- |
| This course is a study of theory and practice of informal and formal assessment of behavior and/or learning problems. Practice with evaluation instruments and strategies is a key component of the course. Use of assessment information in designing academic K-12 curriculum plans is taught. 47 contact hours. |

1. **MAJOR LEARNING OUTCOMES**

|  |
| --- |
| Learning Outcomes and Objectives:  **1. The student will determine the purpose and the requirements for participation of students with disabilities**  **in statewide assessment programs and available accommodations, waivers and exemptions by:**  a. outlining the state assessment requirements for students with disabilities.  b. outlining procedures for accessing accommodations, waivers, and exemptions.  c. applying knowledge of participation in a mock Individualized Education Plan (IEP).  **2. The student will apply knowledge of the requirements for developing individual educational plans (IEPs)**  **including transition IEPs (TIEP) by:**  a. constructing a mock Individualized Education Plan (IEP).  b. creating a mock TIEP.  **3. The student will apply the legal requirements and ethical principles regarding assessments of students with**  **exceptionalities by:**  a. exploring the links between specific assessments and ethical principles.  b. connecting legal requirements and ethical principles to assessment practices.  **4. The student will determine the purposes and characteristics of different types of assessments and their**  **appropriate use by:**  a. outlining features of different types of assessments and their use in special education assessment.  b. justifying choice of assessments made in a case study.  **5. The student will interpret and analyze the results of formal and performance-based assessments to identify**  **student needs and to evaluate student progress in acquiring, generalizing, and maintaining skills across**  **settings by:**  a. analyzing collected data or a case study on a student with exceptional needs.  b. interpreting data from formal and performance-based assessments to evaluate student progress. |

1. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
2. **Required Textbooks**

|  |  |
| --- | --- |
| Textbook(s) | Required :   * *Classroom Assessment for Students in Special & Gen Ed.*, 3rd Edition, Author: Spinelli, Cathleen, ISBN: 9780137050130 * *IEPs: Writing Quality Individualized Education Programs*, 3rd Edition, Author: Gibb, Dyches, ISBN: 9780133949520 |

Chalk & Wire

Chalk & Wire is a requirement for all COE students enrolled in a bachelor’s degree program and for all EPI students.

Students using **eBooks** must have access to the **eBooks** during class sessions.

1. **Supplemental Material**

|  |  |
| --- | --- |
| Resources: | * FL DOE. (2000), Developing Quality Individual Educational Plans. Tallahassee, FL. * “Educator Accomplished Practices: Pre-professional Competencies for Teachers of the Twenty-First Century”. Florida Department of Education. |
| Materials: | Click here to enter text. |

|  |  |
| --- | --- |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

|  |
| --- |
| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed. Additionally students are expected to be familiar or familiarize themselves with PowerPoint presentation methods.  The instructor of this course frequently uses smart boards, ELMOs, power point, digital media, and web based resources to disseminate information and engage preservice learners and students. |
| All work must be submitted in a format compatible with Microsoft Word (e.g.: .doc, .docx, .rtf) |

1. **Supplies**

|  |
| --- |
| None |

1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements**

This course requires 0 hours of observation/participation in an appropriate classroom setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH / FEH is required to complete the Survey Level Field Experience Placement Application via the survey link: https://web.spcollege.edu/survey/18896

|  |
| --- |
| This course has no school based hours. |

1. **ALL Course Assignments**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** | **Chalk and Wire** |
| **\*Assessment Report** | **30** | **Yes** |
| **\*Mock IEP** | **30** | **Yes** |
| **Chapter Reading Notes** | **10 x 12(Reading Notes = 120** | **No** |
| **Chapter Activities** | **20 x 13(Chapter Activities) = 260** | **No** |
| **Introduction/Conclusion Posts** | **5** | **No** |
| **IEP Concerns Post** | **1** | **No** |
| **Total** | **446** |  |

**Reading Notes are due Wednesdays no later than 11:00 PM**

**Original discussion posts are due Tuesday no later than 11:00 PM**

**Replies to discussion posts are due Wednesday no later than 11:00PM**

**Chalk and Wire Assessments dates will be posted in MyCourses**

**\* Assignments labeled with an (\*) denote required assignments that must be passed at 75%.\***

|  |
| --- |
| ***UCC Assignments:*** *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course.*  *If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C.  In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.*  *Students in a degree program must upload into Chalk & Wire all FEAP, ESOL, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.* |

*For courses with lesson planning:*

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.”  It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment.  Anything adapted or used verbatim must be cited with credit given to the author(s).  This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work.  This applies to all COE lesson plans unless the instructor directly specifies otherwise.

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/>

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE**

|  |  |  |
| --- | --- | --- |
| **Course Calendar for EEX 4221** | | |
| **Week** | **Reading Topics:** | **Assignments:** |
| **Semester Intro**  **Due 8/15** |  | * Introduction post |
| **Week 1**  **Due 8/22** | Chapter 1:  Early Intervention Services  The Special Education Process | * Chapter 1: Reading Notes * Chapter 1: Activity |
| **Week 2**  **Due 8/29** | Chapter 2: The Special Education Process | * Chapter 2: Reading Notes * Chapter 2: Activity * Review the Assessment Report requirements |
| **Week 3**  **Due 9/05** | Chapter 3:  Standardized Assessment | * Review Mock IEP case study directions * Chapter 3 : Reading Notes * Chapter 3: Activity * Chapter Video |
| **Week 4**  **Due 9/12** | Chapter 4: Informal Assessment | * Chapter 4: Reading Notes * Chapter 4: Activity |
| **Week 5**  **Due 9/19** | Chapter 5: Basic Skills and Content-Subject Assessment | * Chapter 5: Reading Notes * Chapter 5: Activity |
| **Week 6**  **Due 9/26** | Chapter 6:  Reading Assessment | * Chapter 6: Activity & Reading Notes |
| **Week 7**  **Due 10/03** | Chapter 7: Written Language Assessment | * Chapter 7: Reading Notes * Chapter 7: Activity |
| **Week 8**  **Due 10/10** | Chapter 8: Mathematical Assessment | * Chapter 8: Reading Notes * Chapter 8: Activity |
| **Week 9**  **Due 10/17** | Chapter 9: Content Area and Related Arts Assessment | * Chapter 9: Reading Notes * Chapter 9: Activity |
| **Week 10**  **Due 10/24** | Chapter 10: Special Focus Assessment  IEP Workbook: Pages 1-14 | * Chapter 10: Reading Notes * Chapter 10: Activity * IEP Workbook: Pages 1-14 |
| **Week 11**  **Due 10/31** | Chapter 11: Study Skills Assessment and Test-Taking Skills  IEP Workbook: Pages 15-46 | * Chapter 11: Reading Notes * Chapter 11: Activity * IEP Workbook: Pages 15-46 |
| **Week 12**  **Due 11/07** | Chapter 12: Transition Assessment  IEP Workbook: Pages 47-74 | * Chapter 12: Reading Notes * Chapter 12: Activity * IEP Workbook: Pages 47-74 |
| **Week 13**  **Due 11/14** | IEP Workbook: Pages 75-96 | * Chapter 13 Activity: Discussion post-concerns/comments/questions * IEP workbook pages:75-96 * Begin constructing the Mock IEP (use the workbook as a resources as well as the supplements in MyCourses) * Start collecting data for Assessment report |
| **Week 14**  **Due 11/28** | IEP Workbook: Pages 97-110  Assessment Report | * IEP Workbook: Pages 97-110 * Complete the final components of the Mock IEP * **Submit Mock IEP to Chalk and Wire by Wednesday 11:00PM** * Review Week 15 Material * Continue working on your Assessment Report |
| **Week 15**  **Due 12/05** | Assessment Report | * Complete your Assessment Report * **Submit Assessment Report by Wednesday 11:00PM to Chalk and Wire** |

1. **Uniform Core Curriculum/Program Learning Objectives Assignments**

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) principles and guidelines: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment Title** | **CW** | **FEAP** | **FSAC** |
| Assessment Report | Y |  | 2.1 |
|  |  |  | 2.2 |
|  |  |  | 2.3 |
|  |  |  | 2.4 |
| Mock IEP | Y | 4.a |  |
|  |  |  | 2.5 |
|  |  |  | 2.6 |