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.*

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| **Course Prefix:** | EEX 4221 |
| **Section #:** | 975 |
| **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 |

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| --- | --- | --- | --- | --- |
| **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 | | TE 105B | |
| **Office Phone:** | 727-341-4296 | | | |
| **Email Address:** | MYCOURSES | | | |

**ACADEMIC DEPARTMENT: College of Education**

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

**COURSE DESCRIPTION**

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| 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**

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| 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**

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| --- | --- |
| 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 |
| **Anthology Portfolio** | Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor’s degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students. |

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

1. **Supplemental Material**

|  |  |
| --- | --- |
| Resources: |  |
| Materials: | Click here to enter text. |

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

1. **Technology**

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| 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. |
| All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable. |

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

There are no school based hours in this course.

1. **ALL Course Assignments**

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| --- | --- | --- |
| **Assignment** | **Points** | **Anthology Portfolio** |
| **\*Assessment Report** | **100** | **Yes** |
| **\*Mock IEP** | **100** | **Yes** |
| **Chapters 1-12 Final** | **50** | **No** |
| **Chapter Reading Notes** | **10 x 11(Reading Notes = 110** | **No** |
| **Chapter Activities** | **20 x 13(Chapter Activities) = 260** | **No** |
| **Introduction** | **5** | **No** |
| **Total** | **625** |  |

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

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| ***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.* *Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.*  *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 Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.* |

1. **Assignment Late Policy**

Assignment(s) due to Anthology Portfolio are extended to 3 days beyond the due date but students will not receive a grade

higher than a C. All other assignments are due on the due date, no exceptions.

*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**

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| **Course Calendar for EEX 4221** | | |  |
| **Week** | **Reading Topics:** | **Assignments:** | **Points** |
| **Semester Intro**  **Due 5/21** |  | * Introduction post | 5 |
| **Week 1**  **Due 5/28** | Chapter 1: Early Intervention Services | * Chapter 1: Reading Notes | 10 |
| * Chapter 1: Activity | 20 |
| **Week 1**  **Due 5/28** | Chapter 2: The Special Education Process  Review the Assessment Report requirements | * Chapter 2: Reading Notes | 10 |
| * Chapter 2: Activity | 20 |
| **Week 2**  **Due 6/4** | Chapter 3: Standardized Assessment  Review Mock IEP case study directions | * Chapter 3: Reading Notes | 10 |
| * Chapter 3: Activity | 20 |
| * Chapter Video | 20 |
| **Week 2**  **Due 6/4** | Chapter 4: Informal Assessment | * Chapter 4: Reading Notes | 10 |
| * Chapter 4: Activity | 20 |
| **Week 3**  **Due 6/11** | Chapter 5: Basic Skills and Content-Subject Assessment | * Chapter 5: Reading Notes | 10 |
| * Chapter 5: Activity | 20 |
| **Week 3**  **Due 6/11** | Chapter 6: Reading Assessment | * Chapter 6: Activity & Reading Notes | 20 |
| **Week 4**  **Due 6/18** | Chapter 7: Written Language Assessment | * Chapter 7: Reading Notes | 10 |
| * Chapter 7: Activity | 20 |
| **Week 4**  **Due 6/18** | Chapter 8: Mathematical Assessment | * Chapter 8: Reading Notes | 10 |
| * Chapter 8: Activity | 20 |
| **Week 5**  **Due 6/25** | Chapter 9: Content Area and Related Arts Assessment | * Chapter 9: Reading Notes | 10 |
| * Chapter 9: Activity | 20 |
| **Week 5**  **Due 6/25** | Chapter 10: Special Focus Assessment  IEP Workbook: Pages 1-14 | * Chapter 10: Reading Notes | 10 |
| * Chapter 10: Activity | 20 |
| **Week 6**  **Due 7/2** | Chapter 11: Study Skills Assessment and Test-Taking Skills  IEP Workbook: Pages 15-46 | * Chapter 11: Reading Notes | 10 |
| * Chapter 11: Activity * Begin constructing the Mock IEP (use the workbook as a resource as well as the supplements in MyCourses) | 20 |
| **Week 6**  **Due 7/2** | Chapter 12: Transition Assessment  IEP Workbook: Pages 47-74 & 75-96 | * Chapter 12: Reading Notes | 10 |
| * Chapter 12: Activity | 20 |
| * Start collecting data for Assessment report |  |
| **Week 7**  **Due 7/9** | IEP Workbook: Pages 97-110  Complete the final components of the Mock IEP  Review Week 5 Material  Continue working on your Assessment Report | * **Submit Mock IEP to AP by Tuesday at 11:00PM** | 100 |
| **Week 8**  **Due 7/16** | Assessment Report  Complete your Assessment Report | * **Submit your Assessment Report to AP by Tuesday at 11:00PM** | 100 |
| **Week 9**  **Due 7/23** | IEP Workbook: Pages 75-96  Start collecting data for Assessment report | * Chapters 1-12 Final | 50 |

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

Not mapped on UDL framework or list the numbers of the components.

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

[**UCCs**](https://nam02.safelinks.protection.outlook.com/ap/x-59584e83/?url=https%3A%2F%2Fspcollegeedu-my.sharepoint.com%2F%3Ax%3A%2Fg%2Fpersonal%2Fcaruana_victoria_spcollege_edu%2FEUkz7J7OnDlCn0a88jTI28wBD3Qmg5VG1aGcZwmsdFVh-A&data=05%7C01%7Ccurtis.jessica%40spcollege.edu%7Cb2a6caa5c6e140a4f06108db83e14275%7C575038c8ac704295810e0df79c005f41%7C0%7C0%7C638248775742630400%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=01n09Ix%2FW9gtQMaJpawBvm36i7gpuEhOWqh16n29SOQ%3D&reserved=0)