EDU 5324 Syllabus: Educational Assessment of Students with Disabilities

Thursdays, 5:30-8:15 p.m., Hybrid In-Person. See Bronco Direct and Course Schedule for dates

Location: Building 5, Room 143

Instructor Information

Name: Dr. Sara Werner Juárez
You can call me: Dr. Juárez or Professor Juárez
Office Location: 94-265
Virtual Office on Zoom: https://tinyurl.com/juarez-office PW: Broncos
Office Hours: Virtual office hours; by appointment: Tuesdays, 1:30-3:30 p.m., Thursdays, 2:00-4:00 p.m.
Appointments may be made at: https://calendly.com/sara_juarez/office_hours
Phone: 909-869-4490 (email is best)
Email: sjuarez@cpp.edu
I typically respond to emails within 24-48 hours Monday through Friday before 5:30 p.m. I practice setting work boundaries for my self-care (you should too!) and rarely check emails after 5:30 p.m., before 8:00 a.m. or on weekends.

Course Information

Department of Education Mission Statement

We empower transformative educators who advocate for justice and equity for all learners.

Department of Education Vision Statement

We will be the model for developing socially just educators who provide quality instruction, embrace local and global challenges, inspire innovation, and work collaboratively to improve school and community outcomes.

Department of Education Values Statement

- **Equity, Racial, & Social Justice:** We believe in the anti-racist work of educators, to critically analyze systemic inequities within schools and communities, examining our own beliefs and biases. We boldly advocate for intentional pedagogies that include voices and lived experiences of those who have been historically disenfranchised.

- **Academic Excellence**: We promote academic excellence and intellectual curiosity through students' critical engagement with an evidence-based culture and our faculty's teaching, scholarship and service.

- **Student Success**: We model student-centered pedagogy and services that engage, challenge and support students; build on community cultural wealth, students' strengths and funds of knowledge; and enhance personal well-being to ensure their professional success.

- **Experiential Learning**: We are committed to an integrative, polytechnic approach to equitable education through experiential, applied, collaborative learning, innovation and inquiry. We empower educational leaders to challenge the boundaries of knowledge by fostering reflective and critical thinking, creativity, informed risk-taking and continuous learning.

- **Inclusiveness:** We believe that all means *all* students: Inclusive education is a social justice issue. The diversity of our backgrounds, funds of knowledge, identities, cultures, languages, literacies and abilities is an asset that enhances our TK-12, university, and greater communities.

- **Social and Environmental Responsibility:** As global citizens, we engage with community partners and stakeholders fostering reciprocal relationships and collective action to advance social justice, ethical citizenship, and environmental sustainability for future generations

Catalog Description

Knowledge and application of formal, informal, norm- and criterion-referenced, standardized, and alternative assessments within a multitiered systems of support (MTSS) framework. Techniques for data-based decision-making, progress monitoring, and instructional planning for diverse learners, with an emphasis on culturally and linguistically diverse students. Includes field experience.

Prerequisites

1. Satisfactory Completion (C or better) in EDU 5302, 5310, or 5312; EDU 5010, EDU 5020
2. Admission to Preliminary Education Specialist, Liberal Studies or ECS ITEP, and/or master's program.

Education Specialist Program Strands

In addition to the topic-specific nature of coursework and fieldwork, teacher candidates must continuously consider:
- Universal Access
  - Create and sustain universally designed, inclusive learning environments that integrate multi-tiered systems of support for students with disabilities,

including emergent multilingual students with disabilities. (Related to Program Standard 1 & 2)

- o Use of a variety of technologies to support effective teaching, assessment, communication, and student learning in the inclusive classroom while being mindful of the legal, ethical, and safety issues that are continuously changing as students use technology more extensively and as part of lifelong supports. (Related to Program Standard 1 & 2)
- o Presume competence and hold high expectations of all students in all content areas, including providing access to high-quality literacy instruction. (Related to Program Standard 1 & 2)
- Effective Instruction
  - o Knowledge and application of high-leverage and evidence-based practices to effectively meet the needs of students with disabilities. This includes effective behavioral supports and universally and specially designed instruction; differentiating instruction, and developing appropriate accommodations, modifications, and adaptations to provide access to grade-level curriculum in a positive, inclusive classroom climate that has high expectations for all learners. (Related to Program Standard 2)
  - o Collect and analyze assessment data from multiple, unbiased, formal and informal measures to determine effective instruction and interventions and make timely instructional decisions to ensure successful outcomes for students' academic, social, behavioral, communication, and other needs (Related to Program Standard 2)
- Collaboration
  - o Demonstrate effective and bias-free competencies to coordinate, collaborate, and communicate effectively with students, caregivers, families, general education teachers, paraprofessionals, related service providers, administrators, school personnel, and community agencies. (Related to Program Standard 1 and 2)
  - o Coordinate and manage effective IEP development, implementation, and progress monitoring of student goals to provide educational benefit. (Related to Program Standard 2)
- Meeting Individual Student's Needs
  - o Design and implement effective instruction, intervention, and positive classroom environments to meet individual students' needs. Utilize knowledge of student interests, strengths, funds of knowledge, prior experiences, social emotional learning needs, and intersectional identities (i.e., ethnicity, race, culture, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin) to plan and implement effective instruction. (Related to Program Standard 1 and 2)
  - o Knowledge and use of best practices in English Language Development (ELD) to support students who are both Emergent Multilingual and have disabilities. This includes the acquisition of academic content language, comprehension skills, knowledge and understanding of the subject area. (Related to Program Standard and 2)

What You Can Expect from Me

I will do my best to make this course an excellent learning experience for you, even remotely: Well-organized, interesting, relevant, with meaningful assignments and the support you need to succeed. I will take suggestions for improving the learning environment seriously. I will do my best to grade your work in a timely fashion, and use rubrics to grade equitably. My goal for your learning is mastery, providing scaffolds, supports, feedback, and opportunities to revise and resubmit your work.

I am committed to supporting you as individual students and the valuable diversity you bring to this course: Students with disabilities, parents and caregivers, LGBTQ, Dreamers, first-generation college grads, veterans, multilingual learners. I know that everyone has a big, rich life outside of this class and many of you are teachers of record in your own classroom. This comes with any number of challenges, especially during these times. I want to work with you to help you succeed. Please communicate with me, early and often if you need support. See the list of helpful campus resources in this syllabus, as well as the policies on attendance/participation, late assignments, and resubmitting assignments.

What You Can Give to the Class

When we have a lot happening in our lives and numerous demands, there is a work/life **negotiation.** Balance is a misrepresentation of what actually goes on, and it might make us feel guilty for not having balance in all areas of our lives. Being in school, whether part-time or full-time is a big commitment that often tips the negotiation in favor of school. Working as a teacher of record also includes many challenges with that work/life negotiation. You are earning a special education credential because you are an awesome human being, thinking about your professional future and your students' futures.

I appreciate when students pay attention to class happenings, when you're willing to try new things and to ask questions, and are not scared of getting things wrong. It takes a **growth mindset** to manage school, work, and personal life, while meeting high expectations expressed in this course. It is like your exercise routine/workout: You get out of this class what you put in.

This class is an opportunity to practice skills you will need as a professional, in addition to learning and applying knowledge, skills, and dispositions to being a special education teacher. Being professional includes thinking critically, doing work that's well beyond the minimum of quality, being respectful and courteous to others, and keeping up with course readings, activities, and assignments. For this class specifically, professionalism means:

- Doing the work: The learning activities in this class are carefully selected and offered to help you learn. I strive to make these as relevant and applicable as possible to your classroom, in addition to providing research and theoretical bases for these practices. Many smaller activities scaffold the larger assignments. If you don't understand why we're doing something, please ask! Since we're remote, you will need to exercise more personal initiative than if we were meeting face to face, and that's a great skill to have for your future.
- Professional courtesy: Attend all class sessions. Arrive on time, be prepared with readings, and tune in the whole time. Pay attention, listen to others, and participate in the multiple ways offered. See the policy on attendance/participation, as make-up activities will be required to maintain your desired or passing grade.
- **This class will demand significant time, at least 4 hours per week. Calendar the time!**

Course Learning Outcomes

Upon completion of this course, students will:
1. Describe and discuss procedures for planning, implementing, and interpreting math and literacy screenings and assessments within the multi-tiered systems of support (MTSS) framework. (U1.8, U4.1, U5.1, U5.2, U5.4, U5.5, U7.10, MM1.4, MM4.7, MM5.1, MM7.1, EX1.9, EX4.8, EX5.1, EX5.2, EX7.1)
2. Explain the legal and ethical mandates related to administration and documentation of assessments for special education eligibility, reevaluation, least restrictive environment (LRE), and special education services. (MM5.1, MM5.3, MM5.4, MM5.6, EX5.2, EX5.4, EX5.5, EX5.7)
3. Identify and discuss considerations for diverse students (e.g., socioeconomic, disability, race, ethnicity, culture, language, gender, gender identity, sexual orientation, neurodiversity, and other intersectional identities) in the evaluation, selection, administration, and interpretation of assessments, discussing these in contexts of systemic barriers, biases, and misunderstandings or misidentification of disability. (U5.1, MM5.1, MM5.3, MM5.4, MM5.5, MM5.6, EX5.2, EX5.4, EX5.5, EX5.6, EX5.7)
4. Across various domains (i.e., academic, developmental, behavioral), explain, practice, and/or critically analyze appropriate uses and administration techniques according to established protocols of a variety of diagnostic, informal, formal, progress-monitoring, formative, summative, and performance assessments (e.g., norm-referenced, criterion-referenced, alternative, CBM, work samples, observations, portfolios, ecological assessments, and curriculum-based assessments). (U5.1, U5.2, U5.4, MM4.7, MM5.1, MM5.4, MM5.5, MM5.6, EX4.8, EX5.1, EX5.2, EX5.5, EX5.6, EX5.7)
5. Explain how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, including the use of AAC for students with

complex communications needs. (U5.1, MM5.1, MM5.3, MM5.6, EX5.2, EX5.4, EX5.7)

6. Within the context of a case study (e.g., written, video, classroom observation, or self-study), use baseline assessment data and present levels of performance to write a specific and measurable goal, plan and differentiate instruction to meet the goal, monitor progress, and make timely decisions based on the data (e.g., modify instruction, amend the goal, etc.). (U1.2, U1.8, U5.1, U5.2, U5.4, U5.5, U5.8, MM1.4, MM4.7, EX1.9, EX4.8, EX5.1)

7. Develop, and/or adapt curriculum-based measurement probes, scripts, and materials in an academic domain, write hypothetical case studies, create digital visual representations for hypothetical baseline and progress monitoring data, and compose scripts to respectfully communicate results and data-based instructional decisions to students and caregivers. (U1.2, U1.8, U5.1, U5.2, U5.4, U5.5, U5.8, MM1.4, MM4.7, EX1.9, EX4.8, EX5.1)

8. In collaboration with specialists (e.g., school psychologist, speech/language specialist, general education teacher), interpret emergent multilingual students' assessment data
    a. to determine academic proficiency in students' preferred language and in English
    b. to distinguish between language disorders, disabilities (including dyslexia), and language differences
    c. (U4.1, U5.2, U5.4, U5.5, U5.6, U5.7, U7.10, MM5.5, MM7.1, MM7.2, MM7.3, EX5.6, EX 7.1, EX7.2, EX7.3)

9. Gather, interpret, and integrate background and assessment information from multiple formal and informal measures to
    a. identify students' strengths and needs,
    b. develop Individualized Education Plan (IEP) goals, including appropriate progress monitoring tools
    c. make informed educational and instructional decisions, including suggestions for accommodations, modifications, and adaptations to general education curriculum and research-based instructional strategies to support the student's first and/or second language acquisition
    d. collaboratively communicate assessment results and their implications with students, caregivers/families, and other educational professionals using an asset-based, bias-free approach
    e. (U1.2, U1.6, U4.1, U5.1, U5.2, U5.4, U5.5, U5.6, U5.7, U5.8, MM1.4, MM4.7, MM5.1, MM5.3, MM5.4, MM5.5, MM5.6, MM7.2, EX1.9, EX4.8, EX5.1, EX5.2, EX5.4, EX5.5, EX5.6, EX5.7, EX7.2)

*PS= CTC Program Standards (click to go to CTC website for complete information on all standards & TPEs)
*U = Universal TPE
*MMSN or MM=Mild to Moderate Needs
*ESN or EX = Extensive Support Needs Standards
*TPE=Teacher Performance Expectations

Federal Resources

The Technical Assistance and Dissemination Network (TA&D Network) is a network of approximately 45 Centers funded by the Office of Special Education Programs (OSEP) at the U.S. Department of Education. These projects provide information and technical assistance to states, schools, educational professionals and families on a variety of special education topics. This is a table of the TA&D Network Centers (as well as other sources as noted) we will utilize in this course. You are expected to have knowledge of these Centers at the conclusion of this course and as you progress through your credential program.

Helpful Resources: Federally-Funded Research Projects	
CEEDAR Center	National Center on Accessible Educational Materials
Center for Parent Information and Resources	National Center on Education Outcomes
Center on Technology and Disability	National Professional Development Center on Autism Spectrum Disorder (*OSEP*)
College and Career Readiness and Success Center	National Secondary Transition Technical Assistance Center
IDEAs that Work (*OSEP*)	National Technical Assistance Center on Transition
National Center on Dispute Resolution in Special Education	Region IX Equity Assistance Center
National Assistive Technology Research Institute (*OSEP*)	Schoolwide Integrated Framework for Transformation (SWIFT)
National Center and State Collaborative (NCSC) (*OSEP*)	The Center on Secondary Education for Students with Autism Spectrum Disorder (*DOE Grant*)

Technical Requirements

Canvas

Course information, grades, and assignment feedback will be transmitted via Canvas. Most assignments will be turned in using Canvas. If you are unsure how to view feedback to assignments in Canvas or require tutorials for using Canvas, please check out the [Canvas Videos for Students](#).

If you are need assistance with Canvas-specific tools or features, refer to the [Canvas Student Guides](#). More complicated Canvas inquiries can be directed to the [IT Service Desk](#). Both links to the Canvas eHelp page and IT Service Desk can be found under the Technical Support section located on the left navigation menu of this course.

Course Materials

Required Materials

1. Required Textbook: Pavri, S. (2012). *Effective assessment of students: Determining responsiveness to instruction*. Upper Saddle River, NJ: Pearson. ISBN-13: 978-0-13-714780-9
2. [California Dyslexia Guidelines](#)
3. Journal articles, videos, modules, and media as posted on Canvas
4. Access to Internet for Canvas, online modules, and websites (all are free)
5. Laptop or tablet to access course materials and Canvas

Recommended Materials

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.
2. Purdue Online Writing Lab. (n.d.). *APA formatting and style guide (7th Edition).* Purdue Online Writing Lab. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Course Specific Information

Hybrid Course Statement

This course is defined as a hybrid course, which means that 50% of class/course learning takes place during in-person/face-to-face sessions and 50% of course learning takes place online, asynchronously (See course schedule for weeks).

As each class session is scheduled in the University catalog for 2.75 hours each week, please plan on spending 2.75 hours on online assignments + 1-2 additional hours for

what would be traditional course homework to prepare you for the next class session. (Almost 4 hours total aside from in-person class is a possibility so please plan your time accordingly.)

The online portion of our course will take place asynchronously which means we will not "meet" online so you may work on the online class assignments on your own schedule and turn them in by the assigned due date and time.

Teacher Performance Assessment

Topics addressed in this course will prepare you for success on the CalTPA. Information on the CalTPA may be found below. We highly encourage you to visit this site, review the information, and download the available materials. When you register to take the exam (check with your program on the semester you should take the CalTPA), you will have access to all exam materials.
- Education Specialist Credential Candidates
  - [Education Specialist CalTPA Information](#)
  - [Education Specialist CalTPA Assessment Materials](#) prior to registering for the exam.
  - Students will be supported through CalTPA Cycle 1 in EDU 5326 and CalTPA Cycle 2 in EDU 5351.

While faculty support candidates through the CalTPA process through discussions, coaching, and formative experiences, it is your responsibility to review all guidelines, rubrics, and other resources. We are not able to "teach to the test" or provide specific critiques or editing of draft responses. To learn more about acceptable and unacceptable forms of support from faculty, visit [Education Specialist CalTPA Faculty Policies and Resources](#).

Asset-based Approach

An asset-based approach to student learning focuses on strengths. This should guide our professional practice in: (1) the language we use to discuss students and their needs and (2) how we instruct and support students. This directly aligns with the mission and values of our program and faculty teaching philosophies. It views diversity in thought, culture, and traits as a positive asset. Students are valued for what they bring to the classroom rather than characterized by perceived deficits. Therefore, what TK-12 students bring to the classroom is considered an asset. Examples of student assets include, but are not limited to, the following:

Assets of Diversity in Thinking	Assets of Culture	Assets of Personal Traits	Assets of Intelligence	Assets of Unique Experience and Skills
Critical thinking	Ethnicity	Temperament	Musical - Rhythmic	Community-based experiences

Creative thinking	Race	Introversion	Visual - Spatial	Travel
Inductive thinking	Gender-identify	Extroversion	Verbal - Linguistic	Hobbies
Deductive thinking	Religion	Social and emotional strengths	Logical Mathematical	Student club affiliations
Holistic thinking	Family structures	Creativity	Bodily - Kinesthetic	Family experiences
Detail-focused thinking	Community structures	Interpersonal strengths	Social - emotional	Passions and talents

Assignments

What is an Anchor Assignment?

An Anchor Assignment is an assignment that is completed in all sections of a course, regardless of the instructor. Anchor assignments help ensure candidates are prepared to meet the Teacher Performance Expectations (TPEs) and the program meets the Program Standards for the credential. You may not successfully pass the course without receiving a grade of 73% or better on the course anchor assignment even if your overall score is a passing grade.

EDU 5324 Anchor Assignment: Assessment Case Study, Progress Monitoring Materials, and Report (100 points).

The purpose of the case study is to provide you with an opportunity to administer various assessments to an **emergent multilingual student with dyslexia** and report findings using an asset-based perspective with IEP implications, develop and organize progress monitoring materials, recommendations for accommodations and/or modifications, and suggested adaptations to instruction based on the student's areas of strengths and needs. Both formal and informal assessment instruments and related information are to be used in your report. The goal of the report is to support your skills in communicating assessment information with IEP team members, especially the student and parents/families/guardians. Aside from a records review, your report is expected to be original. This assignment will be scaffolded throughout the semester. **You may not successfully pass the course without receiving a grade of 73% or better on the course anchor assignment even if your overall score is a passing grade. Detailed assignment description, rubric, and resources will be posted on Canvas/Google drive.**

Other Assignments

1. **Attendance and participation** (Grade deductions only)**:** This class will use a combination of asynchronous content and assignments and in-person, face-to-face

(F2F) class sessions (see course schedule). **Attendance or participation is required for all class sessions in the mode designated (see Course Schedule).** If the class session is listed in the course schedule as in-person, you are expected to participate in-person. There will not be opportunities for flexible participation, unless your absence is excused with documentation. The Special Education Faculty place great importance on attendance and participation, as these are professional expectations. Due to the hybrid nature of this course, class attendance and participation are critical. You will be evaluated based on your preparedness for class, participation in discussions, and contribution to the learning environment. **See the full attendance policy in the Course Policies section of the syllabus.**

2. **Curriculum-based Measurement (CBM) Probes, Scripts, Materials and Case Studies** (50 points; Individual or Groups up to 3): Curriculum-based Measurement (CBM) is an important practice to support students' skills, measure and report progress, and make informed decisions regarding instruction, especially within a multi-tiered systems of support (MTSS) framework. You are encouraged to work in groups on this assignment. The goal of this assignment is to explore various CBM resources, developing and/or adapting probes, scripts, materials, and lesson outlines to support implementation of CBM for reading, writing, or math. As a class, we will determine the subject areas and grade levels that individuals or groups will explore, sharing resources for a variety of subjects and grades. **Detailed assignment description, rubric, and resources will be posted on Canvas/Google drive.**

3. **IEP Goal Writing and Progress Monitoring Practice Activities** (25 points; Individual). Within the context of a case study (e.g., written, video, classroom observation, or self-study), you will use baseline assessment data and present levels of performance to write a specific and measurable IEP goal, plan and differentiate instructional strategies to meet the goal, monitor progress, and make timely decisions based on the data (e.g., modify instruction, amend the goal, etc.). This will be scaffolded throughout the semester. **See Canvas for the assignment.**

4. **Online assignments** (20 points x 5 = 100 points total; Individual). Throughout the semester, there will be a variety of online assignments to demonstrate knowledge and application of course content, as well as mastery of student learning outcomes. These activities will cover assigned readings, online modules, online activities, etc. Online assignments will be given in various formats and will generally involve some form of choice in how the assignment is completed. It is strongly recommended to complete assignments on time, as content will be applied in the above listed assignments. Online assignments are subject to the policy on late work, and details for each will be posted on Canvas. The asynchronous modules are organized by

topic and you should plan to spend about 4 hours completing each module, which includes viewing the module and composing your response. Modules that include drafts of larger assignments may take additional time. See the course schedule and Canvas for more details.

5. **Fieldwork Hours (Credit/No Credit):** According to CTC requirements, students taking any course toward the California Education Specialist Credential must complete fieldwork in K-12 classrooms and/or transition settings. A total of **5 hours of fieldwork** are required for EDU 5324. These will be fulfilled by completing the Assessment Case Study anchor assignment and video observations (about 1 hour) of assessments being administered. In general, the Assessment Case Study includes approximately 2-3 hours to administer and score a standardized assessment, approximately 1-2 hours observing the student **in a school setting,** and additional hours collecting case study student data. You will not be required to keep a log of fieldwork hours for this course, as long as you complete each required component of the Assessment Case Study. **You cannot pass this course without fulfilling the fieldwork component, which is integrated into the Anchor Assignment: Assessment Case Study.**

Assignment Schedule and Grading

Please visit *My Grades* on Canvas to monitor your progress frequently in our class. I have high expectations for your work and will provide constructive feedback so that you are able to meet those standards effectively. See also the course policy on re-submitting assignments.

Due Date	Learning Outcomes	Assignment	Points
Various	1-8	Attendance and participation	Deductions only
Various	1-8	Online assignments	100
Various	6	IEP Goal Writing and Progress Monitoring	25
11/12	1, 3, 4, 7	Curriculum-Based Measurement Probes and Lesson Outlines	50
12/10	1-8	Assessment Case Study and Report	100
12/10	1-8	Fieldwork Hours	C/NC
		Total Possible Points	**275**

CPP Grading Scale		
Percentage	**Grade**	**My Interpretation of the Scale**
94-100	**A**	*Superior work*, representing effective representation, unusual competence, and high skill.
90-93.9	**A-**	
87-89.9	**B+**	*Very good work*, meeting full requirements for performance at the graduate level.
83-86.9	**B**	
80-82.9	**B-**	
77-79.9	**C+**	Adequate, meets minimum requirements of the course; *acceptable for graduate credit*.
73-76.9	**C**	

CPP Grading Policy

Course Policies Based on Professional Dispositions

Attendance policy

- You are expected to be on time to class and remain until class is dismissed.
- I will take attendance at each class meeting.
- Your attendance and participation will be considered when determining final grades in cases where rounding is possible.
- Unexcused/unauthorized absences, early departures, and/or tardies may result in a lower grade. Please do not ask the instructor if it is "okay" to miss a class. Absences are either excused per university policy (see below) or unexcused.
  - o Excused/authorized absences/tardies/early departures will be allowed only per University policies with appropriate documentation: (1) when you have/had a medical condition that you can support with documentation (including COVID-related symptoms or reasons per local guidance), (2) when a death or serious illness in the immediate/close family (i.e., parents, siblings, partner, child, aunts/uncles, cousins, grandparents, etc.) prohibits you from attending class, or (3) when you are participating in University-sponsored athletic, extracurricular, or academic endeavors away from campus.
    - ▪ If requesting an excused absence/tardy/early departure, it is the candidate's responsibility to provide acceptable documentation to the instructor (usually within 2 weeks of the absence/tardy/early departure).

- If the candidate does not provide acceptable documentation, then the absence/tardy/early departure will be marked as unexcused, and the corresponding points will be deducted.
- IEP meetings do not count if these occur before or during class on a regular basis. Your administrator has made an agreement with the CTC, indicating they understand your commitment to and need for university coursework.
- For interns and those in clinical practice, Back-to-School Night and Open House are considered excused, as these are planned in advance, occur once per semester, and necessary for building relationships with caregivers.
  - You are responsible for information and material if you miss a class. You must do the following if you miss class:
    - Obtain handouts, notes, and other materials from peers.
    - Contact the instructor as soon as possible after the missed class period to provide documentation of the reasons for the absence and to discuss make-up activities for excused absences.
    - Submit all assignments as soon as possible online.
    - Make-up activities must be submitted within one week of the missed class session, unless you require extra time due to an excused absence per university policy.
  - **Missing two or more sessions** and/or make-up activities will result in a **lowered letter grade** in the class. Each class session/make-up work missed after two sessions will result in an additional half grade deduction.
- You are expected to form professional habits and participate fully in each class session, especially when working with colleagues.
  - **o** Exceptions to in-class participation, timelines for make-up activities, etc. must fall under excused/authorized absences, tardies, or early departures.

Privacy and security for our class (if required)
- If Zoom is used during the semester, I will post class recordings on Cal Poly Pomona's secure video streaming server and provide the links only on Canvas, accessible only to members of this class. (Zoom's recording privacy issues have to do with Zoom's cloud server, which we won't use.)
- Recordings will be deleted from the streaming server and Canvas after the time period for grade appeals when this term is over. Please do not screen-capture and share the recordings of class yourself outside of our class (it's creepy!).
- The passwords for Zoom classes and office hours should help eliminate zoombombing. Please do not share class URLs and passwords. If we do get a zoombomber, I can remove them very quickly.

Communication policy

- Please include EDU 5324 and a topic in the subject line of each email.
- If you are falling behind or do not think you can finish the course, please contact me as soon as possible so we can discuss options for you.
- I typically respond to emails within 24-48 hours Monday through Friday before 5:30 p.m. I practice setting work boundaries for my self-care (you should too!) and rarely check emails after 5:30 p.m., before 8:00 a.m. or on weekends.
  - o I do not have work email pushed to my phone, and I encourage you to also practice this self-care skill. This means that if you need a question answered outside of the typical workday (e.g., 9 a.m. to 5 p.m.), I will likely not respond until the next day. It's okay and healthy to include your own "office hours" and times at which you will respond to parent/family email, text, school SMS communications, etc. Some apps (like ClassDojo and Remind) will do this for you.
  - o Also check out my office hours and student appointment calendar (see the first page of this syllabus).
- Please check out the syllabus, course schedule, looking through Canvas, or contacting another member of the class for questions about when the course meets, when assignments are due, or what is expected for a given week

Assignment policy

- Bias-free language is required. For most assignments, you should use people-first language unless you are working with students/families who prefer identity-first language.
- Submit all assignments on Canvas. These will not be graded or accepted by email.
  - Feedback on assignments will be given via Canvas.
  - Grades will be given via Canvas.
  - Most assignments will be graded using the Key Assessment Rubric at the end of this syllabus.
  - I am happy to comment on draft assignments that are worth 70+ points if they are sent *at least* 7 days prior to the due date to allow for turn around.
- Assignments must be submitted by end of day (11:59 p.m.) on the due date unless otherwise specified.
- Keep a copy of all graded assignments.
- Do not leave submissions to the last moment! Technical glitches always seem to arise the closer to the due date and time. Practice professional habits now and turn your assignments in on time, regardless of circumstances.

- The "oh crap" Late Work Policy: Applied to all late assignments, unless you have an excused reason that can be supported with documentation. **The following grade scale will be used for late assignments:**
    - **To receive an A and consideration for 100% of available points:** Assignments **must be submitted** by the date and time listed. <u>Assignments will be considered late whether they are one (1) minute or one (1) week past the due date and time</u>. Exceptions will be made only for excused/authorized absences.
    - **To receive a B and consideration for 85% of available points:** Assignments must be submitted within three (3) weeks past the due date and time listed or by the final deadline for all assignments (whichever comes first).
    - **To receive a C and consideration for 75% of available points:** Assignments must be submitted within six (6) weeks past the due date and time listed or by the final deadline for all assignments (whichever comes first).
    - **Please keep in mind that scaffolded parts or drafts of larger assignments will receive only 40% of points if these are submitted late, but 1 week before the due date for the larger assignment (e.g., Assessment Case Study, CBM Assignment). Scaffolded parts of larger assignments will receive 0 points if submitted less than 1 week prior to or after the due date for the larger assignment.**
- <u>Assignments will not be accepted after the final date listed on the course schedule,</u> unless the candidate provides a compelling reason. Such late submissions are subject to instructor's discretion.

Assignment Resubmission Policy
1. Assignments may be re-submitted for up full credit, except when submitted late, incomplete, or of unacceptable quality (see below).
2. You must initiate the request to re-submit an assignment within one (1) week of receiving your grade and feedback.
3. You must at least meet minimal requirements for assignments they request to re-submit.
    a. E.g., You may **<u>not</u>** request to re-submit an incomplete assignment or portion thereof.
    b. E.g., You may **<u>not</u>** request to re-submit an assignment of unacceptable quality or portion thereof.
4. Assignment re-submissions are subject to the instructor's discretion.
5. If a course assignment, especially an Anchor Assignment, does not meet expectations, the instructor will require you to revise and re-submit it. Specific feedback for revisions is generally provided, and you are encouraged to meet with the instructor to review this feedback and discuss required revisions.

a. Note: A grade of "1" will be recorded on Canvas to note that the assignment was attempted. This score does not reflect the level of effort put into the assignment. It is used to indicate that the assignment was submitted on time and instructor requested that it be revised and re-submitted.
b. Note: In this case, you will be able to re-submit the assignment for up to 80% of available points (not full credit).

Writing Expectations

- Every assignment is to be in basic APA format (no cover page necessary). If you are unsure of APA format, please consult the following: OWL Purdue
- Include a header (rather than a cover page) on all your assignments that includes: (1) your name; (2) the date; (3) EDU 5324; and (4) the assignment name and/or number.
- Set margins to 1" all around.
- Set font to Times New Roman or Arial, size 12.
- Set line spacing to **double** unless otherwise directed.
- Use standard written English, including accurate grammar, punctuation, and spelling.
  - Avoid contractions (say "does not," rather than "doesn't;" say "is not," rather than "isn't").
- Please note that you cannot receive full credit (100%) on any assignment if there are multiple grammatical or spelling errors.
- **Always run spell and grammar check *one last time* before submitting your work.**

Student Conduct Code

- Work for this class is expected to be original to this class. Do not turn in assignments, in part or whole, that were created for other classes, unless explicitly okayed by me.
- While we often collaborate during this class, all other assignments noted as individual are to be completed on your own. If you are not sure whether collaboration is appropriate, contact me.
- Unauthorized recording, dissemination, or publication of academic presentations for any purpose is forbidden.
- Any violation of any published University policy, rule, regulation or presidential order will result in student discipline action.
- The University is committed to maintaining academic integrity throughout the university community. Academic dishonesty is a serious offence that can diminish the quality of scholarship, the academic environment, your academic reputation,

and the quality of a Cal Poly Pomona degree. All forms of academic dishonesty at CPP are a violation of University policy and will be considered a serious offense. Academic dishonesty includes, but is not limited to plagiarism, cheating, use of unauthorized study aides, falsifying university documents (such as fieldwork logs), and any action that gains an unfair academic advantage. Refer to the University Catalog for further information.
- It is the responsibility of all students to be informed of what constitutes academic dishonesty and to follow the policy. A student who is aware of another student's academic dishonesty should report the instance to the instructor of the class, the test administrator, or the head of the department within which the course is offered.
- **Consequences for academic dishonesty will include** a zero on the assignment with no opportunity for resubmission and the completion of a Statement of Concern for your CPP file. Additionally, students will be referred to Judicial Affairs where they may face additional consequences. Students may also receive a possible F in the course and/or removal from the credential program.
- **Academic dishonesty is also a violation of Teacher Performance Expectation (TPE) 12 (Professional, Legal, and Ethical Obligations)** and could result in the California Commission on Teacher Credentialing (CTC) refusing you a teaching credential.

Plagiarism

Researchers and educators do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another person (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. ***The key element of this principle is that you do not present the work of another (in whole or part) as if it were your own work*** (APA, 2010). Check out this resource [Avoiding Plagiarism - Paraphrasing](#), which provides Acceptable and Unacceptable Examples of Paraphrasing.

AI-Generated Content

I expect you to generate your own work in this class. When you submit any kind of work (including projects, exams, quizzes, or discussions), you are asserting that you have generated and written the text unless you indicate otherwise by the use of quotation marks and proper attribution for the source. Submitting content that has been generated by someone other than you *or was created or assisted by a computer application or tool, including artificial intelligence (AI) tools such as ChatGPT, DALL-E2, and other AI*

software is cheating and constitutes a violation of the Student Conduct Code. You may use simple word processing tools to update spelling and grammar in your assignments, but you may not use AI tools to draft your work, even if you edit, revise, or paraphrase it. There may be opportunities for you to use AI tools in this class. Where they exist, I will clearly specify when and in what capacity it is permissible for you to use these tools. I will provide more information about the specific assignment when the time is appropriate in the course. You may not, however, construe this limited use as permission to use these technologies in any other facet of this course (Adapted from [Inara Scott, OSU College of Business](#) and [the Institute for Teaching and Learning at Colorado State University](#)).

I will use TurnItIn, Cal Poly Pomona's plagiarism and AI detection tool, on all papers routinely. If Turnitin indicates plagiarism or significant AI detection, I will inform you and invite you to explain your work and understanding (via Zoom). Please note that I am not jumping to a conclusion that you violated academic integrity; I am inviting you to a conversation about your work.

Cellphones and Laptops

Turn cell phones to silent during class. Kindly refrain from the use of laptops for email, social media, writing IEPs, etc. during class. I know it is tempting with our busy lives, but this is again a professional habit to cultivate. What you have to learn here is so critical to your future as a teacher that I need your undivided attention.

Issues of General Humanity

It is expected that we will appreciate the diversity of our class and our campus and respect the rights and opinions of each class member. We will demonstrate civility and empathy for each of those with whom we work and study. We will also always strive to show a positive attitude and professional demeanor.

Please let me know your preferred name and pronouns.

Resources for Students

The [Learning Resource Center](#) provides academic support for students, including the Writing Center, tutoring sessions, and workshops. Its mission is to promote student success by providing programs and services that advance students' critical thinking, problem solving, and analytical skills.

Any student who faces challenges securing food or housing and believes this may affect their performance in the course is urged to contact the [CPP Care Center](#).

[Student Health & Wellness Services/Counseling & Psychological Services](#) (FREE services). FREE After-Hours Counseling Crisis Line: (909) 869-3220 (After Hours: press "2"). Available after 5PM or on weekends.

The [Bronco Dreamers Resource Center](#) supports the holistic success (academic, personal, professional) of undocumented students at Cal Poly Pomona. Our purpose is to educate the community about current issues and to convene campus allies in a dialogue of student success.

[Centers for Transformation, Retention, Equity and Empowerment (TREE)](#)
- Black Resource Center
- Asian and Pacific Islander Student Center
- César E. Chávez for Higher Education
- Native American Student Center
- Pride Center
- Womxn's Resource Center

University Policies

All university policies are published in the university catalog. Please consult the catalog should you have any questions.

Students with Disabilities

Please feel free to discuss with me any concerns you have regarding your success in this class and ways I can support your learning.

The Disabilities Resources Center (DRC) provides support services to students with documented special needs. The DRC has been designated as the campus authority to verify disabilities and to prescribe specific accommodations for students with documented disabilities. If you need DRC support, you must register with the center to be able to obtain services. Please see the DRC website for further information – [Disability Resource Center](#).

Student Rights and Responsibilities

All members of the university faculty and staff have a primary mission of helping students to make progress toward a degree or credential. Nevertheless, each student is individually responsible for meeting all university requirements and deadlines, as presented in the current Cal Poly Pomona University Catalog and any other announcements of the university, center or department in which he/she is enrolled. The University intends that every member of the campus community be afforded a work and study environment free of discrimination based on race, color, religion, national

origin, sex, sexual preference, marital status, pregnancy, age, disability or veteran status. All persons are to be protected from abusive or harassing behavior. Information regarding student rights and responsibilities and grievance procedures can be found in the "Statement of Student Rights, Responsibilities, and Student Grievance Procedures," copies of which are available in the Office of Judicial Affairs. – *Source: Cal Poly Pomona Course Catalog.* Please refer to the [Student Conduct and Integrity](#) website for additional information.

Please note, a good faith effort to settle an issue of concern must be made before a formal grievance can be filed. Even after filing, efforts to resolve the dispute by informal means should continue.

Please consult with the Department Chair's Office as a first step in resolving any dispute. The next point of appeal would be the Associate Dean's Office, followed by the Dean of CEIS. In the event the matter is not resolved at this level, the Office of Judicial Affairs should be contacted.

EDU 5324 Fall 2023 Course Schedule

Note: This syllabus and course schedule are subject to change at the instructor's discretion.

Class/Date	Topics/Activities	Required Readings Before Class Sessions All readings/resources posted on Canvas	Assignments Due	Assessment Case Study Scaffolding

0
8/24
In-Person
	Course Overview
	● Assignment expectations
	● Introductions
	
	Intro to Assessment
	● Types of assessment
	● Legal & Ethical Issues
	● Self-regulation and IEP goals: Semester practice of skills
		1. Pavri (2012) Chapter 3
		2. Access during the session
		   a. Study Skills Self-Regulation
		   b. Evaluating school-aged children for disability
			Review Syllabus
			
			Buy or rent textbook
			
			Class Session Activity
			● Begin IEP goal assignment
				Review anchor assignment description
				
				Review Syllabus
				
				Buy or rent textbook

1 8/31 Asynchronous	MTSS/RTI Framework ● Overview ● Tiers of support ● Assessment within the framework	1. Pavri (2012) Chapters 1 and 2 2. CA MTSS Framework 3. Essential Components of MTSS 4. IRIS Interview with Dr. Leonard Baca RTI and Cultural Considerations	**Online Assignment #1: See Discussion Board on Canvas** ● **Initial Post due Thursday, 9/7 by 4:00 p.m.** ● **Responses to peers due Friday, 9/08 by 11:59 p.m.**	Think about possible case study student; consider pairing up with a classmate who has access to students (assignment/report is individual though)
2 9/07 In-Person	Norm-referenced testing ● Administration and scoring	1. Pavri (2012) Chapter 4 2. Pavri (2012) Chapter 7	**Class Session Activity**	Case Study: Inform instructor that you're working with a student.

Class/Date	Topics/Activities	Required Readings Before Class Sessions All readings/resources posted on Canvas	Assignments Due	Assessment Case Study Scaffolding
	• Testing bias • Cognitive Assessments	3. Be prepared with self-regulation IEP goal and baseline data		Obtain parent consent and most recent psychoeducational report and IEP. If you cannot find a student, please contact the instructor.
3 9/14 Asynchronous	Alternative and Informal Assessments • Curriculum-based measurement (CBM) • Portfolios • Ecological Inventories	1. Pavri (2012) Chapter 5 2. Intro to data-based instruction and curriculum-based measurement (13:30) 3. Comprehensive Assessment: An Overview (8:35)	**Online Assignment #2: See Canvas.** • **Due Thursday, 9/21 by 4:00 p.m.**	Check in about case study student/individual Obtain parent consent If possible, obtain most recent psychoeducational report and IEP
4 9/21 In-Person	Classroom, District, and State Assessments; Transition • Universally designed assessments • Pre, formative, and summative • Assessment accommodations	1. Pavri (2012) Chapter 6 2. Pavri (2012) Chapter 10 3. Explore: (specific links found on Canvas) California Assessment of Student Performance and Progress System (CAASPP) website	**Class Session Activity**	Draft Student Information, Reason for Referral, and General Background Information

Class/Date	Topics/Activities	Required Readings Before Class Sessions All readings/resources posted on Canvas	Assignments Due	Assessment Case Study Scaffolding
	● Alternate assessments ● Transition	4. Self-regulation and IEP goal: Progress monitoring and data-based decision report out		
5 9/28	Assessing CLD Students ● Language difference v. disorder ● Students who use AAC ● Testing and assessment bias, especially for students of color	1. Pavri (2012) Chapter 9 2. The Miseducation of Larry P 3. Artiles and Harry (2006) Addressing Culturally and Linguistically Diverse Student Overrepresentation in Special Education: Guidelines for Parents	**Online Assignment #3: See Canvas** o **Discussion Board** o **Due 10/05 by 4:00 p.m.** o **Responses to peers completed in class on 10/05**	Arrange for classroom observations, collection of work samples, and/or interviews of teacher, service providers, parents/family members, etc.
6 10/05 In-Person	Reading Assessments ● Five key components of reading ● Formal and norm-referenced ● Informal and interest inventories ● Universal screening ● CBM for reading	1. Pavri (2012) Chapter 11 2. Skim: IRIS Module: Progress Monitoring Reading 3. Videos and activities related to reading assessments 4. Self-regulation: Progress monitoring report out	**Class Session Activity**	Conduct classroom observations and interviews, review work samples Draft Educational Background
7 10/12 Asynchronous	Writing Assessments ● Written language and spelling	1. Pavri (2012) Chapter 12 2. Videos and activities related to writing assessments.	**Online Assignment #4: See Canvas**	Conduct classroom observations and interviews, review work samples

Class/Date	Topics/Activities	Required Readings Before Class Sessions All readings/resources posted on Canvas	Assignments Due	Assessment Case Study Scaffolding
	• Formal and norm-referenced • Informal and work samples • Universal screening • CBM for writing		• **Due Thursday, 10/19 by 4:00 p.m.**	Draft Educational Background
8 10/19 Asynchronous (Juarez at a conference)	Math Assessments • Math knowledge, skills, and dispositions • Formal and norm-referenced • Informal, inventories, and work samples • Universal screening • CBM for Math	1. Pavri (2012) Chapter 13 2. Skim IRIS Module: Progress Monitoring Mathematics 3. 60-Second Strategy Interview Assessments 4. Videos and activities related to math assessments 5. Self-regulation and IEP goal: Progress monitoring and data-based decision check in	**Online Assignment #5: See Canvas** • **Due Thursday 10/26 by 4:00 p.m** • Recommended: Work on this during our normal class time	Arrange for assessments: One formal/standardized and one informal

9
10/26
Asynchronous
	Behavioral and Social-Emotional Assessments
	• Universal screening
	• Observation, interviews, permanent products, behavior rating scales
		1. Pavri (2012) Chapter 8
		2. FBA Part 2: FBA Basics (14:30)
		3. Explore
		  a. Behavior Rating Scales Report Card Maker
		  b. Self-Check Behavior Checklist Maker
		  c. Student Rewards Finder
			Online Assignment #6: See Canvas
			• **Due Thursday, 11/02 by 4:00 p.m.**
				Conduct and score assessments: One formal/standardized and one informal

Class/Date	Topics/Activities	Required Readings Before Class Sessions All readings/resources posted on Canvas	Assignments Due	Assessment Case Study Scaffolding
	• Behavior report cards/CICO • The briefest overview of FBA	4. Choose an IRIS Behavior Assessment Activity: a. Duration and Latency Recording b. Frequency and Interval Recording c. Conduct an ABC Analysis		
10 11/02 In-Person	Assessment, CBM, and Data-based decision making • Goal-setting • IEP goals and benchmarks • Progress monitoring	1. No new readings 2. Self-regulation and IEP goal: Progress monitoring and data-based decision report out	**Class Session Activity**	Conduct and score assessments: One formal/standardized and one informal
11 11/09 Asynchronous	Curriculum-based measurement • Probes and Scripts • Materials • Progress monitoring	No new readings	**Curriculum-based Measurement Assignment due Sunday, November 12 by 11:59 p.m.**	Summarize assessment information in strengths-based and parent friendly language.
12 11/16 In-Person (Can push weeks or rearrange)	Interpreting and Communicating Assessment Results • Strengths-based reports • IEP goals and benchmarks	1. Readings/Resources related to this topic. See Canvas. 2. Review previous readings and assignments Due to assignment turnaround time and when final grades are due to	**Draft of Assessment Case Study due for early feedback.** • **Complete by Sunday, November 19 at 11:59 p.m. to**	Draft recommendations and suggestions, including relevant IEP goals, accommodations/ modifications/adaptatio

Class/Date	Topics/Activities	Required Readings Before Class Sessions All readings/resources posted on Canvas	Assignments Due	Assessment Case Study Scaffolding
	• Progress monitoring	the university, it is unlikely you will be able to revise and resubmit the Assessment Case Study without early feedback	==**receive early feedback.**==	ns, and progress monitoring materials
13 11/23	**Thanksgiving/Fall Break: Resources related to Indigenous Peoples**			
14 11/30 Asynchronous	Interpreting and Communicating Assessment Results • Asset-based reports • IEP goals and benchmarks • Progress monitoring	3. Readings/Resources related to this topic. See Canvas. 4. Review previous readings and assignments		Draft recommendations and suggestions, including relevant IEP goals, accommodations/ modifications/adaptatio ns, and progress monitoring materials
15 12/07 In-Person	Formal and Informal Assessment of SWD • Collaborative reports for initial and triennial evaluations • Interpreting and Communicating Assessment Results • Strengths-based reports	No new readings. Review course readings, resources, and assignments. Self-regulation: Progress monitoring and data-based decision report out; next steps	**Class Session Activity**	**Assessment Case Study:** If you haven't yet, begin the strengths-based narrative report and move all scaffolded steps into a final draft version of the assignment. Collect appropriate documents,

Class/Date	Topics/Activities	Required Readings **Before** Class Sessions All readings/resources posted on Canvas	Assignments Due	Assessment Case Study Scaffolding
	• IEP goals • Progress monitoring			write up narrative report, and finalize.
Finals Week 12/11-12/15 No Class	**<mark>Assessment Case Study Assignment due Sunday, 12/10 by 11:59 p.m.</mark>** **All <u>assignments and resubmissions due</u>. No late assignments will be accepted after Sunday, December 10th by 11:59 p.m.** Due to assignment turnaround time and when final grades are due to the university, it is unlikely you will be able to revise and resubmit the Assessment Case Study without early feedback.			