

**Foundations of Effective Assessment & Instruction
SPED 5040 - Fall 2009**

Instructor

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Education 306

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Schedule: Thursdays 1:30-4:15

Location: Education 131

Purpose

The purpose of this course is to provide prospective special education teachers with a foundation in effective and efficient assessment and instructional practices. Participants will gain a basic understanding of different types of assessment and how they are best used to inform instruction. In addition, we will examine the basis for mastery learning approaches and other instructional procedures that represent current best practices in education. This will provide prospective teachers with a framework to design assessment strategies that are integrated into instruction, to monitor pupil performance and to critically analyze instruction. Finally, participants will learn how to select instructional practices, which are considered to be evidence-based practices.

Course Objectives	Evaluation	2003 - CEC Common Core (CC), Individualized General Curriculum (GC), Individualized Independence Curriculum (IC), and Early Childhood (EC) Standards
1. Describe appropriate uses for standardized assessment and appropriate uses for curriculum based assessment.	Quizzes 1 & 2; Mid-term	CC8; K2, K3, K4, K5, S6
2. Define common terms used to interpret standardized assessments.	Quiz 1; Mid-term	CC8; K1 GC8; K1 IC8; K1
3. Interpret test scores from standardized and informal assessment instruments.	Quizzes 1 & 2; Assignment 1; Midterm	CC8; K1, K2, S5 GC8; S1 IC8; S1
4. Describe how diversity influences assessment and eligibility determination.	Quiz 1; Mid-term;	CC8; S6
5. Describe the 8 steps for developing curriculum-based assessments.	Quiz 2; Midterm	CC8; S6
6. Identify the components of goals and short-term objectives.	Quiz 3; Mid-term	CC7; S6
7. Write short term objectives for academic and personal-social skill areas.	Assignment 2; Quiz 3; Mid-term	CC7; S1, S6
8. Describe how parents, general education teachers and	Quiz 3; Mid-	CC3; K4

students may participate in developing goals and objectives.	term	CC7; S3 CC10; K4
9. Describe the sequence that leads from identification and assessment to the delivery of effective instruction	Quiz 4; Final exam	CC8;S6
10. Describe the philosophical basis for effective teaching and the components of an effective lesson cycle	Quiz 4; Final exam	CC1; K1
11. Describe effective teaching practices including getting student's attention, clearly defining the vehicle of instruction, providing sufficient opportunities to respond, reinforcing correct responses, correcting errors, and evaluating mastery.	Quiz 4; Quiz 5; Final exam	CC7; K1, K4, S3 CC5; K1 GC5;K3 IC5; K3
12. Describe models of group instruction for young children and students with mild/moderate or severe disabilities	Final exam	CC7; K4, K5
13. Describe how multicultural educational practices might be integrated into an effective teaching structure.	Quiz 4; Final exam	CC1; K5 CC7; K4
14. Define the components of time management.	Assignment 5; Quiz 5; Final exam	CC7; S12 CC5; S12
15. Describe the decision-making skills that characterize effective teachers.	Quiz 4; Final exam	CC8; S8
16. Critique and suggest learning environment modifications that promote students academic participation	Assignment 5; Final exam	CC5; K1, K7, S6 CC8; K5
17. Describe critical instructional variables for managing classroom behavior	Final exam	CC5; K2, K3
18. Describe instructional procedures to promote transfer to mainstream educational settings and successful inclusion.	Article reviews	CC5; K1, K8
19. Describe how the components of effective teaching are applied in peer tutoring and cooperative learning.	Article reviews	GC4; K1, K3 IC4; K1, K3

Class Etiquette

A few simple class rules will help promote a positive learning environment:

1. Arrive to class on time and prepared to listen and participate.
2. Share your comments and questions with everyone in the class.
3. Turn cell phones/pagers off or turn on silent mode during class.

Expectations

This is a hybrid course, and where indicated in the schedule you will not come to class or class will or be let out early. Lectures and the corresponding study guides can be accessed through blackboard in a variety of formats. You will be required to listen to the online lecture while completing the study guide. If the online lecture has an accompanying quiz, you will have 24 hours from the typical class time (i.e. Friday until 1:30pm) to complete the quiz through blackboard. In the case of technical difficulties, do not contact the instructor; please contact the University HelpDESK at 797-4357 or online at servicedesk@usu.edu. Their website is <http://it.usu.edu/>.

Assignments should be submitted via the assignment drop box in blackboard by 11:59 pm the day they are due. Do not email assignments to the instructor. All assignments will be accepted only if their file names are labeled with your last name, first two letters of your first name, and the assignment number (e.g., SpencerTrA1). Further instructions and scoring rubrics for assignments will be available on blackboard and discussed in class.

A 10% penalty will be assessed per day on late assignments. Assignments will not be accepted after five days. Assignment re-dos will be available for 80% of the total possible points.

Quizzes will be available online and you are allowed to use your notes. You will have 24 hours to complete each quiz. Midterm and final exams will occur in class. Quizzes and exams are to be taken at the scheduled time. No exceptions and no make-ups. You will have one week after quizzes are returned to challenge them. Challenges will not be accepted after one week. Challenges must be made in writing.

Text

Hofmeister, A., & Lubke, M. (1990). *Research into practice: Implementing effective strategies*. Boston: Allyn and Bacon.

Text and course reader may be purchased at the bookstore in paper format. The course reader is also available on a CD for purchase. If you choose to download and print each article, they will be posted by week on blackboard. Readings should be completed prior to class.

Study Guides

Each unit includes an accompanying study guide that should be used during in-class and online lectures. Study guides will be available for purchase at the bookstore in paper format and posted in blackboard prior to the lecture date. You should print them and arrange them for convenient accessibility. When completed with notes from readings and lectures, they can be used during quizzes. Study guides cannot be used during the midterm or final exam.

Evaluation

The grade for the class will be determined by weighting assignments, quizzes and exams.

Class Assignments (5)	35%
Quizzes (5)	15%
Midterm exam	25%
Final exam	<u>25%</u>
	100%

Letter grades will be issued according to the following percentages:

A	95 - 100%	C+	78 - 79%
A-	90 - 94%	C	74 - 77%
B+	88 - 89%	C-	70 - 73%
B	84 - 87%	D+	68 - 69%
B-	80 - 83%	D	60 - 67%
		F	Below 60%

Schedule

Every attempt will be made to keep on schedule. You will be notified of changes in advance.

Week	Date	Topic	Readings	Assignments	Quizzes / Exams
1	Aug. 27	Class Orientation SG: Introduction to Effective Instruction	HL: 1 Englemann, 2007		
2	Sept. 3	SG: Effective Teaching Cycle SG: Introduction to Assessment (online lecture)	HL: 3 Stevens & Rosenshine, 1981		Quiz 1
3	Sept. 10	SG: Curriculum Based Assessment	Morgan, 1999		
4	Sept. 17	SG: Curriculum Based Assessment	Blankenship, 1985		Quiz 2
5	Sept. 24	CBA Practice		<i>A1-Assignment Workshop</i>	
6	Oct. 1	SG: Goals & Objectives (online lecture)	Alberto & Troutman, 2006 Lignugaris/Kraft et al., 2001	A1 - CBA Assignment due	
7	Oct. 8	SG: Goals & Objectives	Lynch & Adams, 2008		Quiz 3
8	Oct. 15	Goals & Objectives Practice (HYPER 112)		<i>A2 - Optional Assignment Workshop</i>	
9	Oct. 22			A2 – G & O Assignment due	Midterm
10	Oct. 29	SG: Evidence-Based Education	Spencer, Petersen, & Gillam, 2008		
11	Nov. 5	Review of Effective Teaching Cycle and SG: Differentiated Instruction	Levy, 2008 Sainato, Strain, & Lyon, 1987 Horner & Rose, 1989	A3 - EBP Assignment due	Quiz 4
12	Nov. 12	SG: Differentiated Instruction	O'Neill & Dunlap, 1989 Richards, Brown, & Forde, 2007 Ostrosky, Drasgow, & Halle, 1999		
13	Nov. 19	SG: Time Management and SG: Academic Monitoring (online lectures)	HL: 2 & 5 Rosenkoetter & Fowler, 1986 Heward et al., 1996 Gunter et al., 1995	A4 - Differentiation Assignment Due	Quiz 5
14	Nov. 26	No Class			
15	Dec. 3	SG: Academic Feedback	HL: 4 & 6 Konold et al., 2004 Gunter et al., 1998	A5 - Time Management Assignment due	
Final	Dec. 10				Final 1:30-3:20

USU AND DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION POLICIES

USU INCOMPLETE POLICY

Incomplete (I) Grade. Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but **not** due to poor performance or to retain financial aid. The term “extenuating” circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter course schedule to secure employment, (4) change in work schedule as required by employer, or (5) if there are other emergencies that students think necessitate an incomplete grade, then students will need approval from both the instructor and the department head. Documentation of the circumstances cited to justify an incomplete grade is required. If an incomplete is approved, two grades will be given, an “I” and a letter grade for the course computed as if the missing work were zero. The student is required to complete the work by the time agreed upon, or not longer than 12 months. If no change of grade is submitted by the instructor within the prescribed period, the “I” will be removed and the letter grade originally submitted with the “I” will remain as the permanent grade for the course. Arrangements to complete the missing coursework are to be made directly with the instructor awarding the “I” grade, and in accordance with departmental policy. In the absence of the original instructor, special circumstances must be handled by the department head. Documentation of required work to be completed in order to remove the “I” grade must be filed with the department office. The “I” grade should generally not require a complete repeat of the course. **A student should not reregister for the course.** Research and thesis courses taken for graduate work are exempted from this policy. All “I” grades must be changed to letter grades prior to graduation, regardless of whether or not the course is required for the degree.

STUDENTS WITH DISABILITIES

If a student has a disability that may require some accommodation, the student must document the disability through the Disability Resource Center, preferably during the first week of the course. Any requests for special considerations relating to attendance, pedagogy, taking of examinations, etc. must be discussed with and approved by the Disability Resource Center. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats--large print, audio, diskette or Braille. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation.

DEPARTMENT POLICIES

GRADING GUIDELINES

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

GRADE POINT REQUIREMENTS

1. Certification/Undergraduate Students - Students must maintain a grade point average of 2.75 after being admitted to the Teacher Education Program and while taking courses in the major.
2. Graduate Students - All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

STUDENT BEHAVIOR & ACADEMIC HONESTY

Student behavior in accordance with USU's Student Code of Conduct/Rights is expected during all interactions with faculty and peers. It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

CERTIFICATION/UNDERGRADUATE COURSE REQUIREMENTS (Effective Fall 1994)

1. Students are required to earn a "C" or higher in all certification courses. Students who receive a grade below "C" must retake the course. Each student will be allowed to repeat a maximum of one course (course is defined as didactic courses, practica and student teaching). Students who receive two grades below "C" or withdraw from two practica (or one practica two times) will not be permitted to continue coursework in special education. Student teaching may not be repeated without appeal and approval by the appropriate special education program committee.
2. Students who do not apply for licensure within 12 months of graduating, may be subject to additional coursework prior to recommending certification.

BACKGROUND CHECK

As a result of a legislative mandate, all students planning on obtaining a teaching license in Utah must complete a background check prior to their initial practicum. Background check information must be submitted by March 15 prior to the fall semester when students plan to begin their special education coursework. Forms are available in the Teacher Education, Graduation & Licensing Office, EDUC Bldg, Rm 103.