EDSP 674:   Assessment in Secondary/Middle Special Education

Spring 2015:   Wednesday 1:15-4:15   Room 2102

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<u>**Course Overview**</u>
EDSP 674 provides an overview of informal and formal assessment concepts, models, and methods for adolescents with disabilities in secondary schools. Primary emphasis will be placed upon understanding and using transition assessment data for planning education and transition services within the context of the IDEA 2004. Interpreting student assessment information to plan for instructional coaching, accommodations, assistive technology services, and other supports within various educational and community environments will also be covered. We will review mandated state assessment and accommodations associated with the Maryland College and Career-Ready Standards to ensure professionals in education can serve students with diverse learning, language and cultural needs. This is a blended learning course with face-to-face classes (f2f) and online modules.

<u>Outcomes:</u> Outcomes are tied to assignments and topics for this course

1. Understand how to access and use the Maryland College and Career-Ready Standards in planning instruction and providing accommodation, preparing students for state assessments, and integrating technology and UDL principles (CF Knowledge of Curriculum; CC Standard 8- Assessment)

2. Understand the legal provisions and ethical principles regarding assessment of adolescents from linguistically and culturally diverse backgrounds (Intec 6; EC 7; CF Educational Goals and Assessment; *CC Standard)*

3. Understand basic assessment terminology in secondary special education and adult services and how to use assessment information in planning IEPs (InTASC 6; EC 7;CF Educational Goals & Assessment; *CC Standard 8)*

4. Gather relevant background information on students and understand how to locate information on the use and limitations of age-appropriate transition assessment methods for identifying students' interests and preferences to plan a secondary course of study and post school goals *(TS Standard 8 – Assessment)*

5. Research the use, benefits, and limitations of exceptionality-specific assessment instruments for adolescents (InTASC 6, 7; EC 6; CF Social and Cultural Contexts: *CC Standard 8)*

6. Gather relevant information on postsecondary environments and demonstrate the ability to use this information in matching adolescents with disabilities to appropriate services, programs, assistive technology and supports

Required Reading and Materials

ELMS/**Canvas** https://myelms.umd.edu/login
Use your university ID to login in (or go to the Division of Technology Information for assistance at http://www.it.umd.edu/students.html)
I do not handout Power Points, Readings, Assignments as they are posted on Canvas

Sitlington, P.L., Neubert, D.A., & Clark, G. M. (2010). *Transition education and services for students with disabilities (5th ed*.). Upper Saddle, NJ: Pearson/Merrill Education, Inc.   {Print ISBN-10: 0-13-505608-X}
e-text ISBN-10: 0-13-7012195
http://www.coursesmart.com/transition-education-and-services-for-students/patricia-l-sitlington-debra-a-neubert-gary/dp/9780137012190
(same text used in EDSP 664/464)

Neubert, D.A., & Leconte, P. (2013). Transition assessment: The position of the Division on Career Development and Transition. *Career Development for Exceptional Individuals, 36,* 72-83. 10.1177/2165143413487768

National Secondary Transition Technical Assistance Center (2013). *Age Appropriate Transition Assessment Toolkit Third Edition*. University of North Carolina at Charlotte, A. R. Walker, L. J. Kortering, C. H. Fowler, D. Rowe, & L.Bethune. **Free PDF** http://nsttac.org/content/age-appropriate-transition-assessment-toolkit-3rd-edition

Timmons, J., Podmostko, M., Bremer, C., Lavin, D., &Wills, J. (2005).
Career planning begins with assessment: A guide for professionals serving youth
with educational & career development challenges (Rev. Ed.). Washington, D.C.:
National Collaborative on Workforce and Disability for Youth, Institute for Educational
Leadership. Download this free PDF
http://www.ncwd-youth.info/career-planning-begins-with-assessment

Date	TOPICS, Readings, Websites to Review	What's Due
Week 1 1/28 F2F	**Transition Assessment Framework** Neubert, D.A., & Leconte, P. (2013). Transition assessment: The position of the Division on Career Development and Transition. *Career Development for Exceptional Individuals, 36,* 72-83. 10.1177/2165143413487768	
Week 2 2/4 SEEC/Edison	**Systems, Eligibility, and Legislation** Chapter 2	DDA Overview SEEC Analysis CTE Analysis
Week 3 2/11 Meet at OBI 1:30-3	**DDA and Adult Provider (OBI)** Simonsen, M., & Neubert, D.A. (2012). Transitioning youth with intellectual and other developmental disabilities: Predicting community employment outcomes. *Career Development for Exceptional Individuals, 35,* doi:10.1177/2165143412469399	OBI Analysis
Week 4 2/18 F2F	Review of DDA, DORS, Medicaid Adaptive Behavior Assessments Review Assignments: 1- Student Profile, 2-Assessment – Collaboration Page **Readings** Deschamps, A. (2013). *On the road to better outcomes: Understanding seamless transitions.* HEATH Resource Center at National Youth Transitions Center Newsletter. Selecting and Using Assessments **http://www.ncwd-youth.info/assets/guides/assessment/AssessGuide_Chapter3.pdf**	Study Guide 2 Questions on Simonsen & Neubert; Deschamps; Selecting and Using Assessments Sign up for topic on 3/11
Week 5 2/25 ONLINE	CTE	Schedule IEP Meeting at your school; Interview your student
Week 6 Meet 1:30 Magrueder High School	Transition Support Teachers – MCPS Model Intro to Transition PPTX Chapter 2: Read Special Education Section	
Week 7 3/11 F2F	Exceptionality-specific assessment instruments • Interest and Preference Inventories • Person Centered Planning • Transition Assessments • Behavior Assessments Rating Scales ED,ADHD • IQ • LD • Autism	**Assessment Assignment and Presentation Posted on Collaboration Page**
Week 8 3/19	Spring Break	
Week 9 3/25 F2F	Continue Assessment Presentations from 3/11 Profiling Assessment Results SOP Work on Drafts of Student Profile	Bring Completed Draft of Student Profile Assignment
Week 10 4/1 F2F	Standards, Assessments and Accommodations • Maryland College and Career-Ready Standards • http://www.corestandards.org/ • MSDE Accommodations Manual 2012	Student Profile **Assignment** – Part 1 (45 pts)

	• http://www.marylandpublicschools.org/NR/rdonlyres/840EFBB6-CD7D-404E-8A77-E978F6D508AA/32878/2012_MD_Accommodations_Manual_.pdf • Job Accommodation Network http://askjan.org/ • Disclosing Disability PDF from ODEP • Review of ADAA	
Week 11 4/8 Online	Work on Student Profile - Part II	
Week 12 4/15 F2F Outcome 4,6	**Postsecondary - Students with HI Disabilities** Read and Review the following: **Executive Functioning Skills** (Reading Posted on Canvas) **Academic Coaching** http://www.shadygrove.umd.edu/campus-services/cas/coaching **Accommodations**: AHEAD and ETS Self Advocacy: Know Yourself, Know What you Need, Know How to Get It http://www.wrightslaw.com/info/sec504.selfadvo.nancy.james.htm U.S. Department of Education, Office for Civil Rights. (2011). *Students with disabilities preparing for postsecondary education: Know your rights and responsibilities* Washington, D.C.: Author	Student Profile Assignment: Part 2 (35 pts) Study Guide 3
Week 13 4/22	**Employment** • Situational Assessments • Customized Employment Model (PDF-ODEP) • Analyzing Jobs • Occupational Resources • **http://en.wikipedia.org/wiki/Occupational_Information_Network** • Workforce Development – MD Workforce Exchange https://www.dllr.state.md.us/employment/ http://www.dllr.state.md.us/county/	In-Class Activity Job Analysis
Week 14 4/29	**Postsecondary-Students with LI Disabilities** Neubert, D.A., & Redd, V.A. (2008). Transition services for students with intellectual disabilities: A case study of a public school system on a community college campus. *Exceptionality, 16,* 220-234. SUCCESS: A Program in Higher Ed. for Students with Disabilities http://marylandlearninglinks.org/282838 http://shrivercenter.umbc.edu/application-admission-success/ Think College www.thinkcollege.net	

Assignments

Study Guides
Complete the assigned study guides for course discussions or to assist in planning your assignments.

Student Profile Assignment– This assignment requires you to analyze and develop a written profile of a student's assessment results. Select one student in your field placement – make sure he or she participates in a co-taught content class and ATTENDS SCHOOL on a regular basis. You need access to the student's IEP and special education folders that you will coordinate with your field supervisor and mentor teacher. Briefly, this project involves the following:

  Part 1 45 pts
  - Interview the student (15-30 minutes) with the form provided on Canvas
  - Review the student's records paying specific attention to formal assessment results, the IEP, attendance, medical information, and disciplinary action. Plan to do this early in the semester to make sure you have access to the information and the time to do the review.
  - Develop a written transition profile for the student
  Part 2 35 pts
  - Observe the student in 2 settings or classrooms (**10-20** minutes each observation)
  - Observe the students' IEP meeting – if this is not possible, choose another student's IEP meeting and fill out the required form
  - Recommend additional age-appropriate transition assessment methods to help the student develop or refine their goals for career and college readiness

Assessment Assignment– (25 points) Each teacher candidate will select an interest related to assessments that are likely to be reviewed at secondary IEP meetings or required by adult service providers for transition planning purposes. Information on the following topics will be posted on a Collaboration page (Canvas) and presented to the class: adaptive behavior assessments; assessments for executive functioning and ADHD; IQ assessments; assessments related to social and emotional needs. This will allow each teacher candidate to develop a "toolkit" of assessment references in Google Docs.

Postsecondary Environments Analyses. Each student will visit several agencies and collect information on the Internet to gain an understanding of various service delivery systems for individuals with disabilities. Direction are posted on Canvas

Group Assignment – Case Studies
As a final activity in this class, students will work in groups to develop a transition profile from a case study; fill in an IEP form; and identify the appropriate services and funding sources the student is likely to need as they transition from school to adult life.

Your final grade will be calculated as a percentage of the total points earned. For more information on the Plus/Minus Grading Policy at UMD see **http://www.testudo.umd.edu/plusminusimplementation.html**

98-100 A+	93-97 A	90-92 A-
88-89 B+	83-87 B	80-82 B-
78-79 C+	73-77 C	70-72 C-
69-67 D+	67-63 D	63-60 D-

Tips for Academic Success

My expectation for each student in class is that you want to learn to become an effective teacher. Throughout the semester we will try out different strategies to learn class material, to make presentations, and to explore technology and instructional practices. Evaluate what works for you and what you'd like to use when you become a teacher.

All work must be submitted on time. NO late work is accepted without Instructor's Permission prior to the due date – no exceptions unless you have excused absence (note from a medical professional) or for UM Religious Observances. A self-monitoring sheet is included for you to use in planning and completing your assignments for this class.

Class Participation. It is not possible to make up points for group activities if you are not in class unless you have excused absence under the UM Religious Observances/Illness Policy. Students are encouraged to use technology to access readings and websites during class; organize your electronic files by course topics. However, using technology for other activities during class is disruptive and requires a substantial investment in multitasking-you will be asked to turn off the device if it hinders your class participation or if it is distracting to your classmates.

Assignments: Before submitting assignments, spell check and grammar check – this is part of professional behavior – points are deducted if I correct spelling or grammar. Use **Verdana or Tahoma #12** as the Font, follow APA style, and check the scoring rubric before submitting the assignment. Monitor your grades throughout the course. Additional resources to assist with assignments are listed below:

UM Policies

Academic Integrity: The Code of Academic Integrity and Honor Pledge prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The following UMD Honor Pledge is to be on the front cover of all papers, projects, or academic assignments submitted for evaluation in this course along with your signature:
I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment). The Student Honor Council administers compliance with the code and allegations of academic dishonesty are reported directly to the Honor Council (301-314-8204).

Accommodations for Students with Disabilities: If you have a documented disability, contact Disability Support Services (301-314-7682) to ascertain the specific accommodations that may need to be provided. The rules for eligibility and the types of accommodations a student may request can be reviewed on the DSS web site at http://www.counseling.umd.edu/DSS/receiving_serv.html
 It is the student's responsibility to notify the instructor at the beginning of the semester of any documented disabilities so reasonable accommodations can be made to assist learning and evaluation in the class.

Assistance for Students in Distress: If you feel you are encountering problems that hamper your academic performance or life on campus, you may wish to call the Counseling Center 301-314-7651 or Mental Health Services 301-314-HELP for resources or referrals.

Office of Student Conduct: If a student displays disorderly or disruptive behaviors in class or poses a concern for violence, he or she will be referred to the Office of Student Conduct – this may result in being charged under the University's Code of Student Conduct and/or be referred for counseling or mental health interventions, if appropriate. 301.314.8204 or studentconduct@umd.edu.

Course Evaluations (CourseEvalUM): Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member and feedback is confidential and important to improve teaching and learning at UMD as well as to the tenure and promotion process. Go to www.courseevalum.umd.edu to complete your evaluations.

Religious Observances/Illness: University policy excuses the absences of students for illness (self or dependent), religious observances, participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control. The University provides students with excused absences the opportunity to reschedule significant assessments, except in cases where the nature of the assessment precludes the possibility of rescheduling, OR to perform a substitute assignment without penalty. The student must notify his or her instructor of the reason for absence as soon as possible. ***Where the reason for absence from a scheduled assessment is known well in advance (for example, in cases of religious observance or participation in university activities at the request of University authorities)**, the student must inform the instructor by the end of the schedule adjustment period.*

Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. In the event that a class must be missed due to an illness, the policy is as follows:
1. For every medically necessary absence from class (lecture, online activity), a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
2. If a student is absent more than one time due to illness, I require documentation signed by a health care professional.
3. If a student is absent on days when tests are scheduled or papers due, he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

College of Education Policies

LiveText: an electronic portfolio and Accreditation Management System is required for all students enrolled in the teacher preparation programs in the College of Education. An active subscription to LiveText is a requirement for this class and for other courses that comprise your professional education program. There is no need to re-purchase LiveText if you currently have an active account. All students should purchase the **LiveText FEM version** ($113.00).

College of Education (COE) Conceptual Framework (3-31-11): The COE's mission is to foster learning and development of PK-16 students through educator preparation programs. As educational inequities exist on multiple levels, our goal is prepare candidates with the skills and commitments necessary to ensure equity for all students in public schools.

College of Education (COE) Foundational Competencies:
The COE Foundational Competencies Policy was (adopted in 11-2010) and specifies the professional criteria expected of *all* Teacher Candidates in the College. Performance that

meets the Foundational Competencies is expected across all professional settings, including university-based <u>coursework and field placements</u>. If concerns arise in any professional setting, a referral will be made to the Teacher Candidate's advisor. Each Teacher Candidate and Supervisor will complete the Foundational Competencies evaluation at the end of each field placement experience. Additional Foundational Competencies evaluation forms may be completed if concerns arise during a field placement or *in any professional setting*. Evaluations will be reviewed along with candidates' performance across all program requirements and coursework. Continuation in the Special Education teacher certification program depends on satisfactory completion of all coursework and satisfactory ratings on the Foundational Competencies (08/03/05; updated 8/18/11).

***<u>Professional Conduct</u>*: My expectations for professional conduct in this course are tied to learning and practicing conduct for your future career as a teacher.
- Be respectful to your fellow students, instructor(s), guest speakers
- Arrive to class on time with materials; Turn off your cell phone
- Do not use class time to check social networking websites, reply to texts, read email, or other off-task, online behaviors
- Use professional conduct when writing emails
- Take advantage of the instructor's office hours and email or Skype to ask questions and clarify issues with assignments
- Stay organized for class and study throughout the week. Plan on 3 hours of work outside of class in addition to the 3-hour class.

"If you experience difficulties in keeping up with the academic demands of this course, contact the **Learning Assistance Service**, 2202 Shoemaker Building, <u>301-314-7693</u>. Educational counselors can help with time management, reading, math learning skills, note taking, and exam preparation skills. Services free to UMD students."