Course Title: Legal Issues and Assessment in Special Education

Course Number: SED 411/412 Spring 2012 Room OM 303
Tuesdays and Thursdays 7:40 a.m. – 9:10 a.m.

I. Descriptive Information

A. Catalog description: Analysis of legislation, litigation, and administrative rulings related to special education. The course will emphasize the development of legally sound policies and procedures to ensure an appropriate education for students with disabilities.

B. Course credit: 2SH/2SH

C. Prerequisites: Eligibility for either Block

D. Intended audience: Preservice students in special/earlychildhood education

E. Instructor: Dr. Linda Domanski
Office: 309B Old Main

Hours: As posted outside of door. Other hours are by appointment. These are general hours, but may change as a result of other college commitments that arise.

Phone Number: 724-946-7182 office 724-946-3624 home

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II. Statement of Course Goals and Objectives

A. Goals: To provide students with information about legal issues and assessment in special education with an emphasis on developing legally sound and educationally useful policies and procedures so that assessment will be practiced in real ways to uncover its relationship to instruction.

B. Objectives: At the completion of this course, students will be able to:

- Explain the general requirements for assessment as mandated by federal laws.
- Discuss professional knowledge and skills related to assessing students with disabilities.
- Identify assessment questions and describe the different steps and purposes for assessment.
- Describe how to administer an assessment instrument.
- Discuss interpreting assessments with accommodations or modifications.
- Apply professional standards and ethical principles to assessment.
- Define reliability and validity.
- Explain why assessment approaches should be responsive to diversity.
- Describe norm-referenced standardized assessment.
- Describe the process for planning and conducting interviews and assessments.
- Apply skills in conferencing and collaborating with others.
- Discuss the process of interpreting assessment.
- Explain the general principles that guide the development of assessment reports.

- Describe the components of an assessment report.

- Explain considerations in sharing reports with the student and with family members.

- Describe assessment approaches relating to the assessment of achievement.
- Describe the influence of culture and language on assessment.
- Explain the integral link between instruction, assessment, self-assessment, and peer assessment.
- Compare approaches to the assessment of achievement, including norm-referenced standardized tests, criterion-referenced assessment, curriculum-based assessment and performance-based assessment
- Describe how the assessment of the physical, learning, and social environments influences achievement.
- Describe approaches to written language assessment, including norm-referenced standardized tests, writing samples, journals, notebooks, essays, homework, discussions, group work, interviews, alternative assessment, performance testing, self-assessment, and peer assessment.
- Describe how the physical, learning, and social environments influence written language performance.
- Describe how the physical, learning, and social environments influence oral language. Describe approaches to mathematics assessment.
- Describe specific tests of intelligence.
- Compare and contrast different models of evaluation.
- Describe the process of review and evaluation of the IEP. Describe the role of families in the assessment process as outlined by federal law.
- Use techniques for listening to and understanding parents.
- Discuss important components of conferencing with parents. Identify and describe how to select appropriate screening and developmental assessment approaches. •
- Describe the ways in which students' transition needs and preferences are assessed.
- Describe the major provisions of the *Individuals with Disabilities Education Act* (IDEA), *Section 504 of the Rehabilitation Act,* the *Family Education and Privacy Act,* the *No Child Left Behind Act* of 2001 and subsequent re-authorization, and other federal and state laws affecting the education of students with disabilities.
- Identify and explain the major principles of the IDEA.
- Identify and explain the major litigation leading to the passage of the IDEA.
- Critically discuss and evaluate legal trends in special education.
- Identify and explain the major principles of the NCLB.
- Develop legally sound policies and procedures with respect to special education in accordance with the legislation and litigation.
- The student will explore standard assessment rationale and practices and the types of decisions that are made using assessment data, (e.g., prereferral classroom decisions, entitlement decisions, postentitlement classroom decisions, and accountability/outcome decisions).

- The student will investigate the two primary types of assessments that are conducted when a student is experiencing difficulty in school: assessing instruction and assessing the student.
- The student will consider legal and ethical considerations in assessment based on current federal and state legislation and common practices.
- The student will be able to describe two main ways in which test performance is quantified: norm-referenced assessment and criterion-referenced assessment.
- The student will discuss the reasons for concern about testing adaptations and the participation of students with disabilities in testing.
- The student will be able to explain the components of and construct and IEP for a case study student
- The student will demonstrate an ability to administer, interpret, and critique a variety of assessment instruments and develop an individualized evaluation report based on assessment findings.
- The student will participate in collaborative exercises for the purpose of understanding assessment practices (CBM, CBA, Progress Monitoring) and share results with the class.
- The student will keep all course and related materials in a portfolio/binder to be submitted at the end of the course.

SED 411/412 meets the following PDE PreK-8 Program Guidelines/Competencies and the A & A Guidelines

I. Special Education System in the United States	**Course activity, project, assignment, assessment measure**
A. Foundations 1, 3-9	Readings, discussion, test performance, examples shared from prior field experiences
B. Understanding Diversity 3, 5	Readings, discussion, test performance, examples shared from prior field or life experiences, associated Block Practicum
C. Prevention and Early Intervention 1, 3-7, 9	Readings, discussion, test performance, associated Block Practicum, PM & CBM, Case Study
II. Cognition and Development	
A. Development of academic, functional performance 1-5, 8	Readings, discussion, test performance, IEP writing, Case Study, ER, Mock IEP, PM & CBM work
B. Individual Differences	Readings, discussion, test performance, IEP writing, Case Study, ER, Mock IEP, PM & CBM work, in-class activities related to examination of student work, de-briefings following Practicum and prior field experiences
C. Cognitive Development 1,2.a.i.,iii.,2.b,c.i.,	Readings, discussion, test performance, IEP writing, Case Study,

	ER, Mock IEP, PM & CBM work, examination of assessment materials
III. Assessment A-T	Readings, discussion, test performance, examination of assessment materials in math, writing, behavior, language, IEP writing, Case Study, ER, Mock IEP, PM & CBM work
IV. Pedagogy	
B. 10,11, 16-18, 23	Readings, discussion, test performance, in-class activities
C. Language Development 1,2,5,6, 15	Readings, discussion, test performance, in-class activities, examination of assessment materials
IV. Instructional Planning, E.2,4,9-16	Readings, discussion, test performance, IEP writing, Case Study, ER, Mock IEP, PM & CBM work
V. Inclusion in the LRE	
A. LRE School Wide 7,9-12	Readings, discussion, test performance, IEPs, ER, and Case Study recommendations
B. Effective Instructional Strategies 3-12	Readings, discussion, test performance, in-class activities, as evidenced on IEPs and ER and Case Study recommendations
C. Inclusion in State/Acad. Stds.	Readings, discussion, test performance, Cyber tutoring lesson planning and Practicum LPs
VI. Professional/Ethical Practice A-C, E,F	Readings, discussion, test performance, in-class IEP, Case Study, Diagnostic Assessment for ER, and Mock IEP work, associated block Practicum
VII. Collaboration A-J	Readings, discussion, test performance, Case Study and Mock IEP work, in-class activity related to Power of 2 DVD
VIII. Secondary Transition A-J	Readings, discussion, test performance, applications to IEP writing
ACCOMMODATIONS & ADAPTATIONS for STUDENTS with DISABILITIES in an INCLUSIVE SETTING	Course activity, project, assignment, assessment measure
I.Types of Disabilities	Readings, discussion, test performance, examples shared from prior field and life experiences
II. Cognitive Skill Development	
A. Cognitive B. Physical C. Social	Readings, discussion, test performance, examples shared from prior field and life experiences, IEP

D. Behavioral E. Language F. Positive Environments G. Collaboration and Communication	writing, Case Study, ER, Mock IEP, PM & CBM work, examination of assessment materials, and performance in Practicum, LPs
III. Assessments (meets all)	IEP writing, Case Study, ER, Mock IEP, PM & CBM work

III. Required Texts and Readings

Cohen, L.G. and Spenciner, L.J. (2011). *Assessment of Children and Youth with Special Needs (3rd or 4th eds.).* Pearson Education Incorporated ISBN 0-13-705453-X

Other readings and materials will be provided as needed.

IV. Academic Course Requirements

A. IEP write up (30 points) Information will be distributed for the in-class assignment.

B. Periodic Quizzes (50 pts. Each for a total of 150 pts.). The quizzes will cover readings, lectures, and activities throughout the course.

C. CBM/CBA project work with students from practicum (15 points) Information will follow as the topic is presented. This piece is carried out in practicum.

D. Progress monitoring documentation and reflection work with students from practicum (15 points) Information will follow as topic is presented. This is a piece executed while in the practicum.

E. Case Study (20 pts.). One case study will be assigned for briefing, discussion, and write up.

F. Successful Completion of Assessment and an Evaluation Report (50 pts.). Students will be required to write an evaluation report based on assessment findings from working with a school-aged participant. The ER, which will be between 3 and 4 pages of written work along with documentation showing various types of assessment, will be the culminating activity. The students will meet with the instructor individually to go over assessment materials before the ER is due at the end of the semester.

G. Portfolio submission (10 points) Details of what is to be included will be distributed; also required will be two Practicum Reflection Summaries **(10 points each)** when the portfolio is due at the end of the semester.

H. Possible weekly involvement in student cyber-tutoring project with students who have special needs may be an expectation along with Wednesday IEP meetings.

I. Final Examination (50 pts.). A final exam will be given during the Final period. The exam will involve short essays and applications covering key concepts taught in the course.

J. Participation and collaboration in MOCK IEP meeting as per SED 402 syllabus; points awarded to you = **20 points**.
K. Membership in the Council for Exceptional Children professional organization is encouraged. Please speak with Dr. Amy Camardese or Mrs. Jane Dean if you are interested in joining this professionally helpful organization.

V. Expectations

A. Professionalism: Students are expected to attend all class meetings. If you are unable to attend a class, prior arrangements must be made with the instructor (all of these things reflect on your commitment to become a teacher).
B. Class participation: Students are encouraged and expected to participate in class discussions. Learning is not passive. We are interdependent in the learning process and will discuss, debate, and question.
C. Class meetings: The class generally meets on Tuesdays and Thursdays from 7:40 – 9:20 a.m. throughout the semester. Minor schedule adjustments may need to be made for conferences, PDE work, etc., but will be announced beforehand.
D. **Integrity in your assignments:** All written assignments are expected to demonstrate college level work with the correct use of grammar, writing mechanics, spelling and proper format. All assignments are due at the beginning of class and considered late thereafter. Late assignments will lose 10% the first week and 20% the second week. Exams that are missed due to illness or other serious cause may be made up if the instructor has been notified in advance of the absence and documentation of the reason has been submitted. It will be the student's responsibility to contact the instructor to make arrangements to make up any exams missed.

Plagiarism or turning in others' work as your own will result in meeting with the department of education to determine your status as an education major.

Students are expected to adhere to the highest standards of academic integrity. Students should be intimately familiar with Westminster College's Academic Integrity Policy. The Westminster Policy provides a detailed description of those behaviors which are not permitted and the procedures that will be followed in every case of violations of the Pennsylvania Code for Professional Practice and Conduct. Failure to access or become familiar with either code is not a justifiable excuse.

Cheating on exams or assignments, plagiarism, or class disruptiveness may result in penalties ranging from an "F" on an assignment or the course to expulsion, depending on the seriousness of the offense. Unless specifically described, all assignments are to be done individually and not in groups.

Note: The content of this syllabus is subject to change at the instructor's discretion.

Course Schedule:

Class 1 1/17 Introduction and Welcome, Review of Syllabus, Chapter 1 Understanding Assessment, and briefly mention ER project
Class 2: 1/19 Chapter 3 Assessment Framework
Class 3 1/24 Chapters 5 Reliability and Validity [selected portions] distribute ER materials
Class 4 1/26 Chapter 8 Observing, Interviewing, and Conferencing [selected portions]
Class 5 1/31 **Quiz on Chapters 1,3,5,8 Distribute Martin Case Study & discuss**

Class 6 2/2 Chapter 7 Test Interpretation/Report Writing/Vocational Rehabilitation Act of 1973
Discuss Martin Case Study and assign write-up teams for out of class activity **due 2/23**
Class 7 2/7 Chapter 10: Achievement: Overall Performance
Class 8 2/9 Chapters 12 & 13 Written and Oral Language CBM and PM
Collect Martin Case Study
Class 9 2/14 Chapter 14 Mathematics CBM and Progress Monitoring
Class 10 2/16 Quiz on Chapters 7,10,12,13,14

Class 11 2/21 Chapter 16 Cognitive Development
Class 12 2/23 Chapter 4 Involving Families
Class 13 2/28 Chapter 17 Assessment of Young Children
Class 14 3/1 Chapter 18 Youth in Transition

Spring Break March 3-11th

Class 15 3/13 Quiz on Chapters 16,4,17,18; Distribute Rita Case Study/IEP & discuss

Class 16 3/15 Rita Case Study/IEP Collaborative Work

Class 17 3/20 Practicum Prep; **Rita Case Study/IEP collected today**

Thursday March 22nd – Wednesday, April 4th Practicum I (observed once by professor)

Class 18 4/10 SED 411-12 meets, ER Consultations all day from 9:00 a.m. 4:30p.m.

Class 19 4/12 (SED 413-14 meets), then ER Consultations 9:00 a.m. – 4:30 p.m.

Practicum II April 16-27th (you are observed once in this practicum)

Class 20 5/1 Mock IEP Work with class, then with individual groups throughout week
MOCK IEP Presentation: Friday, May 4th, 9-11:00 a.m.

Tuesday, May 8th Final exam(s) from 3-5:30 p.m., with portfolios due today by 5 p.m. at the latest.

VI. Evaluation and Grading

Grades: Grades will be based on the successful completion of all course requirements. The total possible points will be 380. Grades will be determined in the following manner:

A	**356-380**
A-	353-355
B+	342-352
B	331-341
B-	327-330
C+	319-329
C	305-318
C-	297-304

Grades of C- and below will necessitate repeating the course and may result in the inability to continue with the major

VII. Major Topics of the Course

- History of special education law
- The Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act of 1973
- State and federal laws affecting special education
- Trends in special education
- The purposes of Assessment to drive IEPs and subsequent instruction
- Various types of Assessment and application of assessments
- Assessment-based Decision Making
- IEPs and the role of families in special education

VIII. Mode of Instruction

Lecture—50%
Class discussion—25%
Cooperative learning groups—25%

IX. Printed materials will be on the My.Westminster course site

"Accessibility Statement: Westminster College actively strives for the full inclusion of all our students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Corey Shaw, Director of Disability Resources, located in 209 Thompson-Clark Hall. phone: 724-946-7192 e-mail: shawcj@westminster.edu"

Housekeeping items:

For those students completing the PreK-8 certification program make arrangements to take the Special Education Content area Praxis by June 2012 while the material is still fresh in your mind.

It is necessary that you enroll in the Teacher Information Management System (TIMS) this semester. You are able to receive the physical exam needed for the downloadable health form here at the Health Center if

you are an undergraduate full-time student. Appointments can be made by contacting the health center. The physical must be signed by a licensed physician and dated within 6 months sixmonths prior to graduation.