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COLLEGE *of* EDUCATION
and HUMAN SERVICES

UtahStateUniversity

Utah Educator Preparation Program 2016 Annual Report

Prepared by
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ITEM 1: ENROLLMENT COUNTS

Fall Semester 2015 or September 1, 2015

[illegible]

American Sign Language	NA	0	#####	1	#####	1	#####	0	#####	0	#####	0	#####	0	#####	0	#####	0	#####	
Chinese	1	1	0.0%	0	100.0%	0	100.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	0	0.0%	0	0.0%	
French	1		100.0%		0.0%		0.0%		0.0%		0.0%		0.0%		100.0%		0.0%		0.0%	
German	-		#####		#####		#####		#####		#####		#####		#####		#####		#####	
Japanese	NA		#####		#####		#####		#####		#####		#####		#####		#####		#####	
Russian	NA	7	#####	13	#####	1	#####	0	#####	0	#####	0	#####	17	#####	1	#####	1	#####	
Spanish	20	1	35.0%	1	65.0%	0	5.0%	0	0.0%	0	0.0%	0	0.0%	2	85.0%	0	5.0%	0	5.0%	
Latin	2		50.0%		50.0%		0.0%		0.0%		0.0%		0.0%		100.0%		0.0%		0.0%	
Italian	NA		#####		#####		#####		#####		#####		#####		#####		#####		#####	
Arabic	NA		#####		#####		#####		#####		#####		#####		#####		#####		#####	
Farsi/Persian	NA		#####		#####		#####		#####		#####		#####		#####		#####		#####	
Hindi	NA		#####		#####		#####		#####		#####		#####		#####		#####		#####	
Korean	NA		#####		#####		#####		#####		#####		#####		#####		#####		#####	
Portuguese	NA		#####		#####		#####		#####		#####		#####		#####		#####		#####	
Health, Movement, Fitness																				
Health Education		11	10	90.9%	1	9.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	81.8%	1	9.1%	0	0.0%
Physical Education		NA		#####		#####		#####		#####		#####		#####		#####		#####		#####
Physical Education (Grades K-12)		17	10	58.8%	7	41.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	16	94.1%	1	5.9%	0	0.0%
Coaching		5	2	40.0%	3	60.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	100.0%	0	0.0%	0	0.0%
Information Technology																				
Computer Science		NA		#####		#####		#####		#####		#####		#####		#####		#####		#####

Language Arts																					
English Journalism	84 NA	59	70.2% #####	25	29.8% #####	3	3.6% #####	0	0.0% #####	0	0.0% #####	2	2.4% #####	77	91.7% #####	0	0.0% #####	0	0.0% #####	2	2.4% #####
Speech	10	7	70.0%	3	30.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	100.0%	0	0.0%	0	0.0%	0	0.0%
Mathematics																					
Mathematics Endorsement 2	33	32	97.0%	1	3.0%	2	6.1%	0	0.0%	0	0.0%	0	0.0%	30	90.9%	1	3.0%	0	0.0%	0	0.0%
Mathematics Endorsement 3	-		#####		#####		#####		#####		#####		#####		#####		#####		#####		#####
Mathematics Endorsement 4	53	38	71.7%	15	28.3%	1	1.9%	0	0.0%	0	0.0%	0	0.0%	50	94.3%	1	1.9%	0	0.0%	1	1.9%
Science																					
Science, Biological	34	19	55.9%	15	44.1%	1	2.9%	0	0.0%	0	0.0%	0	0.0%	33	97.1%	0	0.0%	0	0.0%	0	0.0%
Chemistry	27	20	74.1%	7	25.9%	1	3.7%	0	0.0%	0	0.0%	0	0.0%	26	96.3%	0	0.0%	0	0.0%	0	0.0%
Science, Environmental	-		#####		#####		#####		#####		#####		#####		#####		#####		#####		#####

Geology	-		#####		#####		#####		#####		#####		#####		#####		#####		#####
Science, Earth Middle Level Science	4 -	3	75.0% #####	1	25.0% #####	0	0.0% #####	0	0.0% #####	0	0.0% #####	0	0.0% #####	4	100.0% #####	0	0.0% #####	0	0.0% #####
Physics Science, Physical	9 8	5 3	55.6% 37.5%	4 5	44.4% 62.5%	1 0	11.1% 0.0%	0 0	0.0% 0.0%	0 0	0.0% 0.0%	0 0	0.0% 0.0%	7 8	77.8% 100.0%	1 0	11.1% 0.0%	0 0	0.0% 0.0%
Social Studies																			
Social Studies Composite Economics	48 NA	24	50.0% #####	24	50.0% #####	1	2.1% #####	0	0.0% #####	0	0.0% #####	0	0.0% #####	46	95.8% #####	0	0.0% #####	1	2.1% #####
Geography History Political Science Psychology Sociology	5 54 14 45 7	3 32 8 29 4	60.0% 59.3% 57.1% 64.4% 57.1%	2 22 6 16 3	40.0% 40.7% 42.9% 35.6% 42.9%	1 4 0 2 0	20.0% 7.4% 0.0% 4.4% 0.0%	0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0%	0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0%	0 2 0 0 0	0.0% 3.7% 0.0% 0.0% 0.0%	4 47 13 42 5	80.0% 87.0% 92.9% 93.3% 71.4%	0 0 0 0 1	0.0% 0.0% 0.0% 0.0% 14.3%	0 1 0 0 0	0.0% 1.9% 0.0% 0.0% 0.0%
Library Media																			
Library Media (K-12)	5	2	40.0%	3	60.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	100.0%	0	0.0%	0	0.0%
Special Education																			
Deaf and Hard of Hearing Mild / Moderate Disabilities Severe Disabilities Blind and Visually Impaired	12 72 51 NA	10 64 49 NA	83.3% 88.9% 96.1% #####	2 8 2 #####	16.7% 11.1% 3.9% #####	3 2 1 #####	25.0% 2.8% 2.0% #####	0 0 0 #####	0.0% 0.0% 0.0% #####	0 1 0 #####	0.0% 1.4% 0.0% #####	0 0 0 #####	0.0% 0.0% 0.0% #####	8 66 49 #####	66.7% 91.7% 96.1% #####	0 2 1 #####	0.0% 2.8% 2.0% #####	1 0 0 #####	8.3% 0.0% 0.0% #####
Audiology	NA		#####		#####		#####		#####		#####		#####		#####		#####		#####
Deaf and Hard of Hearing (Birth - age 5) Blind and Visually Impaired (Birth - age 5)	1 NA	1	100.0% #####	0	0.0% #####	0	0.0% #####	0	0.0% #####	0	0.0% #####	0	0.0% #####	1	100.0% #####	0	0.0% #####	0	0.0% #####
Miscellaneous																			
Driver & Safety Education	NA		#####		#####		#####		#####		#####		#####		#####		#####		#####
English as a Second Language Gifted / Talented Dual Immersion Distance Learning	121 77 2 -	104 74 2 -	86.0% 96.1% 100.0% #####	17 2 0 #####	14.0% 2.6% 0.0% #####	5 32 0 #####	4.1% 41.6% 0.0% #####	2 0 0 #####	1.7% 0.0% 0.0% #####	0 1 0 #####	0.0% 1.3% 0.0% #####	0 0 0 #####	0.0% 0.0% 0.0% #####	111 43 2 #####	91.7% 55.8% 100.0% #####	2 1 0 #####	1.7% 1.3% 0.0% #####	0 0 0 #####	0.0% 0.0% 0.0% #####

CTE																					
Agriculture (CTE/General)	31	20	64.5%	11	35.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	31	100.0%	0	0.0%	0	0.0%	0	0.0%
Business (CTE/General)	1	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Family Consumer Sciences (CTE/General)	44	43	97.7%	1	2.3%	0	0.0%	1	2.3%	0	0.0%	0	0.0%	43	97.7%	0	0.0%	0	0.0%	0	0.0%
Marketing (CTE/General)	-		#####		#####		#####		#####		#####		#####		#####		#####		#####		#####
Technology and Engineering Education (CTE/General)	16	1	6.3%	15	93.8%	2	12.5%	0	0.0%	0	0.0%	0	0.0%	14	87.5%	0	0.0%	0	0.0%	0	0.0%

ITEM 2: USOE IDENTIFIED AREA OF FOCUS

Utah State University's (USU) Educator Preparation Programs include three separate and distinct teacher education licensing programs. These include: Elementary Education, Secondary Education, and Special Education. All three programs do focus on each of the four general practices identified in the 2016 USOE Annual Report Guidelines. USU's programs each emphasize: 1) design both formative and summative assessments for use in the classroom; 2) utilize assessment data to inform instructional design and planning for current students; 3) utilize assessment data to improve teacher practice; and 4) ethically prepare students for and administer school-wide, district-wide, and state-wide assessments.

Although assessment is also covered in other courses in the various programs, educational assessment is the main focus in the following courses.

- Elementary Education: ELED 4150 – Assessment and Differentiation Across the Curriculum
- Secondary Education: SCED 4210 – Assessment and Curriculum Design
- Special Education: SPED 5040 – Foundation of Effective Assessment and Instructional Practices; SPED 5330 – Eligibility Assessment for Mild/Moderate; and SPED 5540 – Assessment of Persons with Severe Disabilities.

Each of the four assessment areas are addressed below. More specific information is provided as to how each of the courses identified above cover the topics identified in each area. Specific documentation for each of the four guiding questions will be addressed for each teacher education licensing program. The syllabus for each of the courses identified above are included in Appendix A – Assessment Course Syllabi. Sample assignments are provided in Appendix B -

Formative and Summative Assessments in the Classroom

Elementary Education

Elementary teacher education students are taught in ELED 4150 specific strategies for formative assessment (e.g., white boards, four corners, fist-to-five) and are provide an opportunity to apply these in a simulated classroom as well as critique any advantages and disadvantages they may have. Students are taught how to write effective questions for summative tests and again to apply these in a simulated case classroom and to critique them. (See Appendix B for Elementary Education course tasks – Lesson Plan Book Unit).

Secondary Education

In SCED 4210 secondary teacher education candidates are to describe and apply the concept of pre-assessment in their teaching-cycles of learning. They gain an understanding that formative assessment is an on-going form of student evidence and how it leaders to teacher adjustment of on-going instructional procedures and learning tactics of students. Students also learn what

summative assessments are and how they are used in classroom assessments, accountability tests, and how to use unanticipated evidence from tests to improve instruction. Students are expected to provide knowledge of how pre-assessment is used in their content areas by integrating a form of pre-assessment in their lessons completed in the Backward Design Unit format. They also develop a formative assessment plan for the unit's Essential questions and Enduring Understandings to be answered throughout the course of the unit being taught. Students are to provide constructed and selected assessments; develop performance based rubrics for use in task oriented assignments in one of the lessons; and find where the learning experiences and instruction provide opportunities of student learning CORE content curriculum. (See Appendix B for Secondary Education Assignments #1 and #2).

Special Education

SPED 5040 leads students through a seven-step process in analyzing curriculum. Students take objectives from the Utah Core Standards and other curriculum areas including Essential Elements and break down the standards into teachable chunks. Students analyze which objectives should receive the most focus for writing goals and objectives.

1. Design a survey Curriculum Based Assessment (CBA) – student design a survey curriculum based assessment for students with disabilities to determine where to start a student in the curriculum
2. Students analyze the survey CBA results as well as other more formal measures to determine which goals/objectives to write for individual students and how to group students
3. Define the Instructional Program. Students write goals and objectives based on assessment results for individual students.
4. Design focused CBAs – students design short curriculum based measures for each of the goals/objectives in order to measure progress
5. Develop a monitoring system – students develop a monitoring system that will help them measure progress on the focused CBAs to determine if students have met their goals/objective
6. Design effective instruction – we focus on keeping students actively participating, successful and highly motivated.

SPED 5040 teaches students to use both formative and summative assessments to assess students with disabilities for special education placement and services. Students learn how to interpret different types of assessments (norm-referenced and criterion-reference tests, formal, i.e. IQ tests, Woodcock Johnson and informal) and correctly interpret percentile ranks, age equivalence score, and grade equivalence scores. The students assess critical elements of valid testing accommodations. Students design survey and focused curriculum based measures to assess pupils in order to write goals and objective for IEP and to monitor progress in attaining the goals and objectives in the IEP. Students are taught to analyze test results to look for error patterns and determine if further testing is needed. Students develop matrices of test results across students. Students also develop monitoring systems to track assessment data over time. Students determine appropriate testing accommodations for school, district, and state testing for students with disabilities. (See Appendix B for SPED 5040 Assignments IRIS

Module; Goals and Objectives Assignment; Common Core Assignment; Curriculum Based Assessment).

SPED 5540 also addresses specific standardized assessments as well as assessments that provide ongoing progress throughout and across the school years. These assessments are used as summative and formative assessments.

Preservice teachers are taught about the Vineland Adaptive Behavior Scale (ABS) and the procedures to administer it. They then administer this assessment to students they work with in their practica and student teaching settings. By learning to administer the Vineland (ABS) preservice teachers are able to look at and interpret data that can be used to support diagnosis of intellectual disabilities and developmental disabilities. This assessment can track progress and assist with program planning. Preservice teachers use this as a summative assessment to evaluate student learning at the end of an instructional unit or year by comparing it against the standards set in this assessment. (See Appendix B – Special Education – SPED 5040 - Vineland II).

Preservice teachers are trained in administering the BRIGANCE Inventory assessments and using the data provided to inform them of student performance. These assessments can be used as a formative or summative assessments. Preservice teachers administer the BRIGANCE assessments to students in their practica and student teaching settings with the students they work with to provide information about their student's current level of functioning and to monitor progress. These assessments can evaluate student progress at the end of a unit or year or it can be used as a formative assessment to monitor student learning to provide feedback to be used by instructors to improve their teaching and by student to improve their learning. (See Appendix B – Special Education – SPED 5040 – Brigance Inventory).

Use Assessment data to Inform Instructional Design

Elementary Education

Students are introduced to USOE grades and federal report scores, SAGE proficiency levels and scale scores, and percentiles, and are required to explain these as they would to a lay person and to use them to make instructional decisions within a simulated case classroom. Students learn about available grade books--their strengths and weaknesses--and how the data can be used to make instructional decisions. They apply this knowledge in the simulated case classroom. In addition, the course itself is graded using standards-based grading to permit students to have a direct and personal experience with this type of system (See Appendix B – Elementary Education - Cumulative File Unit Assignment).

Secondary Education

The students learn the importance about getting to know their students to better design instruction and plan for student needs. There is one informal and another that is much more specific to instructional adjustments (See Appendix B – Secondary Education – Getting to Know

you the Learner!; Grasha Riechman Teaching Style Survey; Non-graded Readiness Questionnaire;).

Special Education

SPED 5540 teaches preservice teachers to use Data-Based Decision Records (DBDR) to make direct instructional decisions by using the data gathered during practicum and student teaching. This ongoing assignment teaches them to be aware of the performance of each student and to inform preservice teachers about changes or modifications in instructional design necessary to improve student progress.

Assessment results from the BRIGANCE Inventory assessments and the Vineland is also to be used as a planning tool for instructions for current students. They provide information regarding a students' present level of performance so that planning can take place using credible information to inform the teacher's decision on instruction. (See Appendix B – Special Education – Assignment SPED 5040 – Goals and Objectives).

SPED 5330 focuses on eligibility and IEP development. Students use both standardized, norm-referenced data and curriculum-based assessment data to write IEP goals and objectives and that is directly related to instruction and behavior management.

Use Assessment Data to Improve Teacher Practice

Elementary Education

Students are introduced to team meetings and student-led conferences and practice responding in these contexts within a simulated case classroom. They are taught to differentiation and practice applying these for individual students in their simulated classroom. They are taught specific differentiation strategies (e.g., anchor activities, extension menus, tiered lessons) and apply these with their simulated classrooms. This course also uses pre-tests and post-tests to determine the specific course objectives the students need most instruction on. (See Appendix B – Elementary Education – Lesson Plan Unit).

Secondary Education

The students are required to complete a portfolio which guides their understanding of performance in the classroom while guiding their understanding of the teaching standards they will be assessed upon entry into the classroom. A portfolio is a written and visual picture of their understanding of what they will be assessed on as a teacher. It is an organized collection of materials that provide evidence of what they know and are able to do as a teacher. It demonstrates what they have learned in our teacher preparation program while demonstrating their readiness to enter the teaching profession. The portfolio is further refined in their student teaching semester in their student teaching seminar. (See Appendix B – Secondary Education – Portfolio Assessment for the Secondary Teacher Education Program).

Special Education

In SPED 5540 the Data Based Decision Record (DBDR) assignment also has a component to improve teacher practice. It encourages preservice teachers to consider teacher behavior each instructional session. They then consider which of their behaviors could influence student performance and to consider changes and follow-ups on the changes they make. Teacher behavior is taught in multiple courses but is reinforced in the assessment course and implemented in the practica courses. (See Appendix B – Special Education – Assignment SPED 5040 – Common Core Assignment).

During practica, preservice teachers are required to observe each other's instructional performance as well as their classroom and behavior management. This skill is not necessarily taught in this assessment course but is reviewed and reinforced in the assessment course. By observing their peer's performance, they are given experience to observe and give feedback to improve teacher practice.

Ethically prepare students for and administer school-wide, district-wide, and state-wide assessments

Elementary Education

In addition to being introduced to USOE grades and federal report scores, an extensive discussion is held in which students have an opportunity to critique the advantages and disadvantages of wide-scale assessment. Also, students are introduced to the USOE Data Gateway as a source of information about schools and how to use this information to make fair comparisons. Importantly students are taught the concept of error of measurement and how to use this to make ethical and justifiable interpretations of scores and grades. (See Appendix B – Elementary Education – Grade Book Unit).

Secondary Education

The Utah State Office of Education provides helpful presentations for pre-service students in the area of the Utah Test Item Pool Service (UTIPS). Julie Quinn, Coordinator Assessment and Accountability comes to the class and presents on this and on the use of SAGE in their content areas of math, reading, and sciences. She provides a strong overview and input into how the preservice teacher is to prepare the students for the assessment system for use throughout the school year. (See Appendix B- Secondary Education – Learning Activities Calendar).

UTIPS Core was launched in 2011 in a collaborative effort between the Utah State Office of Education (USOE) and the Utah Education Network (UEN). UTIPS Core is a centralized service that is highly focused on classroom assessments. It is built using HTML 5 and CSS 3 standards. UTIPS Core is available to Utah Educators for use in all courses (e.g., CTE, Social Studies). Educators may write their own items for use with their students. Assessments may also be shared across classrooms, schools, and Utah. The UTIPS item pool was realigned to the 2013 Utah Standards for ELA and mathematics, however, new items have not been written. ELA,

math and science teachers may consider using the SAGE Formative systems which offers items written for the Utah Standards, including haptic (interactive) item types.

Special Education

In SPED 5040 preservice teachers are instructed in alternate assessments which are used to evaluate the performance of students who are unable to participate in general state assessments even with accommodations. Alternate assessments provide a mechanism for students with the most significant cognitive disabilities, and for other students with disabilities who may need alternate ways to access assessments, to be included in an educational accountability system (National Center on Educational Outcomes (NCEO).

Utah is part of the Dynamic Learning Maps Alternate Assessment System Consortium. Therefore, Utah has adopted the Dynamic Learning Maps (DLM) as the alternate assessment used to assess students with significant cognitive disabilities.

Preservice teachers are exposed to what the Dynamic Learning Map is, what it looks like, who can participate, how the essential elements works with the DLM, and how it works with a student's IEP.

SPED 5330 and SPED 5070 focus on this topic. The ethics of appropriate administration of standardized norm-referenced assessments is stressed in SPED 5330 and the ethics of our profession via the CEC standards is covered in SPED 5070.

Area 2: Consequences of Implementation of Entrance Requirements – Utah Administrative Rule R277-502

R277-502's new entrance requirements which involved increases in the cumulative GPA and ACT/SAT scores have impacted the number of students being officially admitted into teacher education. All of USU's teacher education programs, elementary, secondary and special education, have experience declining enrollments. The following table will summarize our total teacher education new admissions by academic year (September 1 – August 31).

2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
331	450	493	513	493	480	420

It is difficult for us to specifically identify students who have been formally denied because our teacher education advisors both within the School of Teacher Education and Leadership and the Department of Special Education, as well as our 22 partner departments across campus have been diligent in letting their interested teacher education candidates know what the admission requirements are. The Elementary Education Program does not allow candidates to submit their application until all admission criteria are met. Thus students don't apply if they don't meet the minimum criteria because they know they will not get in.

All USU teacher education program coordinators and advisors were requested to provide any information regarding how R277-502 changes have impacted their enrollment. Most programs did respond that they didn't have access to specific numbers because their students do not apply until they meet the minimum requirements. However, specific comments were shared by the following secondary education programs – art, regional campus, mathematics, and theatre.

- BFA in Art Education. Dennise Gackstetter, Art Education Coordinator, reported that the increase in ACT test scores has impacted her program's enrollment. She shared that her current cohort enrollment "may be less than half of the students enrolled in the previous cohort ... I have met and spoken to several students who were interested in becoming art teachers, but have been discouraged away from even applying to the BFA program because of these new requirements." Denise reports that since her appointment to Art Education Coordinator beginning in Fall 2009, thirty-four students have graduated with the BFA in Art Education. Of these, 76% are employed in education, art or design related fields. In the 2014-2015 academic year, eight out of the ten graduates found teaching positions before or immediately following their graduation." Denise shared, since the increased admission requirements, the art education numbers have dwindled and the interest has severely decreased. I do not know what the future holds as this trend continues" (May 12, 2016 email).
- Secondary Education - Regional Campus. Marilyn Cuch, School of Teacher Education and Leadership - Lecturer and Advisor, indicated, "since the ACT entrance requirement was reinforced, I have had at least six students who I have had to recommend they retake the ACT with one female student who actually took it three times in a row and finally passed even though she was a junior in college. The students were out of high school and returning after the ages of 30 in all cases. I have had three students who applied for a waiver and were given the waiver" (April 21, 2016 email).
- Secondary Mathematics Teacher Education – Regional Campus. Eric Rowley, Clinical Professor in the Department of Mathematics and Statistics, and Kami Dupree, math lecturer reported, "In a time where there is a critical shortage of mathematics teachers, we should be more concerned with the quality of education we deliver and minimum competency standards for those who exit our programs with teaching degrees and licenses rather than severely restricting those who enter our programs. It is far more important that what a person looks like LEAVING the program that what they look like ENTERING it. The USOE may be interested in knowing that much of the research supports not finding better PEOPLE to teach, but focusing on improving INSTRUCTION. This points to having strong preparation programs more than restricting who can enter them" (April 15, 2016 email).

- Theater Education - Matt Omasta, Director of Theatre Education Program, emailed “Technically none of my students have been ‘denied admission’ because I’ve told them not to bother to apply if they don’t have the test scores they need. However, I do know of four students who would have applied but didn’t because of the ACT requirement. They will hopefully apply in the future, but find the math requirement on the ACT onerous and so far haven’t been able to get the score they need. The GPA is not the issue, but the ACT requirement is” (April 14, 2016 email).

Matt did suggest that it would be ideal if the possibility of eliminating the ACT requirement, especially for the people who aren’t going into math/science.

Additional information from our teacher education database and the Agricultural Teacher Education Program provided some interesting insights as to the success of our graduates who are currently teaching and would not have met current entrance requirements.

All our first-year teachers and their building administrators are requested to complete an assessment as to the first-year teacher’s teaching competency. Unfortunately we do not get a 100% response rate, but the average number of principal responses annually for the past four years is: elementary education– 80.7; secondary education – 72.8; special education – 29.5.

The following table provides a summary of the average for each spring semester of principal ratings of their first-year teacher. The principal ratings do show that our graduates are viewed as “well prepared” to “exceptionally well-prepared.”

Year	Elementary Ed.	Special Ed.	Secondary Ed.	Overall Average
	2.54 **	3.55	3.37	
2013	3.29	3.59	3.85	3.57
2014	3.47	3.65	3.79	3.64
2015	3.76	3.64	3.80	3.73

Assessment Scale: 4 – Exceptionally well prepared; 3 – Well prepared; 2 – Needs improvement; 1 – Insufficient preparation

***Assessment Scale: 3-Performs task exceptionally well; 2 – Performs task adequately; 1 – Performs task inadequately*

From this pool of all first-year teachers, we separated out first-year teachers who would not have been admitted due to the new entrance requirements. We were able to identify a pool of 16 first-year teachers who had GPAs below 3.0 and/or composite ACT scores below 21. The breakdown of these first-year teachers included: elementary education – 13; secondary education – 1; and special education – 2. The average cumulated GPA for these first-year teachers was 2.87 and ranged from 2.67 to 2.98. The average composite ACT score was 20.02 and ranged from 17.25 to 20.75. These first-year teachers obtained an average overall rating from their building principals of 3.47, which is comparable to the overall ranking of all first-year teachers.

The Agricultural Teacher Education Program has collected detailed information about their Utah agricultural education teachers. They have compiled specific award information on 35 of their past graduates. From this pool of 35 agricultural education teachers, many have received several local, state, regional and national award winners for outstanding teaching. From this group of 35, three have received the Huntsman Awards for Excellence in Education.

The Agricultural Teacher Education Program has summarized this information in five tables. The five tables are found in Appendix C. The first table summarize the accomplishments of all 35 graduates in their teaching career as well as during their teacher training program. The second table is a summary of the agricultural teachers who would not have met the 3.0 GPA requirement. The third table is a summary of the agricultural teachers who would not have met the 21 ACT requirement. The fourth table proves a summary of 10 teachers who would not have met either requirement (GPA or ACT). The fifth table compiles the history of the 12 teachers who would have met both GPA and ACT requirements.

A review of Table 1 shows that the average years of teaching for the 35 teachers was 13 years with a minimum of one year to a maximum of 35 years. The table also reveals that 60% met the 3.0 GPA, but 40% did not. Also shown in Table 1 is that 46% met the 21 ACT requirement and 54% did not. In addition, Table 1 indicates that 66% are active leaders in their professional organization and 34% are not. In addition, these teachers have received 31 Teaching Awards and Honors and over 24 program awards/honors.

Table 2 details the accomplishments of the 14 teachers who would not have met the 3.0 GPA requirements. These 14 teachers had an average of 15 years of teaching (minimum of one year and maximum of 33 years). Twenty-six percent would have met the 21 ACT requirement, but 74% would not have met the ACT requirement. Seventy-one percent are active leaders in their professional organization and 29% are not. This pool of 14 teachers had received over 16 teaching awards/honors including the Huntsman Excellence in Education. In addition, these teachers also received over 10 program awards/honors.

Table 3 summarizes the history of the 19 teachers who would not have met the 21 ACT requirement. The average years of teaching for this pool was 18 years (minimum of one year of teaching and maximum of 34 years of teaching). Forty-six percent of these teachers would have met the 3.0 GPA requirement and 54% would not. Fifty-eight percent are active leaders in their professional organization and 42% are not. These 19 teachers have accumulated over 10 teaching awards/honor including two Huntsman Excellence in Education awards. They have also accumulated over 10 program awards/honors.

Table 4 reveals that there were 10 teachers who would not have met the 3.0 GPA requirement or the 21 ACT requirement. Their average years of teaching was 20 years (minimum of one year of teaching and maximum of 35 years of teaching). Seventy percent of these teachers are active in their professional organization with 30% not. These ten teachers have received over nine

teaching awards/honors, including one Huntsman Excellence in Education award, and four program awards/honors.

The fifth and final table details the 12 teachers who would have met both the GPA and ACT requirements. Their average years of teaching was eight years (minimum of one year of teaching and maximum of 25 years of teaching). Seventy-five percent are involved with their professional organization and 25% are not. These teachers have over nine teaching awards/honors and two program award/honors.

ITEM 3: PROGRAM CHANGES

Program changes that became effective Fall 2015 semester include the following:

- Our School Health teaching was eliminated as a Utah State University teaching major and minor.
- Theater Education adjusted their major and minor requirements to meet the National Association of Theatre and Utah State Office of Education standards. A new course, THEA 4360 – Play Production in Secondary Schools was approved. This course will survey the theory and practice of play production in secondary schools, including season planning, play selection, auditions/casting, budgeting, production calendaring, collaboration with creative team, and assessment of student work. This course will focus on the production/extracurricular activities.
- A new Teacher Education Writing Exam (required for admission into Teacher Education) was implemented, The new writing exam is as follows:
 - Students are given a choice of writing a descriptive essay or a persuasive letter
 - Twenty-eight new prompts have been developed to reduce any language bias for ethnically diverse students and students who first language is not English
 - The test administration time has been increased to two hours
 - The grading rubric is based on the six-traits of writing (development and elaboration of ideas, logical organization, word choice, voice, sentence fluency, and conventions)
 - A student must receive a minimum score of 24/36 to pass
 - Students are assessed a \$5 fee to compensate the cost of scoring their exam
 - All essays are read by a minimum of two trained scorers. If there is a disagreement with the two score, the essay will receive a third read.
 - New videos have been completed by the Writing Center and are available online to assist students in taking and passing the writing exam
- The Speech and Hearing test (required for admission into Teacher Education) fee will be reduced from \$10 to \$5 to compensate for the \$5 writing exam fee

ITEM 4: PROGRAM-IDENTIFIED AREAS OF FOCUS

Utah State University's Council on Teacher Education (CTE) is currently encouraged the following focus areas for our teacher education programs. These focus areas have been identified due to USU's upcoming national accreditation visit with the Council for the Accreditation of Educator Preparation (CAEP). CAEP standards, as well as Utah State Office of Education's licensing standards, specify the importance of the integration and implementation of technology into education, as well as meeting the needs of culturally diverse students. CTE has identified committees to address these two focus areas.

- A new course is currently being developed by Nathan Smith, CEHS's Director of Technology – Teacher Education. TEAL 5500, Integration and Innovation of Technology in Education, is currently going through the USU's curriculum approval process. Committees are meeting to determine how best to incorporate this required course into the elementary, secondary, and special education programs. (TEAL 5500's syllabus can be found at techintegrateed.weebly.com).
- Dr. Cinthya Saavedra, Coordinator of USU's English as a Second Language endorsement, has been working with the Utah State Office of Education, to meet USOE ESL Endorsement requirements. In addition, two undergraduate ESL courses (TEAL 4710 – Language and Cultural Diversity in Schooling, TEAL 4745 – Second Language/Literacy Acquisition & Development) have been reviewed to ensure that their course content will match CAEP and USOE expectations for initial teacher education programs. A committee is currently meeting to determine how best to incorporate this new course requirements into each of the initial teacher preparation programs (elementary, secondary, and special education).

ITEM 5: ENROLLMENT REQUIREMENT WAIVERS

During the 2015-2016 academic year, USU's teacher education programs approved eleven waivers. Both the Elementary and Secondary Education programs have fall and spring semester admission deadlines. Special Education has only one admission period during fall semester. Students' entrance requirements who were approved for waivers are detailed below. The criteria that did not meet USOE entrance requirements are in **red**.

Fall 2015 Semester

- The Elementary Education program had an application cohort of 42 students. They approve three students on waivers.
 - Natalie – 2nd BS. ACT: Composite – 23; English – 23; Math – 26; Reading – 20; Science – 24; **GPA – 2.96 (most recent 60 credits)**
 - Tim. ACT: Composite – 22.5; English – 20; Math – 24; Reading – 21; Science – 25. **GPA – 2.80**
 - Abbie. ACT: **Composite – 20**; English – 20; Math 19; Reading 21; Science 20. GPA – 3.20

- The Secondary Education program had an application cohort of 71 students. One secondary teacher education student was admitted on the waiver.
 - Mark – Mathematics Education. ACT: Composite – 28; English – 27; Math – 29. GPA – 2.92
- The Special Education program had an application cohort of 46. They did award three waivers.
 - Leslie – Birth to 5. ACT: Composite – 21; English – 22; Reading – 22; Science – 20; Math – 18. GPA – 3.21 (She is originally from Mexico and does translation for ASSERT – USU’s preschool for children with autism.
 - David – Birth to 5. ACT: Composite – 28; English – 24; Reading – 29; Math – 28; Science – 21. GPA – 2.81. (David is a returning student. He failed student teaching in Spring 2004. He has returned to complete the Birth to 5 program. His GPA was 3.68 prior to student teaching).
 - Lauren – Mild/Moderate. ACT: Composite 24; English – 26; Math – 20; Reading – 27; Science – 24. GPA = 2.99

Spring, 2016 Semester

- Elementary Education had an application cohort of 43 and they used no waivers.
- Secondary Education had an application cohort of 44 and they approved four waivers. They did have six qualified waivers submitted but because of the 10% waiver policy denied
 - Megan – Family Consumer Science Education. ACT: Composite – 22; English – 20; Math – 22. GPA - 2.94
 - Natalie – Agricultural Education. ACT: Composite – 19; English - 18; Math – 19. GPA – 3.38
 - Hugh – Agricultural Education. ACT: Composite – 19; English – 18; Math – 17. GPA 3.19
 - Shannel – Health Education. ACT: Composite – 20; English – 23; Math – 18. GPA – 3.05

APPENDIX A

ASSSSMENT COURSE SYLLABI

Elementary Education

ELED 4150: Assessment and Differentiation Across the Curriculum

Using the [case method](#), this course, *Assessment and Differentiation across the Curriculum*, explores the cyclical nature of assessment and instruction. The course provides students with knowledge, skills, tools, and dispositions necessary to effectively use assessment information to make differentiated instructional decisions. Curriculum, instruction, and assessment are so closely related to one another in the teaching task that it is difficult to think of one without the others.

For the purposes of this course, we will focus primarily on the particular association between instruction and assessment, how assessment informs instruction and *vice versa*. Represented in the center of this graphic is the pivotal concern one must have of the learner in all decisions that affect learning. As you proceed through this course, you will encounter multiple simulated cases involving learners that will require you to demonstrate your problem-solving and decision-making abilities for instruction and assessment.

The course is divided into three sections representing three different kinds of records you will encounter as a teacher: (1) cumulative files, (2) grade books, and (3) lesson plan books. During this 15-week course, you will spend approximately 5 weeks on each unit. Each unit will begin with a preassessment and a postassessment, with a variety of practice exercises in between.

Finally, the Higher Education Opportunity Act requires that each institution of higher education receiving federal funds report on the preparation of its prospective teachers in identifying and differentiating curriculum for students from five groups: early childhood, English language learners, economically disadvantaged, special education, and gifted and talented. This course is one effort by Utah State University to meet this requirement.

Course Goals

The teacher preparation program at Utah State University is accredited by the Teacher Education Accreditation Council and is based the Utah Effective Teaching standards. The complete set of standards is available at this link to the [Utah State Office of Education](#). This course addresses these two standards in particular:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.

Standard 2: Learning Differences--The teacher understands individual learner differences and cultural and linguistic diversity.

The teacher:

- a. ensures inclusive learning environments that allow each student to reach learning goals.
- b. designs, adapts and delivers instruction to address each student's diverse learning strengths and needs.
- c. allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.
- d. creates a learning culture that encourages individual learners to persevere and advance.
- e. incorporates tools of language development into planning and instruction for English Language Learners, and supports development of English proficiency.

Instructional Practice

Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.

Standard 5: Assessment--The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

The teacher:

- a. designs or selects preassessments, formative, and summative assessments in a variety of formats that match learning objectives and engages the learner in demonstrating knowledge and skills.
- b. engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.
- c. adjusts assessment methods and makes appropriate accommodations for English Language Learners, students with disabilities, advanced students, and students who are not meeting learning goals.
- d. uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.
- e. documents student progress and provides descriptive feedback to students, parents, guardians, and other stakeholders in a variety of ways.
- f. understands and practices appropriate and ethical assessment principles and procedures.

AUDIENCES

This course is intended for prospective teachers admitted to a teacher preparation program at Utah State University. In keeping with the goals and objectives of the course, it is expected that students will represent diverse populations in terms of backgrounds, needs, strengths, and interests. It is the intent of this instructor to provide for individual differences. Therefore, if you feel adjustments are needed to assignments to benefit you personally more fully, please discuss these in advance with the instructor. Please discuss specific contracts with the instructor before starting on any individual projects. Keep in mind that the purpose of any adaptations should be to address better the personal needs, strengths, or

interests of the student within the course goals, not to lessen the substantive or methodological rigor of the course.

Also, if a student has a disability (including physical or learning disabilities) that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center, preferably during the first week of the course. Any requests for special consideration relating to attendance, pedagogy, taking of examinations, and so forth, must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats--large print, audio, diskette, or Braille.

Information on other important policies relating to your rights and responsibilities as a student is available through this link to the [student code](#).

COMMUNICATIONS

Communications about this course should be done primarily through the tools available **within** this Canvas course website. Sometimes special circumstance (such as those in which protecting your privacy is an issue) may necessitate using the instructors' school e-mail accounts or office phones. Only in urgent emergency cases should Dr. Walsh be contacted at Wilson Elementary School during the regular teaching day. However, for these special circumstances and emergencies, a link to contact information about your [instructors](#) is provided.

LATE WORK

Assignments submitted by the posted due date will be guaranteed timely feedback and the opportunity to redo. Assignments submitted after the posted due date but before the posted availability deadline may receive feedback and an opportunity to redo, but this is not guaranteed. Assignments may not be submitted after the availability deadline without **prior** arrangement with the instructor.

Your instructors understand that sometimes situations occur that prevent you from submitting work on time. As far as is feasible, you should contact your instructors prior to any circumstance that will result in late work. Sometimes, because of a personal desire to achieve at a high level of excellence, you may need additional time to complete an assignment. You should consult with an instructor about the level of work you are attempting and negotiate an alternate due date. However, for each unit, it is essential that the work for that unit be completed before the post-assessment to which it is related. In these cases, due dates cannot be extended beyond the date of the learning activity or performance assessment. This policy should **not** be interpreted as indulging procrastination or lack of planning. Abuse of this policy may result in individual counseling with an instructor.

ATTENDANCE AND PARTICIPATION

The success of your experience in this course relies heavily on a classroom dynamic in which we all learn from each other. At this point in your pre-service teacher preparation, you are expected to display an attitude of strong commitment and responsibility for your personal contribution to the learning that takes place in the classroom. This includes attendance, preparation, and participation. Attendance at all class sessions is expected. You should be on-time, stay focused on the learning activities, and remain for the entire class session. You should come prepared to each class session and seek opportunities to fully

participate in class discussions and other learning activities, as well as to contribute when random opportunities for participation come your way. Attendance, preparation, and participation do not directly affect the grade in this course, but may be used as evidence for extension credits and will serve as the basis for a decision by the instructors to permit you to retake any unit post assessment. Permission to take the unit post assessment would require your attendance at all class sessions and study halls during that unit and completion of all required practice scenarios. Sign in sheets will be available prior to each class so that your attendance can be verified should you request a retake.

Basic Requirements

All final work submitted to the instructor for grading is expected to be completed at a professional level. This includes, but is not necessarily limited to, appropriate formatting; accuracy and appropriateness in word processing, language (e.g., syntax, grammar, spelling, mechanics); and proper citation of the work of other people (i.e., in APA format). Students should pay particular attention to the submission of professional quality work on extension assignments. Work submitted should be student's original work from this semester.

Personal Initiative

Students may qualify for one or more bonus point per assignment through the display of personal initiative. Ways to show personal initiative include, but are not limited to, the following:

- Particularly insightful or creative thinking.
- Well-organized, innovative, or creative formatting.
- Clear evidence of use of class and outside resources.
- Contacting the instructor or teaching assistant for help if having difficulty with an assignment.

The personal initiative point is not given as a matter of course for what the student believes may meet the above criteria, but is award upon the judgment of the instructor that the student has achieved one or more of the criteria at an exceptional level.

UNITS

This course is divided into three units: Cumulative File, Grade Book, and Lesson Plan. Each unit is worth 1/3 of your course grade. The flow of each unit will be similar as shown here:

- Preassessment
- Practice Exercises [Case Scenarios] and/or Extensions
- Practicum Extension
- Postassessment

GRADING

This course uses *standards based grading*. That means that your grade is not based on scores on assessments or assignments, but on the evidence provided from assessments and assignments that you have met the unit standards. Standards for each unit are provided with that unit's pre-assessment. Given this type of grading, you are permitted to resubmit all assignments. If resubmission is appropriate,

you will receive feedback from a member of the instructional staff about what could be improved to provide better evidence. The pre-assessment may not be retaken, but you may seek permission to retake the post-assessment for any unit if you have attended all class sessions and study halls for that unit and have completed all required practice scenarios. A sign-in sheet will be provided for each class session.

The standards are based on the following 5-point scale:

5 = Standard met at an extraordinary level. Shows complete with this standard that would be expected of a confident, experienced professional.

4 = Standard met at an exceptional level. Shows competence with this standard that would be expected of a confident, beginning professional.

3 = Standard met at an adequate level. Show competence with this standard that would be expected of a prepared prospective teacher.

2 = Standard met at a partial level. Shows competence with this standard that would be expected of a developing prospective teacher.

1 = Standard met at a minimal level. Show competence with this standard that would be expected of a beginning teacher education student.

0 = Standard not met.

Beginning with the pre-assessment, students grade will be shown in the Unit objectives part of the grade book. As evidence is accumulated, the grade for each objective will be adjusted. Additional evidence will come from the practice exercises [case scenarios], from the extensions, and from the post-assessment. Standards grades of 3 are equivalent to a letter grade of B.

Based on the pre-assessment, some students will be compacted out of some practice scenarios and required to do more challenging extensions instead. All students may do extensions, if they choose. Each extension credit earned will raise the standards grade for its associated objective by .1.

GRADE RULE

These grades will be combined for a final course grade based on the following grade scale:

4.0	-	3.8	=	A
3.7	-	3.5	=	A-
3.4	-	3.2	=	B+
3.1	-	2.9	=	B
2.8	-	2.6	=	B-
2.5	-	2.3	=	C+
2.2	-	2.0	=	C
1.9	-	1.7	=	C-
1.6	-	1.4	=	D+

1.3 - 1.1 = D
 1.0 - 0.0 = F.

Calendar Abbreviation Key:

Reading Codes: Q = Required; B = Browse; C = Recommended

Text Codes: ASA = *Assessment of Student Achievement*; FTP = *Fulfilling the Promise*

Unit Codes: LP = Lesson Plan Book; CF = Cumulative File; GB = Gradebook;

Date	Unit	Topic	Reading	Assignment Due
01/12	Tests	Course Overview Standards-Based Grading Purposes of Assessment	Course Home Page Links Case Files 2 or 5 (Q) ASA 1 (Q)	LP Preassessment LP Active Learner
01/19	Lesson Plan Unit	Learning Objectives Utah Core Standards (Links to an external site.) Bloom’s Taxonomy (revised) (Links to an external site.) Study Hall	ASA 3 (Q)	LP Scenario 1A LP Scenario 1B LP Extensions
01/26		Differentiation Pathways Study Hall	FTP 1 (Q) FTP 2 (Q)	LP Scenario 2A LP Scenario 2B LP Extensions
02/02		Differentiation Strategies Study Hall	FTP 4-6 (Q)	LP Scenario 3B LP Extensions
02/09		Tiered Lessons Study Hall		LP Scenario 3A-2 LP Scenario 3A-5 LP Extensions
02/16		Presidents’ Day Break. Attend Monday Schedule		
02/23		Study Hall Unit Test Preparation		LP Postassessment LP Peer Tutor CF Preassessment CF Active Learner
03/01	Cumulative Files	School Accountability		CF Scenario 1A CF Scenario 1B CF Extensions
03/08		USU Spring Break		
03/15		CRTs: Student Scores	ASA 2 (Q)	CF Scenario 2A CF Scenario 2B CF Extensions
03/22		NRTs: Percentiles Study Hall	ASA 12 (Q)	CF Scenario 3A CF Scenario 3B CF Extensions
03/29	Tests	Study Hall Unit Test Preparation		CF Postassessment CF Peer Tutor GB Preassessment GB Active Learner

04/05	Grade Books	Benchmark Study Hall	ASA 11 (Q)	GB Scenario 2A GB Scenario 2B GB Extensions
04/12		Record-Keeping/Grading/ Electronic Gradebooks Study Hall		GB Scenario 1A-2 GB Scenario 1A-5 GB Scenario 1B-2 GB Scenario 1B-5 GB Extensions
04/19		Test Construction/Item Writing Study Hall	ASA 5 (C) and 6 (Q)	GB Scenario 4A GB Scenario 4B-2 GB Scenario 4B-5 GB Extensions
04/26		Formative Assessment Study Hall		GB Scenario 3A GB Scenario 3B GB Extensions
05/03	Tests	Study Hall Unit Test Preparation		GB Post Assessment GB Peer Tutor

Secondary Education

SCED 4210: Assessment and Curriculum Design



Teacher Education and Leadership

SCED 4210: Assessment and Curriculum Design

(3 Credit Hours) Spring Semester 2016

Instructor: Marilyn M. Cuch

Office: Roosevelt Campus, 435-722-1709, marilyn.cuch@usu.edu

Office Hours: By appointment only

Meeting Time: Broadcasted every other Monday, 7:15pm-9:45pm, and via Canvas. The alternate teaching arrangements for this class include a one week on and one week off schedule. The week we do not meet for class students will be assigned out-of-class Canvas assignments/readings to work on. I will be broadcasting from the Roosevelt Student Center: January 11; February 1, 16, & 29; March 21; April 4 & 18

Required Textbooks

Classroom Assessment : What Teachers Need to Know, 7th Edition

James W. Popham

ISBN: 9780132868600

Integrating Differentiated Instruction & Understanding by Design: Connecting Content and Kids' 1st Edition

Tomlinson, Carol Ann and McTighe, Jay

ISBN: 9780133388299

Course Description:

SCED 4210 provides the background, knowledge, and training in curriculum design and educational assessment processes. Students will learn strategies to enhance student learning within schools and classrooms especially through differentiation of instruction, curriculum standards, classroom assessment, school assessment, and state and federal policies. A major part of this course is for Secondary Education students to develop and complete a Professional Portfolio (licensure requirement) Secondary Educators.

Purpose:

Acquire knowledge of curriculum design and educational assessment processes and strategies to guide instruction and measure effective student learning.

This course also provides the student with opportunities to develop the understanding, knowledge, and skills needed to be excellent classroom teachers through critical reflection, curriculum and assessment development, and the development of a professional portfolio. The course also strives to meet Utah Effective Teaching Standards (UETS) (noted on pages 7).

Course Objectives

1. *Students will analyze the processes by which you make complex instructional decisions and develop strategies for making formative judgments and summative evaluations through readings, reflective writing and class discussions. *UETS 1, 2, 5, 6 *IDEA 2,5 I*

2. *Students will develop curriculum design skills by taking part in critical thinking activities, studying current research and utilizing technology in meaningful ways.*

** UETS 1, 4, 6, 7*

**IDEA 3E*

3. *Students will identify and analyze the critical components of the evaluation and assessment processes and how it helps educators make instructional decisions that impact education in the public schools. * UETS 5, 6, 7, 8, 9 *IDEA 1 I*

4. *Students will create and implement education curriculum plans relevant to the research, core curricula, and multiple instructional strategies in order to equitably increase the academic achievement of all learners. This project outcome will be included as part of Secondary Education professional portfolio (electronic).*

** UETS 2, 3—1, 2, 3, 4, 5, 6, 7, 8, 9, 10 *IDEA 4 E*

Course Expectations:

You are expected to:

Be Safe

- In Thought – think things through rationally and if in doubt, check with others
- In Word – think carefully before you speak, *words do hurt*
- In Action – treat others the way you want to be treated

Be Respectful

- In Thought – don't assume anything, remember: *never judge a book by its cover*
- In Word – be kind
- In Action – listen to what others say, value a person's time, treat others the way you want to be treated

Be Responsible

- In Thought – be careful what you think as thoughts become actions
- In Word – ask questions, contribute to discussions, remember: *be slow to speak*
- In Action – be present in mind and body, treat others the way you want to be treated, give your very best effort, and have fun!

Professional Conduct:

As you begin your exploration of teaching as a career, you are also expected to begin your practice of professional behavior. This will include mirroring the following conduct:

- Teachers are expected to be in class every day. *YOU are expected to be in class every session.
- Teachers are expected to notify their principals when they are unable to be in class due to other professional responsibilities, illness or family responsibilities. *YOU are expected to contact the appropriate person when you are unable to attend a class or a scheduled appointment.
- Teachers are expected to inform the appropriate person as soon as possible following an emergency that prevented early notification. *YOU are expected to do the same.
- Teachers are expected to be prepared, on a daily basis, to provide the best possible education for their students. *YOU are expected to provide the best possible education for YOURSELF by being prepared for all classes and completing assignments.
- Teachers are expected to maintain sound policies of confidentiality, with ultimate concern for the safety and welfare of the student. *YOU are expected to perpetuate those policies. A major policy regarding the protection of the identity of the students you observe is to not state their names when you speak of them to others, and not take pictures of them unless given permission from their parents or guardians. If permission is given, do not post their pictures for public view.
- Teachers are expected to treat others with courtesy and respect. *YOU are expected to treat everyone with whom you come in contact with this standard in mind: - "I should treat others in a way that I would want others to treat someone I love or respect."

Examinations:

There is NO mid-term examination in this course. There will two (2) quizzes used to assess comprehension of assigned readings and course content. The final examination will consist of your completed Professional Teaching Portfolio.

Written Communication Performance Requirements:

The following requirements are to be met for each written assignment. Care should be taken to proofread and edit all work to meet these requirements.

- Please make sure to identify your work using your name, the date, and the title of the assignment.
- Assignments are turned in on time. Any late work (without prior approval) will incur a 25% penalty per day late, deducted from possible points before grading.
- Assignments should be typed and contain 1" margins on all sides and are in 12 pt. font. Please create all assignments in Word. Assignments are submitted via Canvas using the proper assignment link. Please make sure it is there once you upload it.
- Assignment should be free of errors in spelling, grammar, and punctuation. ALWAYS use spellcheck!
- Appropriate credit is given to sources from which ideas are taken. Use of a style manual is strongly encouraged (i.e., APA or MLA).

Attendance and Participation:

Attendance at all class sessions is expected. If you know you will be absent, discuss absences in advance with the instructor.

- **Excused** absences will be given for family deaths, illnesses confirmed by medical personnel, or religious holidays.
- **Permitted** absences will be for any of the above confirmed by the student and for important family or personal events.

*No other absences are excused or permitted. **Students should be on time and stay for the entire class session.***

Students should come prepared each class session to participate fully. Readings should have been completed **before** the class sessions. Notes should be carefully taken. Students should seek opportunities to participate in class discussions and other learning activities. **Students will be required to participate in on-line discussions concerning their reflections of the readings.** These discussions will serve as the student's record of his or her participation and thinking about the readings.

Assignments (50 % of final grade)

CURRICULUM UNIT

You will create a curriculum unit that can be taught in your content area by using the UETS, the UT CORE, and an application of the UBD as the focus. See Canvas Assignment Rubric (84 points)

PROFESSIONAL PORTFOLIO

In this course, you will develop a portfolio that can be used to show evidence of your teaching and professional skills. Materials for this course will be turned in and assessed electronically. See Canvas Assignment rubric (40 points)

WEEKLY CANVAS ACTIVITIES

There will be two (2) Portfolio development checks worth 5pts each. There will be weekly interactions/assignments and discussions for greater learning using Canvas (4pts/Canvas week X 32 weeks =32 and 2 portfolio checks X 5pts=10);(Total=42 points)***I would like to integrate more synthesis level activities and may integrate discussions and buddy projects as needed. The amount of points may change as student learning and needs change in teaching this course.

Attendance (40% of final grade)

CLASS ATTENDANCE

Students are expected to participate during class and on Canvas in a respectful and thoughtful manner. In class discussion and collaboration with peers inside of class contributes to a meaningful experience for all students. You are expected to attend class for the full time period when broadcast. (5 pts/Broadcast lecture X 7 nights=35); (Total= 35 points)

Quizzes (10% of final grade)

QUIZZES

The quizzes will consist of questions from the readings, class discussions, presentations, and Canvas activities. They will be given on Canvas and total 10 points each. Each quiz must be completed during the assigned time. There are no make-ups for the quizzes. (10 pts/quiz X 2 quizzes=20 points)

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	F
100-96%	95-92%	91-88%	87-84%	83-80%	79-76%	75-72%	71-68%	67-64%	63-60%	<59%

Disability Accommodations

If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and 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 exams, must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats-large print, and audio, disk or Braille.

If a student is caught plagiarizing or completing an assignment that is not their original work, they will be subject to the USU Academic Honesty Policy and fail this course. *Please read and sign the USU Academic Policies found in the beginning module.*

This syllabus will be used as a guide. Content/activities may be adjusted to better meet student needs.

Portfolio Requirements reflecting the UETS	Artifact 1
1. <u>Learner Development</u> --The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.	Teaching Philosophy/Student Development Paper from SCED 4200/ or personal selection
2. <u>Learning Differences</u> -- The teacher understands individual learner differences and cultural and linguistic diversity.	Selected assignment from SCED 3210
3. <u>Learning Environments</u> -- The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.	Selected assignment from SCED 3100
4. <u>Content Knowledge</u> – The teacher understands the central concepts, tools of inquiry, and structures of the discipline.	Selected assignment from SCED 4200 or 4210
5. <u>Assessment</u> -- The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, determine whether the outcomes described in content standards have been met.	**Lesson Design Unit Assessment SCED 4210
6. <u>Instructional Planning</u> -- The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, core curriculum standards, instructional best practices, and the community context.	**Lesson Design Unit SCED 4210
7. <u>Instructional Strategies</u> -- The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.	Selected assignment from SCED 4200 or 4210

8. <u>Reflection and Continuous Growth</u> -- The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.	Personal selection
9. <u>Leadership and Collaboration</u> -- The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to guild a shared vision and supportive professional culture focused on student growth and success.	Personal selection
10. <u>Professional and Ethical Behavior</u> -- The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.	Personal selection

Note: This table summarizes possible sources for portfolio artifacts.

Utah Effective Teaching Standards

Outcome 1: Learner Development

- a. The teacher:
 - i. Creates developmentally appropriate and challenging learning experiences based on students' strengths, interests, and needs.
 - ii. Collaborates with families, colleagues, and other professionals to promote student growth and development.

Outcome 2: Learning Differences

- b. The teacher:
 - i. Adapts instruction to address each student's learning strengths and needs.
 - ii. Delivers instruction that provides for different ways of demonstrating learning.
 - iii. Provides instruction that takes into account the experiences and knowledge of learners.

Outcome 3: Learning Environments

- c. The teacher:
 - i. Uses a variety of effective classroom management strategies to maintain a positive learning environment.
 - ii. Constructs learning experiences that require students to be actively engaged in learning.

Outcome 4: Content Knowledge

- d. The teacher:
 - i. Communicates accurate information and concepts.
 - ii. Adapts instruction to address students' common misconceptions about subject matter.
 - iii. Designs instruction based on approved content standards and research.
 - iv. Provides multiple representations and explanations of concepts.
 - v. Selects instructional resources that contain accurate content.

Outcome 5: Assessment

- e. The teacher:
 - i. Uses pre-assessments, and formative and summative assessments, in a variety of formats that match learning objectives.
 - ii. Teaches students to identify the elements of quality work. Uses data to assess student learning to plan for differentiated instruction.
 - iii. Documents student progress and provides specific feedback to students and other stakeholders in a variety of ways.

Outcome 6: Instructional Planning

- f. The teacher:
 - i. Plans instruction based on state core.
 - ii. Aligns instruction and assessment with learning goals.
 - iii. Designs instruction at an appropriate level of cognitive complexity for the learning goal.

Outcome 7: Instructional Strategies

- g. The teacher:
 - i. Uses a variety of instructional strategies that elicit and build upon students' prior knowledge and experiences.
 - ii. Constructs learning experiences that require students to use multiple forms of communication.
 - iii. Systematically includes a variety of perspectives and sources to inform instruction.
 - iv. Uses technologies appropriate for the learning goal.

Outcome 8: Reflection and Continuous Growth

- h. The teacher:
 - i. Participates in professional development.
 - ii. Recognizes and reflects upon own biases in order to become a more effective teacher of all students.
 - iii. Reflects on instructional effectiveness to improve subsequent teaching practice.
 - iv. Accepts and uses feedback from multiple sources.
- Outcome 9: Leadership and Collaboration
- i. The teacher:
 - i. Participates as a team member in decision-making processes.
 - ii. Collaborates with school professionals to meet the needs of learners.
- Outcome 10: Professional and Ethical Behavior
- j. The teacher:
 - i. Adheres to and upholds laws, rules, policies, and directives.
 - ii. Maintains professional behavior and appearance.

References

- Popham, W. James (2011). *Classroom Assessment: What Teachers Need to Know* (6th ed.). Boston: Pearson. ISBN: 978-0-13-700235
- Utah Professional Teacher Standards and Continuum of Teacher Development (2013). Utah State Office of Education, EYE Advisory Committee: Salt Lake City, UT.
- Tomlinson, C. A. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Curriculum Development (ASCD).
- Wiggins, G., McTighe, G. (1998), *Understanding by Design*, Alexandria, VA: Association for Supervision and Curriculum Development.
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- Reeves, Anne R. (2011). *Where Great Teaching Begins: Planning for Student Thinking and Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- DuFour, R., DuFour, R., Eaker, R., Many T. (2006), *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree.

Boykin, A. W., Noguera, P. (2011), *Creating the Opportunity to Learn*. Alexandria, VA: Association for Supervision and Curriculum Development.

Gareis, C. R., Grant, L. W. (2008). *Teacher-Made Assessments: How to Connect Curriculum, Instruction, and Student Learning*. Larchmont, NY: Eye on Education.

Tomlinson, C. A., Imbeau, M. B. (2010). *Leading and Managing a Differentiated Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

<http://www.sophia.org/what-is-the-flipped-classroom/what-is-the-flipped-classroom--3-tutorial?pathway=flippedclassroom> www.teachthought.com/technology/8-brilliantalternatives-to-blogging-in-the-classroom
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<http://mobile.edweek.org/c.jsp?DISPATCHED=true&cid=25983841&item=http%3A%2F%2Fwww.edweek.org%2Ffew%2Farticles%2F2013%2F06%2F06%2F34reasons.h32.html%3Ftkn%3DNYRFGjM5CJlnLdq1eZFaT95oyQxLlw5EGiYC%26cmp%3Dclp-edweek%3Fintc%3DEW-DPCT13-TWT>

<http://thejournal.com/articles/2013/06/18/report-the-4-pillars-of-the-flippedclassroom.aspx?admgarea=pro.development&m=1>

<http://new.livestream.com/ISTE2013/ISTE2013>

Special Education

SPED 5040: Foundation of Effective Assessment and Instruction

Department of Special Education and Rehabilitation Foundation of Effective Assessment and Instruction SPED 5040/ Fall 2015

Course Information

Credits: 3

Schedule/Location:

Logan Campus Wednesday, 1:30-4:15, Education 131

Regional Campuses: Thursday, 4:30-7:00

Instructor Information

Instructor: Darcie Peterson

Email: darcie.peterson@usu.edu

Office: Education 371

Office Hours: Tuesday and Friday, 2:00 to 4:00

Phone: 435-797-3252

Instructor: Benjamin Lignugaris/Kraft

Email: ben.lig@usu.edu

Office: Education 314

Office Hours: By Appointment

Phone: 435-797-2382

Course Purpose

The purpose of this course is to provide prospective special education teachers with a foundation in effective assessment and instructional practices. Overall, you will learn terminology to describe various assessment and instructional practices and the fundamental principles that provide the foundation for teaching. You will gain a basic understanding of different types of assessment and how they are best used to inform instruction. In addition, we will describe a framework for dissecting the Common Core State Standards (CCSS), and examine the basis for mastery learning approaches and other instructional procedures that are current best practices in education. This will provide you with a framework to design assessment strategies that are integrated into instruction and state curriculum standards, to monitor pupil performance, and to

critically analyze instruction. Finally, you will learn the responsibilities of an evidence-based educator and have opportunities to apply the foundation principles of effective instruction in assignments and class activities.

Council on Exceptional Children (CEC) standards			
IDEA Center Learning Objectives	Course Objectives	Evaluation	2012 - CEC Common Core (ISCI), Individualized General Curriculum (IGC), Individualized Independence Curriculum (IIC), and Early Childhood (ECSE) Standards
Gaining Factual Knowledge	Describe appropriate uses for standardized assessment and appropriate	Quiz 4; Exam 2	ISCI 4; K2, K3, K4, K5, S6
	Define common terms used to interpret standardized assessments.	Quiz 4; Exam 2	ISCI 4; K1 IGC 4; K1 IIC 4; K1
	Identify domains/strands and standards within CCSS	Exam 1; Assignment 1 & 2	ISCI 3 K3
	Identify the components of goals and short-term objectives.	Quiz 4; Exam 2 Assignment 5	ISCI 5 S5
	Describe the sequence that leads from identification and assessment to the delivery of effective instruction	Exam 2	ISCI 4 S6 ECSE 4 K3
	Define the components of time management.	Quiz 6; Exam 3 Assignment 7	ISCI 5 S10; ISCI 2 S12

Council on Exceptional Children (CEC) standards

IDEA Center Learning Objectives	Course Objectives	Evaluation	2012 - CEC Common Core (ISCI), Individualized General Curriculum (IGC), Individualized Independence Curriculum (IIC), and Early Childhood (ECSE) Standards
Learning fundamental principles, generalizations, or theories	Describe the 7 steps for developing curriculum-based assessments.	Quiz 4; Exam 2 Assignment 4	ISCI 4 S6
	Describe the philosophical basis for effective teaching and the components of an effective lesson cycle	Quiz 1; Exam 1; Exam 3	ISCI 6 K1
	Describe evidence-based teaching practices and their application with various students with disabilities 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 1; Quiz 7; Exam 1 & 3 Assignment 6 & 8	ISCI 5 K2 IGC5 K1, K3 IIC5 K1, K3 ISCI 2 K1 IGC2 K2, K3 IIC2 K2, K3 ISCI 3 K1, K4
	Describe the decision-making skills that characterize effective teachers.	Quiz 1; Exam 1; Exam 3	ISCI 3 K1, K3
	Describe critical instructional variables	Exam 3	ISCI 2 K2, K3

Council on Exceptional Children (CEC) standards

IDEA Center Learning Objectives	Course Objectives	Evaluation	2012 - CEC Common Core (ISCI), Individualized General Curriculum (IGC), Individualized Independence Curriculum (IIC), and Early Childhood (ECSE) Standards
	for managing classroom behavior		
Learning to apply course material	Develop and evaluate a curriculum based assessment	Quiz 3: Assignment 4	ISCI 4 K1, K2, S5
	Interpret test scores from standardized and informal assessment instruments.	Quiz 4; Exam 2	ISCI 4 K1, K2, S5
	Describe critical function in CCSS and the integration of critical function, student's symbolic level, and present level of performance to determine goals and objectives.	Exam 1; Assignment 1 & 2	ISCI 3 K3, S1
	Write short term objectives for academic and personal-social skill areas.	Assignment 5; Quiz 4; Exam 2; Exam 3	ISCI 5 S5 ISCI 3 S1
	Describe supports needed to reduce instructional demand for ELL students, students with severe disabilities, and young	Assignment 8	ISCI 7 K4

Council on Exceptional Children (CEC) standards

IDEA Center Learning Objectives	Course Objectives	Evaluation	2012 - CEC Common Core (ISCI), Individualized General Curriculum (IGC), Individualized Independence Curriculum (IIC), and Early Childhood (ECSE) Standards
	children with disabilities.		
	Describe how multicultural educational practices might be integrated into an effective teaching structure.	Assignment 8; Exam 3	ISCI 6 K5 ISCI 3 K4
	Apply time management components to classroom settings	Assignment 7	ISCI 5 S10
	Critique and suggest learning environment modifications that promote student's academic participation	Assignment 8; Exam 3	ISCI 2 K1, K7, S6 ISCI 4 K5
	Describe instructional procedures to promote transfer to mainstream educational settings and successful inclusion.	Quiz 7; Exam 3	ISCI 2 K1, K8
	Describe the characteristics of an evidence-based educator, and the importance of fidelity of implementation	Quiz 7; Exam 3; Assignment 6	ISCI 5 K2, IGC5 K1, IIC5 K1, K3

Learning Resources

Required Text

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

SPED 5040 Course Reader

The readings may be purchased at the bookstore in paper format. You may also download each chapter from the text and each article weekly from canvas. Reading 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. Reading guides are available on canvas prior to the lecture date. You should print them or download them to your computer and arrange them for convenient accessibility. When completed with notes from the readings and lectures, they can be used during quizzes. Reading guides cannot be used during in-class exams.

Learning Activities

Assignments

Assignments should be submitted via the assignment drop box in Canvas 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 Canvas 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 MAY be available for 80% of the total possible points.

Quizzes

There are two types of quizzes in this class. The first type of quiz is assignment rough drafts which should be brought to class or submitted via the drop box. The second type of quiz is available online. You are allowed to use your notes. You will have 3 days to work on a quiz. There are also 3 exams that will take place 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.

Grades

Your grade will be based on the following:	
Items	Percentage
Total	100
Class Assignments (8)	35
Quizzes (7)	15
Exam 1	10
Exam 2	15
Exam 3	25

Your grade will be calculated with this scale:

Grade	Percentage
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	60 - 66
F	0 - 59

Course Schedule

Fall 2015				
Date	Topic	Readings	Assignments	Quizzes/Exams
Logan Sept 2 Regional Sept 3	Class Orientation Introduction to Effective Instruction	Hofmeister & Lubke: Chapter 1 Engelmann 2007 Optional: Perlich 2008 (BEBR)		
Logan Sept 9 Regional Sept 10	Effective Teaching Cycle (in class) Common Core (online)	Hofmeister & Lubke: Chapter 3 Stevens & Rosenshine, 1981		
Logan Sept 16 Regional Sept 17	Common Core: Unwrapping Standards	Lynch & Adams, 2008; Common Core Standards – future ready project; Online Common Core Readings (see CANVAS)	A1 - Common Core Questions	
Logan Sept 23 Regional Sept 24	Common Core: Unwrapping Standards (in class) Introduction to Assessment (online)	Saunders et.al., 2013; Salend, 2008; Types of Scores		Quiz 1 (9/24 – 9/27) Effective Instruction, ETC, Common Core Quiz 2- Upload typed draft of A2 - CCSS assignment prior to class AND bring a copy to class.

Fall 2015

Date	Topic	Readings	Assignments	Quizzes/Exams
Logan Sept 30 Regional Oct 1	Exam 1 (in class) Curriculum Based Assessment (online)		A2 - CCSS Assignment due	Exam 1 Effective Instruction, ETC, Common Core
Logan Oct 7 Regional Oct 8	Curriculum Based Assessment (CBA)	Morgan, 1999 IRIS Module - Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom	A3 - IRIS - Classroom Assessment. Submit your responses to questions 1-5 of the IRIS module	
Logan Oct 14 Regional Oct 15	CBA Practice	Blankenship, 1985		Quiz 3 - Upload typed draft of A4 - CBA assignment prior to class AND bring a copy to class.
Logan Oct 21 Regional Oct 22	Goals & Objectives (online)	Alberto & Troutman, 2009; Lignugaris/Kraft et al., 2001; Cortiella, 2008	A4 - CBA Assignment due	
Logan Oct 28	Goals & Objectives Practice			Quiz 4 (10/29 – 11/1) CBA, Assessment & Goals and Objectives

Fall 2015				
Date	Topic	Readings	Assignments	Quizzes/Exams
Regional Oct 29				
Logan Nov 4 Regional Nov 5	Exam 2 (in class) Time Management (online) Academic Monitoring (online)	Hofmeister & Lubke: Ch. 2 & 5; Rosenkoetter & Fowler, 1986; Heward et al., 1996; Gunter et al., 1995		Exam 2 Review items from Exam 1, CBA, Assessment, Goals & Objectives
Logan Nov 11 Regional Nov 12	Goals and Objectives Practice			Quiz 5- Upload typed draft of A5 - Goals and Objectives Assignment prior to class AND bring a copy to class.
Logan Nov 18 Regional Nov 19	Academic Feedback	Hofmeister & Lubke: Ch 4 & 6; Konold et al., 2004; Gunter et al., 1998;	A5 – Goals and Objectives Assignment due	Quiz 6 (11/19 – 11/22) Time-management; Academic monitoring; Academic Feedback
Week of Nov 23	Evidence-Based Practices (IRIS Modules) (online)	Spencer, Petersen, & Gillam, 2008 IRIS Module: Evidence -Based Practices (Part 1): Identifying and Selecting a Practice or Program IRIS Module: Evidence-Based Practices (Part 2): Implementing and Selecting a Practice or Program	A6 - IRIS Evidence-Practices Assessment Questions due	
Logan	Review of Effective Teaching Cycle	Levy, 2008	A7 – Time Management Assignment Due	Quiz 7 (12/3 – 12/6) Evidence-Based Practices;

Fall 2015				
Date	Topic	Readings	Assignments	Quizzes/Exams
Dec 2	Differentiated Instruction			Differentiated Instruction; Effective Teaching Cycle
Regional				
Dec 3				
Logan		O'Neill & Dunlap, 1989		
Dec 9				
	Differentiated Instruction	IRIS Module: Teaching English Language Learners: Effective Instructional Practices	A8 – Complete IRIS Teaching ELL Module Assessment Questions	
Regional		Optional reading: Richards, Brown, & Forde, 2007		
Dec 10				
Logan				
Dec 14				
1:30				
	Final Exam			Exam 3 Review from Exams 1 and 2 Time-management, Academic Monitoring, Academic Feedback, Evidence- based Practices, Differentiated Instruction
Regional				
Dec 17				
4:30				

Class Policies

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 be let out early. Lectures and the corresponding study guides can be accessed through Canvas 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 3 days following the typical class time to complete the quiz through canvas. 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/>.

Department of Special Education and Rehabilitation 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. **Licensure/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.

Licensure/Undergraduate Course Requirements

Students are required to earn a "B-" or higher in all certification courses. Students who receive a grade below "B-" 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 "B-" 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.

Students who do not apply for certification 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 certificate in Utah must receive a background check completed prior to their student teaching experience. To expedite this process, all students planning on student teaching must submit completed background check forms to the Office of Teacher Certification, Education Building, Room 103.

University Policies

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of

the University Inn, (435)797-2444 (435)797-2444 voice, (435)797-0740 (435)797-0740

TTY, (435)797-2444 (435)797-2444 VP, or toll free at 1-800-259-2966 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Honor Pledge

Students will be held accountable to the Honor Pledge which they have agreed to: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

Academic Honesty

The Instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined by the University's Student Code:

Acts of academic dishonesty include but are not limited to:

- Cheating: (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually"; (2)

depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.

- Falsification: altering or fabricating any information or citation in an academic exercise or activity.
- Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

The complete Code of Policies and Procedures for Students at Utah State University can be viewed at: <http://www.usu.edu/studentservices/studentcode/>.

Incomplete Policy

Executive Memorandum 79-15

A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work - and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the quarter to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the quarter in which the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student's record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.

SPED 5540 – Assessment of Students with Significant Disabilities

Course Schedule

SPED 5540

NOTE: The first 5 class sessions will be Jan. 11-15, 9:00-11:00 in room 330D; remaining sessions are completed ONLINE

Module	Topic	Reading(s)	Assn/Act Due Dates
Session 1 1/12 8:00-10:00 MONDAY TSC 336	Assessment for Instructional Needs: Introduction/Review	Articles on Canvas: • Understanding Derived Scores • Code of Fair testing Practices • Eight Provisions • Report Assessment Results	NOTE: Reading Check: Derived Score & Activity: Derived Score are open now but due Friday.
Session 2 1/13 8:00-10:00 TUESDAY TSC 336	Vineland Adaptive Behavior scale A	Vineland Adaptive Behavior Scales, Chapters 1, 2, 3	Reading Check: Vineland A
Session 3 1/14 8:00-10:00	Vineland Adaptive Behavior Scale B	Vineland Adaptive Behavior Scales, Chapter 4	Reading Check: Vineland B ACTIVITY (in class):

WEDNESDAY			<i>Vineland</i>
TSC 336			
Session 4 1/15 8:00-10:00 THURSDAY HSRC 105	BRIGANCE Inventories A	1. Brigance Inventories 2. How to Report Assessment Results	Reading Check: Brigance
Session 5 1/16 8:00-10:00 FRIDAY TSC 336	BRIGANCE Inventories B	PLOP Review	Reading Check: Derived Score Activity: Derived Score ACTIVITY (in class): <i>BRIGANCE</i>
Session 6 Open: 1/16 Due: 2/2 ONLINE	Assessment and Instruction of Persons with Profound/Multiple Disabilities – Part A	Snell/Brown - Pages 88-117	Reading Check: Assessment A Activity Comprehension Check Discussion Question Online Session Evaluation
Session 7 Open: 1/16 Due: 2/2 ONLINE	Assessment and Instruction of Persons with Profound/Multiple Disabilities – Part B	Snell/Brown - Pages 73-88	Reading Check: Assessment B Activity Comprehension Check Discussion Question Online Session Evaluation

Session 8 Open: 1/16 Due: 2/2 ONLINE	Dynamic Learning Maps/Essential Elements	• DLM Manual • DLM Guide to Practice • Complete Objectives on Canvas	Reading Check Comprehension Check Discussion Questions Online Session Evaluation Turn in mailbox: ASSN: Brigance Inventory ASSN: Vineland Adaptive Behavior Scale
February 2	Final Exam		

Text

Course Information

Credit: 1

Schedule/Location:

- TSC 336: January 12, 13, 14, & 16 (Monday, Tuesday, Wednesday, & Friday) 8:00 – 10:00
- HSRC 105 January 15 (Thursdays) 8:00 - 10:00
- Remaining sessions will be ONLINE

Required Text: Snell, M.E. & Brown, F. (2011). Instruction of Students with Severe Disabilities (7th ed.). Pearson Education Inc., Upper Saddle River, New Jersey.

You will use the Smith & Brown text for portions of the course, other assigned readings will be posted on Canvas.

Instructor Information

Instructor: Kimberly H. Snow M.Ed.

E-mail: In Canvas

Office: EDUC 301

Office Hours: Monday and Wednesday 11:30-11:30, drop in, and by appointment Phone:
435-760-3236

Purpose

This seminar will provide students with knowledge and skills necessary to conduct assessment activities with individuals with severe disabilities. Specifically, the course will cover normreferenced/standardized, criterion-referenced, and alternative assessment instruments. Students will complete assignments in administering, interpreting, and communicating results of each type of assessment. The outcome will be increased skills in administration, interpretation, and communication of assessment activities typical of students who have severe disabilities.

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs (ELN) and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

General Course Expectations

1. Assignments are to be turned in at the beginning of class time as outlined on the schedule on the date they are due. Late assignments will be assessed a 30% penalty for up to 7 calendar days. Assignments submitted more than 7 calendar days after the due date will receive a score of zero. If a student anticipates being unable to submit an assignment by the due date for reasons beyond the student's control, she/he must contact the course instructor before the due date to seek approval for a time-limited extension. It is the student's responsibility – not the instructor's

responsibility – to initiate request for extension, obtain approval before the due date, and receive written confirmation from the instructor.

2. No student shall represent, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any assignment for this class. This applies to papers similar or identical to papers submitted by other students in this class or other classes. There are no group assignments; therefore, no work identical or similar to the work of other students should be submitted. See The Code of Policies and Procedures for Students At Utah State University, Section V-3A Academic Integrity – The Honor System, #3.
3. No student shall falsify any information or citation in an academic activity, including data recorded on student behavior. See The Code of Policies and Procedures for Students At Utah State University, Section V-3A Academic Integrity – The Honor System, #2.
4. No student shall engage in any other activity interpreted by the instructor or teaching assistants as meeting the definition of academic dishonesty as described in Section V-3A Academic Integrity – The Honor System.
5. Students are expected to attend class sessions and to remain for the entire scheduled period unless previous arrangements are approved by the instructor. Unless approved by the instructor, students should not arrive late to class. Late arrival will result in forfeited Class Participation points.
6. It is the student's responsibility to bring questions regarding scoring of quiz questions, assignments, and other issues to the instructor. The recognized method of bringing questions to the instructor is to submit them via written note or email or set up an appointment to meet with the instructor. Class time will not be compromised by discussing individual concerns regarding scoring. Be sure to reference the pages and paragraphs of reading materials justifying the student's position regarding scoring when submitting an email with a concern.

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Council on Exceptional Children (CEC) standards

Standard	Description	Evaluation
IIC1: K1	Definitions and issues related to the identification of individuals with exceptional learning needs.	Quiz, Exam
ISCI 4: K1	Basic terminology used in assessment.	Quiz, Exam

ISCI 4: K2	Legal provisions and ethical principles regarding assessment of individuals.	Quiz, Exam
ISCI 4: K3	Screening, pre-referral, referral, and classification procedures.	Quiz, Exam
ISCI 4: K4	Use and limitations of assessment instruments.	Quiz, Exam
ISCI 4: K5	National, state or provincial, and local accommodations and modifications.	Quiz, Exam
ISCI 4: S1 - Gather relevant background information.	Gather relevant background information.	Quiz, Exam, Assignments
ISCI 4: S2 Administer		
nonbiased formal and informal assessments.	Administer nonbiased formal and informal assessments.	Quiz, Exam, Assignments
ISCI 4: S4 - Develop or modify individualized assessment strategies.	Develop or modify individualized assessment strategies.	Quiz, Exam, Assignments

ISCI 4: S5 - Interpret information from formal and informal assessments.	Interpret information from formal and informal assessments.	Quiz, Exam, Assignments
IIC4: K1 - Specialized terminology used in the assessment of individuals with exceptionalities	Specialized terminology used in the assessment of individuals with exceptionalities	Quiz, Exam
IIC4: S3 - Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities	Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities	Quiz, Exam, Assignments
ISCI 6: S8 Use verbal, nonverbal, and written language effectively.	Use verbal, nonverbal, and written language effectively.	Quiz, Exam

Text

Course Objectives
IDEA Objectives

Objective	Evaluation
1. Gaining factual knowledge (terminology, classifications, methods, trends)	• Weekly quizzes from readings on select topics • Lectures • Exam
2. Learning to apply course material (to improve thinking, problem solving, and decisions)	• In-class activities • Administer Brigance Inventory • Administer Vineland Adaptive Behavior Scale • Essential Elements/ Dynamic Learning Maps • Derived Score assignment
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Comprehension Checks on select topics, Report on Vineland Adaptive Behavior Scale results, Report on Brigance Inventory results

Text

Learning Resources

Course Requirements

Reading Checks

Most sessions will require you to complete a Reading Check and must be submitted by the beginning of each class session (refer to course calendar) for credit. The Reading Checks will check your knowledge

regarding the materials required to read for that session. Reading Checks will consist primarily of short answers but may contain multiple choice, true/false and application questions.

- Product: Submitted answers through Canvas, will close at the beginning of each session and will NOT be reopened for completion. Points: 10 each
-

Assignments

Brigance Inventory. Students will administer one of the Brigance Inventories.

- Products:
 - A completed Brigance Inventory test protocol.
 - A 2 - 3 page paper describing the participant and correctly interpreting test results. Points:
 - 50

Vineland Adaptive Behavior Scale (ABS). Students will administer the Vineland ABS.

- Products:
 - A completed Vineland ABS test protocol.
 - A 2 - 3 page paper describing the participant and correctly interpreting test results.
 - Points: 50

Activities

Online sessions will contain an activity which you will complete through Canvas. These activities may require you to apply what has been presented in the session and may take short amounts of time over a few days to complete so plan accordingly. These will be due at the beginning of class session (refer to the course schedule).

- Product: Submitted answers through Canvas, will close at the beginning of each session and will NOT be reopened for completion. Points: 20 each
-

Comprehension Checks

Online sessions will contain an Comprehension Checks which you will complete through Canvas. These checks will assist the student in comprehending the information included in the session by allowing the student to answer questions regarding the materials presented , explain reasoning, application of informtion, etc. These will be due at the beginning of class session (refer to the course schedule).

- Product: Submitted answers through Canvas, will close at the beginning of each session and will NOT be reopened for completion. Points: 20 each
-

Applied Summary

At the end of each online session you will be asked to complete an Applied Summary that will have you apply a specific concept, strategy or idea introduced in the session. This is a way for you to summarize some thoughts.

- Product: Submitted answers through Canvas, will close at the beginning of each session and will NOT be reopened for completion. Points: 10 each
-

In-class Activities

There will be a number of in-class activities. Students must be present to earn points and actively participate completing requirements; students will NOT be allowed to make up the activities. Activity points will be reflected in the participation points.

Exam

A final exam will cover assessment concepts and procedures. It will be administered on the course website. See due date on the course calendar.

Participation and Class Demeanor

The instructor expects that each student will actively participate in class discussion. Up to 20 participation points may be earned throughout this course.

Participation is defined as occasional verbal contributions to class discussion/activity that extend and enhance group process. Participation is NOT defined as merely attending class.

Courteous demeanor is defined as

1. arriving on time
2. leaving at the scheduled time and not before (unless the instructor is notified and has approved the request)
3. listening (not talking) during lecture or class discussion.

Ringling cell phones, talking on cell phones, text messaging, surfing the internet on laptops, and similar activities will result in forfeiture of points. Other behaviors inconsistent to courteous demeanor, such as arriving late, leaving early, or talking to neighbors during lecture/discussion, will result in significant reduction or forfeiture of points.

Absences: Contact the instructor through Canvas email prior to scheduled class time. Students are expected to attend class sessions and to remain for the entire scheduled period unless the instructor approves previous arrangements. Unless approved by the instructor, students should not arrive late to class. Late arrival will result in forfeited Participation points.

Evaluation Procedures

Your grade will be based on the following:

Items	Points
Reading Checks	70
Activities	50
Comprehension Checks	80
Applied Summary 30 Assignment	
BRIGANCE 50	
Assignment Vineland	50
Final Exam	50
Participation Points	20
Total Points	400

Refer to "schedule" for due dates.

Your grade will be calculated with this scale:

Grade	Percentage	Points
A	94 - 100	376 - 400
A-	91 - 93	364 - 375
B+	88 - 90	352 - 363 B
	85 - 87	340 - 351 B-
	82 - 84	328 - 339
C+	79 - 81	316 - 327 C
	76 - 78	304 - 315 C-
	73 - 75	292 - 303
D+	70 - 72	280 - 291 D
	67 - 69	268 - 279 F
- 66	0 - 267	

You will have the opportunity to earn Extra Credit:

Items	Points
Item	-
Total Extra Credit Points	-

Course Policies and Responsibilities

Changes in Course Assignments and Schedule

The instructor reserves the right to adjust the course assignments, tests, and schedule in order to best attain the objective of the course. Any changes in assignments, due dates, test dates, and test content will be announced in class.

Student Code

Students need to adhere to student code by not interfering with the instruction or the learning of other students. The instructor encourages that each student will actively participate in class discussion.

Participation is defined as occasional verbal contributions to class discussion/activity that extend and enhance group process. Participation is NOT defined as merely attending class.

Courteous demeanor is defined as

1. arriving on time
2. leaving at the scheduled time and not before (unless the instructor is notified and has approved the request)
3. listening (not talking) during lecture or class discussion
4. ringing cell phones, talking on cell phones, text messaging, surfing the internet on laptops, similar activities or other unrelated computer use during class time are not accepted in this course
5. do not read the newspaper or other unrelated materials during lecture.

If this becomes a problem by interfering with the instruction of the instructor and interrupting the learning and listening of other students you may be asked to leave the class.

Student Responsibilities

As members of the academic community at Utah State University, students share responsibility for its growth and continued well-being and for maintaining an environment, which encourages free inquiry and expression. Students are expect to engage in reasonable and substantial preparation for their

coursework, to follow course and class guidelines as set forth in syllabi and as announced by their instructors, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency and a concern for personal dignity. These responsibilities are the foundation of the University's Standards of conduct (the Honor System – see: section V-3. – Misconduct – see: section V – 3).

Academic Honesty

Please read through the Honor System Guidelines on the Course Content page under Introduction & Policies. For more information, refer to Academic Honor Code. Be aware that we use the following definitions:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

- to steal and pass off (the ideas or words of another) as one's own to
- use (another's production) without crediting the source to commit
- literary theft
- to present as new and original an idea or product derived from an existing source. In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

The legitimacy of group work has become an issue in on-line classes. In the past classes there have been situations in which group work could have been considered cheating or plagiarism. "Legitimate" group work is defined as teacher-authorized activity that takes advantage of consultation with your peers, providing you with ideas, suggestions, and corrections, which you take into consideration in the development of your unique and individual product.

Reading the text and writing answers to the study guide items, then working closely with other students, comparing study guide answers, and attempting to resolve different understandings is an excellent learning technique and is strongly encouraged. However, failing to do the reading and memorizing answers that another student has written for the study guide is not legitimate group work; it is considered cheating.

Drafting the assignments, then comparing specific aspects of your product to others' and discussing teaching situations and SPED issues is legitimate and encouraged. Copying someone else's quizzes or assignments is not legitimate; it is considered cheating. Completing the assignments as a group project is not legitimate; it is considered cheating. You must make your own decisions about every detail of your assignment.

Always, if you are unsure about boundaries of legitimate group work, please

1. ask for clarification from the instructors
2. make full disclosure so that there is no question about your intentions

We are very happy to talk about these boundaries and work with you to maximize your learning and maintain individual accountability.

Students who violate the Academic Honesty Policy will be reported to the Student Conduct Officer.

Department of Special Education and Rehabilitation 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. Licensure/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.

LICENSURE/UNDERGRADUATE COURSE REQUIREMENTS

Students are required to earn a "B-" or higher in all certification courses. Students who receive a grade below "B-" 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 "B-" 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.

Students who do not apply for certification 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 certificate in Utah must receive a background check completed prior to their student teaching experience. To expedite this process, all students planning on student teaching must submit completed background check forms to the Office of Teacher Certification, Education Building, Room 103.

University Policies

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Honor Pledge

Students will be held accountable to the Honor Pledge which they have agreed to: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

Academic Honesty

The Instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined by the University's Student Code:

Acts of academic dishonesty include but are not limited to:

- Cheating: (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually"; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on

a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.

- Falsification: altering or fabricating any information or citation in an academic exercise or activity.
- Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

The complete Code of Policies and Procedures for Students at Utah State University can be viewed at: <http://www.usu.edu/studentservices/studentcode/>.

Incomplete Policy

Executive Memorandum 79-15

A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work - and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the quarter to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the quarter in which the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student's record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.

SPED 5530 – Eligibility Assessment for Students with Mild/Moderate Disabilities

Instructor: Nancy Glomb

Email: nancy.glomb@usu.edu

Office Phone: 435-797-3911

Credit: 1 P/F

Purpose

This course is intended to provide students with a basic understanding of standardized assessment procedures as they relate to eligibility determination for special education services. Standardized tests will be understood as one of many sources of information on student performance that are useful in determining current skill levels and increasing the effectiveness of instruction. We focus on the Achievement portion of the Woodcock-Johnson Psychoeducational Batteries (WJ-III.)

Overarching IDEA Objectives:

IDEA Objective #3: Apply course material *in eligibility assessment for students with mild/moderate disabilities.*

IDEA Objective #4: Develop specific skills, competencies, and points of view *for assessing students for eligibility for special education services.*

IDEA Objective #8: Develop skill in expressing myself orally and in writing *when communicating eligibility assessment results to parents, students, and other school professionals.*

Specific Course Objectives:

2012 CEC Standard	Objective/Activity
ISCI 4 K4	1. Students will describe the scope, organization and appropriate use of the Woodcock-Johnson.
ISCI 4 S2	2. Students will correctly and fluently administer all subtests of the WJ Achievement Standard

	Battery.
ISCI4 S5	3. Students will use the WJIV online scoring program to obtain derived scores from the WJ.
2012 CEC Standard	Objective/Activity
IGC4 K3 ISCI 4 S1	4. Students will interview the parent of the testing subject and integrate background information into a final report.
ISCI 4 S5	6. Students will provide a basic interpretation of intelligence test scores in the context of eligibility determination.
ISCI 4 S7	7. Students will submit a final eligibility report that includes recommendation for special education eligibility according to the Utah State Office of Education Special Education Rules and Regulations.

Reading and Materials:

Woodcock-Johnson Tests of Achievement – IV: Test Kit and Examiner’s Manual

Special Education Rules and Regulations, Utah State Office of Education

Assignment

Eligibility Report (100 possible points)

NOTE: You may begin this assignment when, and only when, you have passed the checkout on administration. You will be required to administer two subtests to your site mentor or in some cases your instructor. You must pass the check out with 90% accuracy on the WJ III Examiner Training Checklist. If you receive a rating of less than 90%, you may schedule a second checkout session.

The eligibility report entails administering the Standard Battery to a school-age child or adolescent between the ages of 6 and 17, using the Riverside online scoring program to obtain derived scores, and writing a report to the subject's parents. **The child you choose for this assignment may NOT be a student who is currently receiving special education services or is scheduled for a standardized psychoeducational assessment. Testing a student who is currently, or may have been referred, for special education services, may result in expulsion from the class and a grade of F.**

The final written report should include the following:

1. The child's name (not real ☺), date of birth, date of testing, current age
 - b. The reason for referral. (Everyone in this class is evaluating their student to determine whether they meet the eligibility criteria for a Specific Learning Disability)
 - c. Background Information (to be collected via a structured interview with a parent or legal guardian)
 - d. A description of the testing session, including where the test was given, general time of day, and the child's behavior.
 - e. A general description of the content and use of the WJ IV, including a statement about the validity and reliability of the test, and whether the student you tested is appropriately represented in the norming sample.
 - f. Test results and interpretation, including the actual subtest and cluster scores and what each score means.
 - g. A summary statement about the student's current level of academic and cognitive functioning.
- * You'll all be including fictitious IQ scores in your report that you will receive from me.**

h. Recommendations for further testing and whether or not the student meets criteria for a specific learning disability according to the eligibility criteria in the USOE Rules and Regulations. For this report, you will be using the criteria used for the **Discrepancy Method**.

The report should be 5 to 7 pages and *must be understandable to most parents*. This means that you will have to clearly define all technical terms that you use. Reports will be evaluated with respect to quality of writing, appropriateness of language, completeness, accuracy and how well you analyze the scores. ***Because you will have until the end of the semester to complete this assignment you may email me rough drafts up until the last week of classes.*** When you submit your final report, include the Test Record Booklets, the CompuScore output, the Structured Interview Form, and the Eligibility Report.

Final Grade Percentages

The total number of possible points for this class is 150. Grades will be computed on a percentage basis using the following scale:

$$94 - 100 = A$$
$$78 - 80 = C+$$

90 - 93 = A-

$$73 - 77 = C$$

88 - 90 = B+

71 - 72 = C-

$$84 - 87 = B$$
$$60 - 70 = D$$

81 - 83 = B-

Below 60 = F

Schedule

Date	Topic/Activity
Thursday September 17 IN CLASS	➤ Course and assessment report overview ➤ Presentation on administration and scoring ➤ Parent Interview
Friday September 18 to	➤ Identify testing subject and parent who will consent to be interviewed (if you haven't already) ➤ PRACTICE PRACTICE PRACTICE PRACTICE PRACTICE PRACTICE PRACTICE PRACTICE PRACTICE PRACTICE PRACTICE PRACTICE

Sunday October 18	PRACTICE PRACTICE PRACTICE PRACTICE PRACTICE PRACTICE PRACTICE PRACTICE PRACTICE PRACTICE (You get the idea!)
Monday October 19 to Friday October 23	➤ Schedule a time with Nancy to do an administration “check out” ➤ Schedule your test administration time and parent interview as soon as you “check out”
Saturday October 24 to Wednesday November 18	➤ Conduct parent interview ➤ Administer Woodcock Johnson Tests 1 – 11 in the Standard Battery
Thursday November 19	➤ Online scoring and Report Writing
Friday November 20 to Friday December 11	➤ Write and revise.....as much as you want! ➤ <i>Final reports are due by 5:00 pm on Friday, December 11.</i>

APPENDIX B

ASSESSMENT ASSIGNMENTS – FORMATIVE & SUMMATIVE

APPENDIX B

FORMATIVE AND SUMMATIVE ASSESSMENTS

Elementary Education Assessments

Lesson Plan Book Unit

Objectives:

- TSW analyze and construct learning activity objectives in ABCD format.
- TSW use a taxonomy of cognitive processes to assist developing learning activity objectives.
- TSW articulate differentiation pathways that address specific learner needs.
- TSW implement a variety of differentiation strategies that address differences in student traits.

Sample Practice Scenarios (Formative Assessments):

- Scenario 2B
This practice is timed to give you simulated experience for thinking "on-your-feet" about differentiation pathways. Before you begin the quiz, randomly select one of the students from your assigned case class to use as the basis for the situation that will be described in the question. Before you open the question, select one of the students (one you've not used before) from your case class to use as an example in the question you'll be asked to respond to. Also, make sure you have access to Figure 2.2 of FTP (p. 16).
You are meeting as a grade level team following a training in which you learned about the student needs illustrated on Figure 2.2 of FTP (p. 16). One of the teachers on your team says she doesn't understand what the elements mean. Select one of the elements and, using the student you selected from the quiz instructions as an example, explain, in your own words, what that element means.
- Scenario 3A
Use the following as your guides:
Standard 1 (Culture): Students will recognize and describe how people within their community, state, and nation are both similar and different.
Objective 1: Examine and identify cultural differences within the community.
ABCD Learning Activity Objective: Based on the cultural identities of fellow students in our class, the student will accurately identify and respectfully attend to the cultural differences found in our classroom.
You will now receive step-by-step instructions on how to complete this performance assessment. When you submit your response, be sure to label what you have done for each step.
Step 1. Create the basic learning activity you would plan to do to accomplish the Learning Activity Objective (e.g.: Each student might share a little history of his or her surname followed by a class discussion of the delightful differences discovered.)
Step 2. Select a basis for a Tiered Lesson (i.e., readiness, learning profile, interest) and indicate how you would modify the activity (e.g., Tiering the surname project for interest, students would be asked to indicate their preference for doing research 1, 2, 3, or 4 generations back. They would then be grouped in generational interest groups and asked to decide as a group what should go on a coat-of-arms each would create. They would then, as group, help each other create an individual coat-of-arms for one of the last names in their assigned generation. The completed coats-of-arms would be posted on a classroom bulletin board by generation.)
Step 3: Select an exceptional student (i.e., either excelling or struggling) from your class who was not used in any previous LP exercises you have done. Indicate how your tiered lesson meets at least two of the affective needs of that student as defined by Tomlinson (i.e., affirmation, contribution, power, purpose, challenge).

Sample Pre/Post Performance Items (Summative Assessment):

- Write an ABCD objective for an activity in which students will complete a graphic organizer to compare and contrast arthropods (crustaceans, spiders, insects, millipedes, centipedes). Include each ABCD element.
 - Considering the following ABCD objective, describe how you would expand the activity to tier for student interest:
 - Using sets of items provided by the teacher, the students in tiered groups will categorize the items according to shape.
- Note: You need not rewrite the ABCD objective. Just describe how you would organize this as a tiered lesson.

Cumulative File Unit**Objectives:**

- TSW interpret school scores from the state accountability system.
- TSW interpret student scores from the state accountability system.
- TSW interpret percentile scores.
- TSW acknowledge error in test scores.

Sample Practice Scenarios (Formative Assessments):

- Scenario 1A.
Review your notes and the information on from the PowerPoints titled [Purposes for Assessment](#) and [School Accountability Measures](#).
- 2. Go to the Public Schools Data Gateway and locate the information for our case school: Liberty Elementary School in Murray School District. Write a brief paragraph in the text entry box that explains what this school's federal reporting score or school grade means. How should an educator interpret this score for an uninformed person?
- 3. Choose one of the students from your selected case class and in one paragraph consider these questions: How would the parents get access to this information about the school? Would they pay attention to it or understand what it means if they had access? What decisions about their family and their child would they be able to make because they had the information? What questions might it raise about the school? your teaching? their child?
- Scenario 3B
This is an "on-your-feet" decision-making exercise. Once you open the question, you'll have 30 minutes to type your response. Pretend you are in a team meeting with another teacher. In the team meeting you are trying to decide which students to pair with which other students for peer tutoring. Using the rule that the closer in achievement the students are to each other, the better peer tutors they will make, randomly select 4 students from your case class. Discuss which students would make good peer tutors for each other and which would not. Use both quantitative and qualitative data to make and justify your decision. Any discussion of quantitative information should use the outline provided in class for interpreting test scores.

Sample Pre/Post Performance Items (Summative Assessment):

- Suppose a student received a proficiency rating score of 3 on the Utah 3rd grade end-of-level test in Mathematics. Explain to a parent, as if in parent teacher conference, what the score means.
- Suppose that your school has received a score of 450 in the state's accountability system. Explain this score as if you were presenting the score at a PTA meeting.

Grade Book Unit

Objectives:

- TSW recognize the advantages and disadvantages of a variety of record-keeping and grading schemes—including electronic gradebooks.
- TSW use results from formative assessment, as well as benchmark testing, to plan appropriate learning opportunities for students.
- TSW develop a repertoire of informal strategies for monitoring student progress during a lesson.
- TSW will apply the rules for evaluating and writing a variety of items for a teacher-made test.

Sample Practice Scenarios (Formative Assessments):

- Scenario 2B
Select a student from the benchmark record for your chosen case class: [2nd grade](#) or [5th grade](#). This student must be a different student than the one you chose for Practice Scenario GB 2A. Also study the individual record for this student. You may have a copy of the individual record and the benchmark record available while answering this question. When you've selected the student and studied the records, you may open the question.
At your grade level team meeting, you bring up the name of the student you have selected as a student for whom special attention may be needed in reading. One of the teachers is uncertain why special attention would be needed for this student, given that this student is at or above grade level expectations. Explain to your fellow teachers why this attention is needed. Use at least three pieces of data, including information from the benchmark record to explain your reasoning to this teacher.
- Scenario 4A
Select 1-3 standards and/or objectives from within the same subject area (e.g., language arts, math, social studies) for your selected grade level (2nd or 5th) from this link to the Utah State Core Curriculum.
In your submission be sure to indicate what standard(s) and objective(s) you are using. Write a set of three multiple choice questions for the selected standard(s) that adhere to the rules given in ASA Chapter 6.
The following example is from the 3rd Grade Health Curriculum:
Selected Standard: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.
Objective 1: Recognize the health implications of alcohol and tobacco use.
 - a. Identify both the short- and long-term effects of alcohol and tobacco use.
 - b. Describe the effects of passive smoke.
 - c. Determine the financial impact of alcohol and tobacco use.

Multiple Choice Item #1. When adults smoke around children, they are exposing children to _____ .

 - A. inadvertent smoke.
 - B. passive smoke.
 - C. simple smoke.

Multiple Choice Item #2. Which of the following has NOT been shown by research to result from long-term smoking?

 - A. Chronic cough
 - B. Lung cancer
 - C. Swine flu

Multiple Choice Item #3. What kind of "test" does a police officer give right on the street to a person suspected of drunk driving?

 - A. Blood alcohol level test
 - B. Driver's license test
 - C. Field sobriety test

Sample Pre/Post Performance Items (Summative Assessment):

- You keep a standards-based gradebook in which you periodically record how well a student is showing understanding on **designated formative assessment** of each objective in the unit. You use a 4-point scale with 4 being the highest and 3 indicating adequate or sufficient evidence that the grade level standard is being met.

Here is your record for three students of four assignments all relating to the **same** objective:

Student X 4 4 4 4

Student Y 3 3 3 3

Student Z 2 2 3 4

Based on this information alone, tell which student or students should **not** receive an A for this one objective and why?

- Describe how anecdotal notes could be collected and organized for purposes of formative assessment.

Secondary Education

Assignment #1

Please use the UBD Planning Template and the UT CORE for your content area, and, not required, a beginning unit plan you have created in the past (if you have one from your content methods course). After learning about the Stage 1, 2, and 3 UBD concepts and using your CORE curriculum, fill in the Stages 1, 2, and 3.

- STAGE 1. Identify desired results. *What should students know, understand, and be able to do? What content is worthy of understanding? What "enduring" understandings are desired? What essential questions will be explored?*
- Consider your curricular CORE standards for your content area per the USOE Website
<http://www.schools.utah.gov/CURR/main/Areas-Programs.aspx>
- STAGE 2. Determine acceptable evidence. *How will we know whether students have achieved the desired results? What will we accept as evidence of student understanding and proficiency?*
- Think like an assessor and think about the desired results of meeting the content you identified in STAGE 1. What will the final evidence look like when students have achieved the learning targets?
- Stage 3. Plan learning experiences and instruction. *What enabling knowledge and skills will students need to perform effectively and achieve desired results? What activities, sequence, and resources are best suited to accomplish our goals?*
- Clearly identified results and appropriate evidence of understanding in mind will lead you to the most appropriate instructional activities.
- Remember the focus is not on lots of activities but rather targeting a larger, plan for big ideas. Use the [Planning template \(Fig 3.2 pg 31\)](#) in the Tomlinson & McTighe.

The following is the rubric used to assess the student development of the UBD unit.

Curriculum Unit ASSESSMENT(/84 pts) Student Teacher _____ Evaluator Cuch

	Lesson Plan 1	Lesson Plan 2	Lesson Plan 3
State Core Curriculum Standard: (4pts) Student Development	4 3 2 1	4 3 2 1	4 3 2 1
Lesson Objective(s): (4pts) Content Pedagogy	4 3 2 1	4 3 2 1	4 3 2 1
Lesson Activities: (4pts) Multiple Instructional Strategies	4 3 2 1	4 3 2 1	4 3 2 1
Curriculum Materials: (4pts) Communication & Technology	4 3 2 1	4 3 2 1	4 3 2 1
Classroom Management: (4pts) Motivation & Management	4 3 2 1	4 3 2 1	4 3 2 1
Diverse Learners: (4pts) Diverse Learners	4 3 2 1	4 3 2 1	4 3 2 1
Formal Assessment & formative during lesson	4 3 2 1		
Performance Assessment & formative during lesson		4 3 2 1	
Informal Assessment formative during lesson & example of summative at the end of the lesson			4 3 2 1
Total points	/28	/28	/28

4 – Demonstrates outstanding level of competence	3 - Demonstrates high level of competence	2 - Demonstrates acceptable standard of competence	1 – not acceptable
Conventions			
*There are no errors of spelling, punctuation, or usage. Font is readable.	*There are one or two errors of spelling, punctuation, or usage. Font is readable.	*There are three or more errors of spelling,	*Spelling, punctuation, or usage errors make reading

		punctuation, or usage. Font is readable.	difficult. Or font is not readable.
State Core Curriculum Standard: (4pts) Student Development			
*Clear how this curriculum fits with USOE CORE and the content area *Relationship of curriculum to state or district guidelines shown *Alignment with preceding/following courses or units *Prerequisites identified *Pre-Assessment	*Clear how this curriculum fits with the USOE CORE and content area *Relationship of curriculum to state or district guidelines shown	*Clear how this curriculum fits with the USOE CORE and content area	*Unclear how this curriculum fits with the USOE CORE and content area
Lesson Objective(s): (4pts) Content Pedagogy			
*Includes overall intent of curriculum *Matches objectives to content *Clear & concise *Meaningful & significant to learners *Objectives go beyond cognitive level	*Includes overall intent of curriculum *Matches objectives to content *Clear & concise	*Includes overall intent of curriculum *Matches objectives to content	*Unclear intent of the curriculum and no objectives are specified
Lesson Activities: (4pts) Multiple Instructional Strategies			
*Are based on student goals *Are learner centered and inclusive of learner styles *Address various learning levels	*Are based on student goals *Are learner centered and inclusive of learner styles *Address various learning levels	*Are based on student goals *Are learner centered	*Unclear intent of the student goals *Unclear as to the instructional level
Curriculum Materials: (4pts) Communication & Technology			
*Use of written and oral communication is meaningful and correlates to the lesson objectives *Incorporates technology in meaningful ways	* Use of written and oral communication is meaningful and correlates to the lesson objectives *Incorporates technology	*Use of written and oral communication is somewhat effective *Technology was mentioned but not used	*Unclear use of written and oral communication *No use of curriculum materials

*Developed/used materials in appropriate ways			
Classroom Management: (4pts) Motivation & Management			
*Utilized meaningful and effective ways to maintain learning of objectives *Provided multiple ways to manage the curriculum and student learning *Incorporates positive and diverse classroom management techniques	*Utilized meaningful and effective ways to maintain learning of objectives *Classroom management was somewhat diverse in nature; some students were learning	*Utilized somewhat meaningful ways to maintain learning of objectives *Students are somewhat on task	*Unclear of classroom motivation in teaching *Intention to create meaningful learning was mentioned
Diverse Learners: (4pts) Diverse Learners/Differentiation			
*Provisions for more motivated students *Provisions for students with special needs (ELA/SPED) *Multiple methods of demonstration of learning *Effective remediation plan	*There are provisions for more motivated students *There are provisions for students with special needs (ELA/SPED)	*There are provisions for more motivated students	*There is no mention of Differentiation *No provisions for more motivated students
Assessments (use for all three types)			
*Are based on learning results * Include several levels of cognitive domain * Specifies how the learning will be demonstrated *Are tied to appropriate assessment strategies	*Are based on learning results * Include several levels of cognitive domain * Specifies how the learning will be demonstrated	*Are based on learning results * Include several levels of cognitive domain	*There are no learning results indicated *There is no clear connection between cognitive domain and assessments

Selected & Constructed Response Questions

After determining the USOE Common CORE curriculum requirements, determining the Enduring Understandings, activities, and assessments you will use in your Curriculum Unit, please share the four (4) Selected Response and two (2) Constructed Response Questions developed based upon your Enduring Understandings the students will Know and Do during the unit lessons. Then respond to two (2) other student responses and provide feedback on their questions as they relate to appropriateness of question length, concepts to be assessed, and point allocation to determined learner output.

Assignment #2: Performance tasks and Rubric Development

You will be asked to develop and use Performance Tasks and Rubrics in your Curriculum Unit. Now is your chance to get your feet wet in writing one rubric. You will work in your Teaching Style Group to complete this assignment. Please create a Google Docs account and share your rubrics with one another and provide feedback to those in your group. Make sure you have had a chance to make a comment on each of your group's member rubrics before handing your final rubric in. When you are completely satisfied with your individual Rubric, post the final word doc or PDF to the Assignment tab. No Google Doc link please.

If your evidence is more Task Specific then you will write one (1) rubric for a particular task embodies in a specific performance test. It will be called a Task-specific rubric on a 4 point scale.

If your evidence is more focused on Instructional Planning as realized by what you are directly instructing, then you will write one (1) rubric for a Skill-focused rubric on a 4 point scale.

The rubrics must be related to the Determined Acceptable Evidence as listed in your draft Backwards Design. For more detailed information on the writing of these two (2) types of performance rubrics, please see chapter 8 of your Popham text.

Getting to know you the learner!

1. Tell me a little about what brings you enjoyment when you are learning something new. Be specific. You may draw a diagram if it helps explain your example.

2. Describe a little background of what you do when you aren't attending classes at Utah State University.

3. What multiple intelligence(s) (MI) do you use when learning? (provide a number from 1-8 with 1 being the lowest and 8 being the highest in ranking.)

Linguistic intelligence ("word smart")

Logical-mathematical intelligence ("number/reasoning smart")

Spatial intelligence ("picture smart")

Bodily-Kinesthetic intelligence ("body smart")

Musical intelligence ("music smart")

Interpersonal intelligence ("people smart")

Intrapersonal intelligence ("self smart")

Naturalist intelligence ("nature smart")

If you are not sure which MI, please visit this [website](#) (Links to an external site.) to find out.

4. What personal qualities do you bring to the classroom? (i.e. personality, temperament, motivation, intentions, persistence)

5. Provide any other areas that you feel are important for me to know regarding what you need to have access to in order for you to learn at the highest level. (i.e. health, learning areas, ELL, or family)

6. Please take a moment to complete the [Grasha Riechman Teaching Style Survey](#). (Links to an external site.) This online tool will automatically provide your score. Please provide your ratings from highest to lowest here.

7. What else are you waiting for me to ask but haven't had a chance to tell me?

Non-graded Readiness Questionnaire for SCED 4210

Directions: Please take a moment to detail what you know about the following items. Do not do any research about the concepts nor should you feel you should know about the topics at this point in the course. Please add your responses in the spaces below in italic font. Thank you.

Part 1: What do you want to learn about Differentiated Instruction?

These are some of the concepts we'll learn about related to Differentiated Instruction. I want to know what you know about the following topics or concepts. Please number your choices from 1-5. Make sure that 1 is your most knowledgeable and 8 is the least knowledgeable.

- _____ adjustments according to student prior knowledge
- _____ adjustments according to student interest
- _____ tasks where students have key elements to complete
- _____ role of the student and teacher are defined
- _____ integrate student readiness levels into the lesson planning

Part 2: What can you tell me about Differentiated Instruction?

Directions: Read the question below and write as much as you can about each area.

1. What does it mean to differentiate instruction?
2. Why does it matter to differentiate for learning styles?
3. Give some examples of differentiated instruction in your content area.
4. What could you differentiate in a curriculum unit you developed in the past?

Part 3: What do you know about curriculum design?

Directions: Read the question below and write as much as you can about each area.

1. What does it mean to use objectives in a lesson plan?
2. What does the concept of curriculum mean to you?
3. Describe the stages of Backward Design.
4. Why is important to use assessments as the focus in curriculum design?
5. What are essential questions?

Part 4: Learning Profile Questionnaire: How Do You Like to Learn?

Directions: Read the following statements and mark the best response for each area with an X.

1. I study best when it is quiet.

___ yes ___ no

2. I am able to ignore the noise of other people talking while I am working.

___ yes ___ no

3. I like to work at a table or desk.

___ yes ___ no

4. I like to work on the floor.

___ yes ___ no

5. I work hard for myself.

___ yes ___ no

6. I work hard for my parents or teacher.

___ yes ___ no

7. I will work on an assignment until it is completed no matter what.

___ yes ___ no

8. Sometimes I get frustrated with my work and do not finish it.

☐ yes ☐ no

9. When my teacher gives an assignment, I like to have exact steps on how to complete it.

☐ yes ☐ no

10. When my teacher gives an assignment, I like to create my own steps on how to complete it.

☐ yes ☐ no

11. I like to work by myself.

☐ yes ☐ no

12. I like to work in pairs or in groups.

☐ yes ☐ no

13. I like to have an unlimited amount of time to work on an assignment.

☐ yes ☐ no

14. I like to have a certain amount of time to work on an assignment.

☐ yes ☐ no

15. I like to learn by moving and doing.

☐ yes ☐ no

16. I like to learn while sitting at my desk.

___ yes ___ no

Source: Developed by Denise Murphy and Beth Ann Potter.

Part 5: Interest in Course topics:

Directions: please circle the number after each item below that best represents your level of interest in that topic. The numbers stand for the following responses:

0=No interest in the topic

1=Interested in an overview of the topic

2=Interested in reading about and discussing this topic.

3=Interested in learning how to apply ideas about this topic this semester.

Course Topics

1. Theories/research on assessment	0	1	2	3
2. Theories/research on curriculum development	0	1	2	3
3. Teaching practices that promote effective learning	0	1	2	3
4. Clarifying teaching goals/creating better lessons/ units	0	1	2	3
5. Structuring more effective assignments	0	1	2	3
6. Understanding/responding to learning styles	0	1	2	3
7. Constructing better tests and quizzes	0	1	2	3
8. Helping students improve study and learning skills	0	1	2	3
9. Getting and giving feedback for improvement	0	1	2	3
10. Responding to student learning levels	0	1	2	3

Part 6: Self-assessment of related skills and knowledge

Directions: Please circle the letter after each item below that best represents your level of skill or knowledge in relation to that topic. The letters stand for the following responses:

N=No skills, no knowledge

B=Basic skills and knowledge

F=Functionally adequate skills and knowledge

A=Advanced level of skills and knowledge

Areas of skill and/or knowledge (numbers in parentheses refer to course topics listed in part 5)

Current educational and application of curriculum and assessment in secondary education (1)	N	B	F	A
Research on effective teaching (2 3)	N	B	F	A
Lesson/unit construction (4)	N	B	F	A
Research/practice on skills development (5 8)	N	B	F	A
Analyzing learning styles (6)	N	B	F	A
Classroom test construction (7)	N	B	F	A
Research on learning/study strategies & skills (8 5)	N	B	F	A
Writing teaching and learning goals and objectives (9 4)	N	B	F	A

Classroom Assessment Techniques (10 9)

N B F A

Thank you for taking the time to complete this questionnaire.

PORTFOLIO ASSESSMENT for the Secondary Teacher Education Program

Student _____ Evaluator Cuch

	Satisfactory yes/no	Incomplete or inaccurate yes/no	Comments
Cover Sheet			
Appendix			

Learning Activities Calendar

Learning Activities Calendar				
Week	Topic		Reading	Assignments
1B	Curriculum and Assessment	Course Overview	Syllabus	Getting to know you-the Learner!
		Purposes of Assessment	http://www.schools.utah.gov/core/	
		USOE CORE curriculum Requirements	Popham, Chapter 1	
2C	Curriculum and Assessment	Curriculum and Assessment	Popham, Chapter 2	Learner Profile 6 Part Questionnaire (4)
		UbD and DI: An Essential Partnership What really matters in Teaching (The students)	Tomlinson and McTighe Chapters 1 & 2	
3C	Curriculum and Assessment	What really matters in Learning? (Content)	Tomlinson and McTighe 3 & 4	Draft Backwards Design (4)
		What really matters in planning for student success? Trying Backwards Design		
4B	Gradebook	Performance Assessment	Popham, Chapters 8 & 9	Quiz 1 (10)
		Portfolios	https://teal.usu.edu/htm/undergraduate-programs/seced/portfolio-information	
5C	Gradebook	Test Writing	Popham, Chapters 6 & 7	Selected & Constructed Response Questions (4)

6B		Validity/Reliability/Utility Score Interpretation/Absence of Bias	Popham, Chapter 3, 4, & 5	Self-Check(4)
7C		Electronic Gradebooks Record Keeping/Grading Affective Assessment	Popham, Chapter 10 &16 http://www.pearsonschools.com/products/powerschool/	1 Portfolio Check up (5)
8B		Preassessment/Formative Assessment/ Summative Assessment	Popham, Chapter 12 & 15	Self-Check(4)
9C		Norm Referenced Tests Criterion Referenced Tests	Popham Chapter 11, 13, & 14	Quiz 2 (10)
10B		Backwards Design Lesson Planning	Tomlinson and McTighe, Chapters 7, 8, & 9	2 Portfolio Check up (5)
11C		Backwards Design and Differentiation	Refer back to the beginning Tomlinson and McTighe, Chapters 1, 2, 3, 4	Backwards Design Stage 2 Assessments (4)
12B	Backwards Design Unit	UTIPS	http://www.schools.utah.gov/assessment/UTIPS.aspx Popham, 14	Self-Check(4)
13C		Differentiation	Tomlinson, Chapters 5, 6	Performance Assessment : Differentiated Lesson Plan(4)
14B		Backwards Design Unit PLCs	DuFour PLC Handout Tomlinson, Chapters 9 & 10	Backwards Design Unit Plan Due (84)

15C		Professional Portfolio	https://teal.usu.edu/htm/undergraduate-programs/seced/portfolio-information	Performance Assessment: Professional Portfolio(40)
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This calendar will be used as a guide. Content/activities may be adjusted to better meet student needs.

	Quality of Artifact	Description of Artifact	Professional Growth that Resulted from Artifact	Conventions	Overall points possible (40)
Learner Development	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
Learning Differences	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
Learning Environments	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
Content Knowledge	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
Assessment	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
Instructional Planning	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
Instructional Strategies	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
Reflection and Continuous Growth	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
Leadership and Collaboration	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
Professional and Ethical Behavior	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1

4 - outstanding level of competence	3 - demonstrates high level of competence	2 - demonstrates acceptable standard of competence	1 – not acceptable
Quality of Artifact			
Artifact accurately addresses in depth both (for Outcome 1) or three of the indicators in the outcome (for Outcomes 2-10).	Artifact accurately addresses two of areas in the outcome but not in depth.	Artifact accurately addresses only one of the indicators in the outcome OR addresses two or more, but only superficially.	The artifact demonstrates that the teacher candidate DOES NOT understand the outcome OR artifact does not connect to the outcome.
Description of Artifact			

The reflection describes the artifact in detail and how the artifact meets the outcome. Specifically explains the context in which the artifact was collected (which course or practicum, and grade level, if relevant). Connections to the indicators are explained clearly.	The description is missing one piece of essential information.	The description is missing two or more pieces of essential information.	No description of the artifact OR artifact does not connect to the outcome.
Professional Growth that Resulted from Artifact			
The reflection fully and thoughtfully discusses the following three areas: * the impact and effectiveness of the artifact * professional and/or personal growth that occurred as a result of this artifact *plans for future use, with particular attention to strengthening weaknesses and/or alleviating problems encountered (if relevant)	The reflection discusses two of the following: *the impact and effectiveness of the artifact *professional and/or personal growth that occurred as a result of this artifact * plans for future use, with attention to strengthening weaknesses and/or alleviating problems encountered OR Addresses all three but not adequately	The reflection discusses one of the following: *the impact and effectiveness of the artifact *professional and/or personal growth that occurred as a result of this artifact *plans for future use	The reflection does not evaluate the impact and effectiveness of the artifact NOR does it discuss professional growth that resulted from the artifact.
Conventions			
There are no errors of spelling, punctuation, or usage. Sentences read fluently. Professional tone. Font is readable.	There are one or two errors of spelling, punctuation, or usage. OR There are problems with sentence fluency or professional tone. Font is readable.	There are three or more errors of spelling, punctuation, or usage. OR There are problems with sentence fluency or professional tone. Font is readable.	Spelling, punctuation, or usage errors, sentence fluency, or tone make reading difficult. Or font is not readable.

Special Education

ASSIGNMENT: SPED 5040 – IRIS Module on Classroom Assessment Part 1

Answers to questions from IRIS Module. Complete questions 1-5 in the assessment section of the IRIS module. The link to the IRIS module is <http://iris.peabody.vanderbilt.edu/gpm/chalcycle.htm>

A2: IRIS Classroom Assessment Part 1   		
You've already rated students with this rubric. Any major changes could affect their assessment results.		
Criteria	Ratings	Pts
List three advantages of progress monitoring over annual achievement tests.	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	20 pts
List two key differences between mastery measurement and CBM.	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	20 pts
Name three ways CBM can be used to help at-risk students.	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	20 pts
What are the six steps in the CBM process?	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	20 pts
How would you use CBM when teaching multiplication fact families (e.g., times tables for 2, 3, 4)? Describe what you would do for each of the six steps.	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	20 pts
		Total Points: 100

ASSIGNMENT: SPED 5040 – Curriculum Based Assessment

In Assignment 3 you decoded a standard, outlined the standard, chose verbs to measure the standard, identified the big idea of the standard and analyzed it from simple to complex and started thinking about ways to assess this standard. Last week in class we separated out the prerequisites and the accommodations from the simple to complex analysis. In this assignment you will develop a survey CBA to determine what skills the student does or does not have and a focused CBA that you could use to monitor student performance and to gain a deeper understanding of student's skills.

Keep a file of your resources – you will need to cite them for your assignment.

Please complete the following for the same standard you used in Assignment 3: K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

- This standard is to be completed independently - no help from classmates.
1. Restate the big idea and the complex to simple analysis. This can be the same as your A3 assignment or a revision of your A3 assignment based on the feedback you received.
 2. Identify the prerequisites that are needed to accomplish the standard.
 3. Survey CBA: Identify 5-10 items to assess this standard for each level on the continuum (complex to simple) on grade level. Also develop 5-10 items for each prerequisite skill (hint: might be helpful to look at preschool standards).
 - One of the students in your group is verbal but has low fine motor skills. What accommodations does this student require for the CBA?
 - Give a brief description of each accommodation
 - Identify the accommodation type (Salend article)
 - Your target is the most complex skill from your analysis for these students. Be sure your survey CBA addresses each of the areas from the complex to simple analysis (5-10 items for each). On the survey CBA the targeted skill should be first, then a step back to an easier skill, then easier, and eventually prerequisite skills.

- Describe the process that you used for selecting those items. Provide a clear rationale for why the items are representative of the range of items at each level of the complex to simple analysis (and prerequisite skills). Identify websites or other sources you used to help identify relevant assessment items.
4. Describe the administration procedures for the survey CBA.
 5. Define the scoring procedure for the survey CBA – remember it may differ depending on the level you are addressing in your complex to simple analysis or depending on the accommodation.
 6. Identify the performance level for the survey CBA.
 7. Describe the steps that you would use to analyze the results from the survey CBA.
 8. Design a focused CBA for a mid or complex level of the standard.
 - Select a sufficient number of items to assess the target (at least 10 or provide a rationale why there are fewer items).
 - Describe the process you used for selecting those items. Provide a clear rationale for why the items are representative of the range of items for the target skill. Identify websites or other sources you used to help identify relevant assessment items.
 9. Describe the administration procedures for the focused CBA.
 10. Define a scoring procedure for the focused CBA.
 11. Determine the performance level for the focused CBA.

12. Include a progress monitoring system for tracking progress measured by the focused CBA. You do not need to include

CBA Rubric 2015 (1) (1)		
You've already rated students with this rubric. Any major changes could affect their assessment results.		
Criteria	Ratings	Pts
1. Restate the big idea and the complex to simple analysis. The analysis is logical and shows evidence of revision from CCSS assignment if needed. Importantly, the big idea and the complex to simple analysis must include observable and measurable verbs.	This area will be used by the assessor to leave comments related to this criterion.	2 pts
2. Identifies the prerequisite skills leading to the standard. These are the skills needed to enter the standard. They include observable and measurable verbs and all prerequisite skills are accounted for.	This area will be used by the assessor to leave comments related to this criterion.	5 pts
3. Identifies 5-10 items to assess each identified level of the standard (from complex to simple analysis). Also identifies 5-10 items for each prerequisite skill. If you have fewer than 5 items provide a rationale.	This area will be used by the assessor to leave comments related to this criterion.	10 pts
3. Survey CBA items for each level within the standard or prerequisite match the skill identified by the complex to simple analysis/prerequisite.	This area will be used by the assessor to leave comments related to this criterion.	10 pts
3. Identifies appropriate testing accommodations for non-verbal student with typical fine motor skills. Describes accommodation in enough detail that they could be replicated by someone else.	This area will be used by the assessor to leave comments related to this criterion.	5 pts
3. Identifies each accommodation type (from Salend article)	This area will be used by the assessor to leave comments related to this criterion.	5 pts
3. Complex skill listed first followed by each subsequent easier skill.	This area will be used by the assessor to leave comments related to this criterion.	4 pts
3. Describes the process for selecting survey CBA items. Identifies websites or other sources. Provides a clear rationale for why the items are representative of the range of items at each level of the complex to simple analysis (and prerequisite skills).	This area will be used by the assessor to leave comments related to this criterion.	5 pts
4. Describes the administration process for the survey CBA with sufficient detail to be replicated by someone else.	This area will be used by the assessor to leave comments related to this criterion.	4 pts
5. Describes the scoring procedures for the survey CBA with sufficient detail to be replicated by someone else.	This area will be used by the assessor to leave comments related to this criterion.	4 pts
6. Performance levels are appropriate and identified for each skill in the survey CBA.	This area will be used by the assessor to leave comments related to this criterion.	4 pts
7. Describes the steps to analyze the results from the survey CBA with sufficient detail to be replicated by someone else.	This area will be used by the assessor to leave comments related to this criterion.	5 pts
8. Focused CBA targets one level of the standard or one prerequisite.	This area will be used by the assessor to leave comments related to this criterion.	5 pts
8. Focused CBA includes sufficient number of items.	This area will be used by the assessor to leave comments related to this criterion.	5 pts
8. Focused CBA items are aligned to the targeted skill in the mid to complex level of the standard analysis.	This area will be used by the assessor to leave comments related to this criterion.	5 pts
8. Describes the process for selecting focused CBA items. Identifies websites or other sources. The focused CBA items are representative of the range of items for the target skill.	This area will be used by the assessor to leave comments related to this criterion.	5 pts
9. Describes the administration process for the focused CBA with sufficient detail to be replicated by someone else.	This area will be used by the assessor to leave comments related to this criterion.	4 pts
10. Describes the scoring procedures for the focused CBA with sufficient detail to be replicated by someone else.	This area will be used by the assessor to leave comments related to this criterion.	4 pts
11. Performance level is appropriate for the identified skill.	This area will be used by the assessor to leave comments related to this criterion.	4 pts
12. Monitoring system included that is clearly aligned with the focused CBA and identified skill.	This area will be used by the assessor to leave comments related to this criterion.	5 pts
Total Points: 100		

hypothetical data. See example in power point, but note that your progress monitoring form/tool does not need to include hypothetical data.

Assignment: SPED 5040 – Goals and Objectives

A: Standard 2 – INDIVIDUAL ASSIGNMENT

Independently revise the work you did with your partner on previous assignments using RF.1.1a - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

1. Analyze the subject: Restate the big idea and the complex to simple analysis and prerequisites. Remember to use observable, measurable verbs. PLEASE HIGHLIGHT OR USE A DIFFERENT COLOR FOR YOUR CHANGES.
2. Develop and Administer Survey CBA
 - a. Make changes to the two most complex task survey CBAs if needed (Task 1 and Task 2). Think about how you are going to sample items for these tasks. PLEASE HIGHLIGHT OR USE A DIFFERENT COLOR FOR YOUR CHANGES.
 - b. Describe when you would administer the survey CBA (note: pay attention to the bullet points on the “Administer Survey CBA” slide in the CBA lecture). PLEASE HIGHLIGHT OR USE A DIFFERENT COLOR FOR YOUR CHANGES.
 - c. Describe a scoring procedure AND a performance level for the survey CBA tasks you design (note: remember to align the performance level with your scoring procedure and the number of items in your survey CBA task). PLEASE HIGHLIGHT OR USE A DIFFERENT COLOR FOR YOUR CHANGES
 - d. Assume that you gave the assessment to a group of children and generated the data set below. Task 1 is the most complex level of the identified standard, task 2 is the next most complex level etc. Note that some of you will get down into prerequisite skills and some

of you will not. List up to 5 of your levels even though you haven't provided new survey CBAs for each of your level. Copy the chart below and change each task to match the tasks in your complex to simple analysis.

	Task 1	Task 2	Task 3	Task 4	Task 5
Jeremy	40%	30%	40%	70%	100%
Jennifer	20%	70%	80%	80%	90%
Jose	10%	40%	50%	70%	90%

3. Analyze Results: Analyze the available data and describe how you might group students for instruction. Provide a rationale for your grouping by applying the guidelines for determining individual skill priorities and group priorities provided in the CBA lecture.
4. Define Instructional Program: Let's assume that **Jose** is your target student.

- a. Write a measurable goal for the target skill at the most complex level of your complex to simple analysis
- b. Write at least 2 objectives leading to the goal. The objectives might address skills leading to the standard, simpler levels of the standard, or the standard with identified assistance or accommodations.

B: Individual Assignment – Behavior Goal/Objectives

Write a behavior goal and at least two objectives using the following data. Select the student appropriate to your emphasis area. For each student we provide Survey CBA data (classroom observations across a range of class/subject periods

FOR THOSE IN THE MILD/MODERATE PROGRAM:

Rock E. Rhodes is a middle school student. Use the following data to write an appropriate behavior goal and two objectives related to that goal.

Achenbach Behavior Rating Scale- The

Achenbach Behavior Rating Scale addresses

behavioral excesses. Student is rated by the

teacher, parents and other individuals that the

student interacts with frequently. The student

is rated on a 3 point scale (0,1,2) from not true to often true on range of negative behaviors

Scores on the scale are expressed as T-scores (standard scores with a mean of 50 and SD = 10). The scores below may be interpreted using the following scale:

50 – 59 = typical behavior

60 – 69 = at risk behavior

70 and above = clinically significant problem.

behavior

Subtest	Parent Child Beh Cklist	Teacher Report Form
Aggressive Behavior	85	90
Anxious Depressed	62	60
Attention Problems	65	65
Rule Breaking Behavior	90	99
Social Problems	98	90
Somatic Complaints	58	55
Thought Problems	55	55
Withdrawn/Depressed	50	52
Affective Problems	60	55
Anxiety Problems	58	60
Somatic Problems	58	55

Attention Deficit/ Hyperactivity Problems	65	65
Oppositional/Defiant	90	99
Conduct Problems	90	99

Survey CBA - Classroom Observation – Student observed during 3 class periods

Observation1:

Activity: Discussing nouns, verbs, adverbs. Teacher calls on students to answer questions

On task: Target student = 94%; Comparison student= 100%

Observation2:

Activity: Spelling words and writing sentences.

On task: Target student =25%; Comparison student = 100%;

Behavior notes: talk outs; head on desk; making strange noises

Observation3:

Activity: Individual work on homework and fraction calculations in math. On task: Target student =23%; Comparison student = 88%;

Behavior notes: talk outs; making strange noises; throwing a pencil in a bin. Teachers have also reported that Rock argues a lot; has bullied or been mean to others; demands a lot of attention; is disobedient at school; disturbs other pupils; talks out of turn; on occasion physically attacks people; may have loud outbursts in class; and rarely complies with requests.

FOR THOSE IN THE SEVERE PROGRAM:

Rollie Stones is in 10th grade in New South Wales High School. He resides in Biglips City, Utah

Problem Behavior – Based on the ICAP (Inventory for Client and Agency Planning) ratings of student's problem behaviors in a range of categories in terms of frequency and severity are:

Hurtful to self: identified as not a problem

Hurtful to others 1-10 times/day; identified as serious problem

Destructive to property - identified as not a problem

Disruptive Behavior 1-10 times/day; identified as a moderate problem

Unusual or repetitive habits 1-6 times/week; identified as a mild problem

Socially offensive behavior 1-10 times/day; identified as a mild problem;

Withdrawn/inattentive 1-10 times /day; identified as a moderate problem

Uncooperative 1-10 times/day; identified as a moderate problem

Survey CBA - Classroom Observation - Student observed during two 30 minute class periods and lunch.

Observation 1

Activity: functional skill class

Behavior notes: Worked with 2 other students for the first 15 minutes of class; repeated the same statements to classmates again and again; punched and kicked a classmate during large group work about 20 minutes into the class period

Observation 2

Activity: math (counting money; practicing purchasing items)

Behavior notes: worked in a small group with the teacher and threw coins at other students while he was waiting for his turn to count money; about 25 minutes into the class Rollie started to kick his neighbor (teacher intervened before it escalated); Rollie had a strange body odor today

Observation 3

Activity: lunch

Rollie tried to move to front of the lunch line. The teacher directed him to move to the back of the line and wait for his turn, Rollie initially ignored the teacher's directive. A second teacher was needed to move him to the back of the line. Rollie waited patiently to get his food, sat with a group in the lunchroom – he took large amounts of food into his mouth and rarely closed his mouth while eating. For the most part the other students at the table ignored him until he punched his neighbors arm toward the end of the lunch period. He appeared surprised when the person he punched started to cry.

FOR THOSE IN THE EARLY CHILDHOOD (BIRTH TO 5) PROGRAM:

Desi Rhett is in an inclusive preschool in Sesame Street School District. The preschool is located in Barney Primary School.

Survey CBA - Classroom Observation - Student observed during three 30 minute class periods.

Observation 1:

Activity: Freeplay. D chose cars to play with. He stayed with the cars for 12 minutes before sitting and watching two other boys building for 10 minutes. He went back to playing with his cars until cleanup time. He played next to other children but never with them.

Observation 2:

Activity: Snack. D went to the table immediately after washing his hands. He sat quietly watching the other children. He was prompted to ask for “more juice” and repeated the phrase. He talked to the teacher several times but addressed no questions to peers. He ate and drank neatly without assistance. He sat at the table without eating until the teacher told him to go to the rug.

Observation 3:

Activity: Circle. D sat quietly at the rug, watching the other children while the teacher helped 2 boys to the area. D spoke out every time the teacher asked a general question in the first 12 minutes (18 talkout/18 questions). He was sitting on the rug 18 of the 22 minutes of circle. He sat with legs crossed, hands in his lap, and head focused on the teacher. He talked out 5 times in the 3 minutes at the end of circle when the teacher sends each child individually to a learning center. D continued to ask to be sent until the teacher called on him.

Goals and Objectives Assignment (2)

You've already rated students with this rubric. Any major changes could affect their assessment results.



Criteria	Ratings	Pts
Analyze the Subject - Restate the big idea and the complex to simple analysis. The analysis is logical and shows evidence of revision from CCSS and CBA assignments if needed. Importantly, the big idea and the complex to simple analysis must include observable and measurable verbs.	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	5 pts
Design and Implement Survey CBA - Designed survey CBA items for the two most complex tasks in the complex to simple skill analysis. Describes the administration process, scoring and performance for the survey CBA with sufficient detail to be replicated by someone else. Addresses bullet points from the CBA lecture. Describes the process for selecting survey CBA items. Identifies websites or other sources. Provides a clear rationale for why the items are representative of the range of items at each level of the complex to simple analysis (and prerequisite skills).	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	15 pts
Analyzed the results: Analyzed the data in terms of grouping students and individual priorities using the guidelines provided in the CBA lecture.	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	8 pts
Define the Instructional Program - Academic Goals/Objectives: 1) CONDITION - Required: assessment context, optional: learning setting, assistance. 2) OBSERVABLE BEHAVIOR, 3) CRITERIA - performance level, number of times, 4) EVALUATION - schedule, measure/tool	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	24 pts
Define the Instructional Program - Behavior Goal/Objectives: 1) CONDITION - Required: assessment context, optional: learning setting, assistance. 2) OBSERVABLE BEHAVIOR, 3) CRITERIA - performance level, number of times, 4) EVALUATION - schedule, measure/tool	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	24 pts
Format: 8 - consistent with format, 4 - consistent with minor problems, 0 - not consistent with format	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	8 pts
Sequence: 8 - sequenced, variable is relevant throughout sequence, 4 - sequenced, variable is not relevant throughout sequence, 0 - not sequenced	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	8 pts
Positive Replacement Behaviors: 4 - behavior goal/objectives address a positive replacement, 0 - behavior goal/objectives do not address a positive replacement	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	4 pts
Consistent with needs: 4 - all behavior goals and objectives are consistent with needs, 2 - the behavior goal of one of the behavior objectives is consistent with needs, 0 - not consistent with needs	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	4 pts
Total Points: 100		

Assignment: SPED 5040 – Common Core Assignment

Follow the 5 steps given in class for unwrapping a standard. Apply them to the standard below. Be sure to include all the information for each step. (On Quiz 2 you unwrapped two standards, for this assignment you will only complete K.CC.A.3)

[K.CC.A.3 \(Links to an external site.\)](#) - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

- This standard is to be completed independently - no help from classmates.

Complete these steps (see rubric for more detail).

- 1) Decode the standard
- 2) Outline the standard (include qualifiers as needed)
- 3) Choose best verb/verbs to describe what the student will “do” during assessment (observable and measurable)
- 4) Analyze the big idea: Describe the knowledge to assess and teach from simplest level/demonstration to more complex level/demonstration.
 - a. Include the big idea - the critical function or essence or heart or big idea of the standard. The big idea must use observable and measurable verbs.
 - b. Include the continuum of simple to complex demonstration of the standard. Basically this section must go from easy to difficult ways to demonstrate the standard. Use the online resources mentioned in class. This continuum must use observable and measurable verbs.
 - c. Include a separate list of prerequisite skills needed before learners can address the standard. Be careful not to confuse skills that are part of the standard with skill needed before the standard can be accomplished.

5) Provide at least 5 assessment items for the standard that fit the the simple to complex continuum. Provide a range of examples. For each assessment item, indicate which skill on the simple to complex continuum is being assessed.

CCSS (3)		
You've already rated students with this rubric. Any major changes could affect their assessment results.		
Criteria	Ratings	Pts
Step 1: Decode the standard. Verbs circled, nouns/noun phrases underlined.	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	5 pts
Step 1: Decode the standard. Provides accurate chart of verbs and nouns.	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	5 pts
Step 2: Outline of standard. Includes major components of standard. Outline flows from the chart of verbs and nouns.	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	5 pts
Step 2: Outline of standard. Summarizes main idea or critical function of the standard.	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	5 pts
Step 2: Outline of standard. Includes outline of details of the standard.	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	5 pts
Step 3: Provides observable, measurable verbs that can be used for assessing the standard.	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	10 pts
Step 4: Provides the big idean (critical function, main idea, theme, focus of standard) from the standard - overall goal of the standard. Uses verbs that are measurable and observable.	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	10 pts
Step 4: Provides an analysis from simple to complex of the standard. Begins with easier types of tasks and ends with more complex or harder tasks. Simple to complex continuum shows progression of skills in logical order. All items relate to the standard. Uses verbs that are measurable and observable.	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	20 pts
Step 4: Includes a separate list of prerequisite skills needed before learners can address the standard. Items on prerequisite list are not skills that should be included as part of the standard. Uses verbs that are measurable and observable.	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	10 pts
Step 5: Provides 5 assessment items that could be used to measure the standard. Uses observable, measurable language.	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	15 pts
Step 5: Assessment items show range of tasks as indicated by simple to complex continuum. For each assessment item, indicates which skill on the simple to complex continuum is being assessed.	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	10 pts
Total Points: 100		

Assignment: SPED 5040 – DATA BASED DECISION RECORD (DBDR)

Goals of the Data Based Decision Record. This assignment is intended to help you:

1. **Teach better**, by using data to direct instructional decisions.
2. **Observe better**, by being more aware of the performance of each student.
3. **Communicate better**, by focusing on important record-keeping, and summarizing information from those records effectively.
4. **Solve problems better**, by making data-based decisions with suggestions and feedback.

Overview.

Take and graph data on academic programs implemented during practicum sessions. A total of 3 DBDR assignments will be turned in throughout the semester (*refer to course calendar for due dates*).

- 1) The **first DBDR** is to be completed on a Mathematics program.
 - a. Turn in Weekly Data Form
 - i. **Data.** Data needs to match the criteria in the objective. After you record data in each area, **HIGHLIGHT** any data that needs improvement. It is important that you identify specific problem areas. This will help you focus your problem-solving and decision-making efforts, and it will help us communicate about important areas for improvement. Any data that you see as in need of improvement should be identified by making it a different color, formatting it in bold, highlighting the box, etc.
 - ii. **Comments on the data.** Note important (1) improvements and decrements, (2) any special circumstances that influenced the data, (3) patterns in errors. These comments should reflect the fact that you are looking at graphs of your data.
 - iii. **Specific, observable, measurable observations that are not reflected in the data.** If important things are happening that do not show up directly in the data, briefly and concisely describe them here.

- iv. **Changes and follow-up.** Record changes that you make in order to improve your students' performance. It is very important that there be a correspondence between the data/comments and changes that you make. If you identify serious problems, you should make changes to improve things. All changes should be in response to data or comments that reflect problems. After you make a change, make sure you track how well the change is working, and comment on it.

b. Graph

- i. Graphing the data should make levels and trends in the data more apparent than they would be if you simply looked at the numbers.
- ii. On each graph, the horizontal and vertical axes should be clearly labeled and scales and legends should be indicated.
- iii. Make sure you carefully examine the graphs when you are thinking about problems and possible solutions.
- iv. When you make a change in the student's program, include a "phase change line," which is a vertical line on the date of the change. This should correspond to specific information in the Decision Making Form.

2) The **second DBDR** is to be continued on the same mathematics objective, if criteria have not been mastered or a different mathematics program if the criteria were met. Turn in:

a. A DBDR Summary/Decision Making Form

- i. Some problems can be solved on a daily basis; for these comment on them in daily "changes and follow-up." However, for problems that are more serious or persistent, the Decision Making Form will help you gather the appropriate information, brainstorm ideas for solving the problem, and specifying a plan and criteria by which you will judge your plan's success.
- ii. When you have a problem that requires more focused problem solving than daily changes and follow-up, fill out a "Decision Making Form:
 - 1. Name the problem. Give the problem a *short* name to identify it.
 - 2. Describe the specific problem in objective language and provide relevant data.
 - 3. Hypothesize/Analyze the problem. Get more specific about the types of errors the student is making, how strong they are on relevant prerequisite skills, motivation issues, etc. If you have made previous attempts to solve the problem, describe them and the results. Try to identify possible causes or functions of the problems.
 - 4. List *numerous* possible instructional interventions that are reasonably likely to help solve the problem. Instructional interventions involve changes in the way you teach, additional practice, strengthening specific skills, etc. It is very important to include *many* possible interventions. If you cannot think of enough, use resources including other students, supervisor/site mentor, cooperating teacher, course instructor, and others.

5. List *several* possible management interventions that are reasonably likely to help solve the problem. Management interventions involve increasing motivation, praise/attention/reinforcement strategies, the way you organize the group and so on. Similar to the previous item – make sure you include *many* possible interventions.
6. Describe an intervention plan (based on your best estimate about effective interventions from the list above). The plan should be very specific and describe exactly what you will do differently.
7. Describe the evaluation criteria. Give specific and measurable criteria that will tell you when the problem is solved. (e.g., no more than 2 oral reading errors per day for 4 consecutive days. This is just an example, do not copy it.)

- b. Weekly Data Form (refer to description above)
- c. Graph (refer to description above)
- d.

- 3) The **third DBDR** will be a continuation of the 2nd DBDR. Practicum student will continue to take data used in the 2nd DBDR and make data-based decision on the program. Turn in:
 - a. A DBDR Summary/Decision Making Form (refer to description above)
 - b. Weekly Data Form (refer to description above)
 - c. Graph (refer to description above)

Which Students?

Students you are implementing mathematics program with in your practicum experience.

Should your supervisor see this?

Yes. Have a copy of the current and previous records with you when you teach. Show it to your supervisor. Ask your supervisor for advice on solving problems.

If you need help with your Decision Making:

Talk to: your practicum supervisor, cooperating teacher, your instructors, your partner, your classmates, etc. Ask for help if you need it!
Lots of help is available.

Can you work with your practicum partner on this assignment?

Yes, you and your partner will be working with the same student(s) implementing a mathematics program, and taking data on their performance. This assignment will give you the opportunity to work together and collaborate with other professionals. There will be ONE grade assigned to both of you. You and your partner will receive the same grade so be sure that you work together and contribute equally!!

Please note: Collecting, using, and reporting data on student performance is a professional responsibility of Special Education teachers. It is absolutely essential that data collection and reporting be carried out with the upmost integrity. Any kind of falsification is unacceptable and will be dealt with as such (see notes on integrity in the syllabus).

Assignment: SPED 5040 – Vineland-II Adaptive Behavior Scale Assessment

Points available: 50

Purpose: To provide experience in (a) administering and scoring a formal assessment of adaptive behavior skills, (b) writing reports that summarize your findings, and (c) making recommendations based on these findings.

Objectives:

1. Administer adaptive behavior assessment.
2. Gather relevant background information.
3. Administer nonbiased formal and informal assessments.
4. Develop or modify individualized assessment strategies.
5. Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
6. Evaluate instruction and monitor progress of individuals with exceptional learning needs.
7. Create and maintain records.
8. Select, adapt and use instructional assessment tools and methods to accommodate the abilities and needs of individuals with mental retardation and developmental disabilities.

Products:

1. Completed Vineland-IIABS Record Booklet.
2. 1 ½ - 2 page report describing the participant and correctly interpreting test results.

Procedures:

1. **Obtain consent from a parent/guardian** to administer a test of adaptive behavior (Your cooperating teacher will keep this consent form for his/her files).
2. **Administer Teacher Rating Form Edition of the Vineland-II ABS.** On the front cover of the Record Booklet, fill in Professional's Name (YOU!), Student's Name (pseudonym "Student"), Sex, Birth Date, Age Used for Start Points, and Type. Under "About the Teacher," fill in Date of Evaluation. Do not fill out additional information on the front cover.
3. **Completed Record Booklet:** Complete all relevant sections of the Record Booklet and compute correct raw scores.
4. **Raw Score Summary and Teacher Rating Form Score Summary:** Complete all computations and identify raw scores, v-Scale scores, standard scores, confidence interval, band of error, percentile ranks, adaptive level, age equivalence scores, sum of domain standard scores, the table on strengths and weaknesses and adaptive behavior composite as demonstrated in class. You may ignore stanines.
5. **Score Profile:** Complete all components of the score profile pertaining to the child assessed.
6. **Report:** Write a report that summarizes your findings. Your report should be in the following format with the following headings included :

Identifying Information

- a. Student's Name: "Student"
- b. Student's Date of Birth:
- c. Student's Chronological Age:
- d. Student's Grade:
- e. Examiner Name: (Your name)
- f. Date of Evaluation:

Background Information *In this section, describe the child. Include only relevant information. This information may include student's classification, race/culture and primary language, medical history, abilities and interests, grade, etc. Describe relevant information about the child. This section should be about 1 paragraph.*

Test Description Identify the assessment tool you administered. Describe the assessment tool including its general purpose, how the tool and procedures may be sensitive to cultural/linguistic differences, for what population/age this test is valid. Briefly describe what skills the test measures. This section should be one paragraph.

Assessment Results

Describe the overall results of the test. Report performance in the adaptive behavior domains, performance in subdomains, and strengths/weaknesses; including standard scores, %ile rank, age equivalence scores and adaptive levels. When you report scores, be sure to explain in common terms the meaning of each score. This section should be 3 - 4 paragraphs. Avoid judgment. When interpreting performance, use data!

Assessment Summary and Recommendations Identify relative strengths and areas of need. Give examples of skills within domains and subdomains when identifying strengths and needs. Provide recommendations regarding the areas where instruction is needed for this student. The areas for which you recommend instruction should match closely the relative weaknesses of the child. This section should be about 1-2 paragraphs.

Spelling and Grammar

Use a spell check. Avoid “She was able to *do* the skill” and similar statements (use “perform...” or “engage in...”). Avoid “I *did* this assignment” and similar statements (use “The examiner conducted this assessment...”). This typed report must be written in 3rd person “professional” voice. Avoid “I believe, I administered.” Use “In the examiner’s view...” and “The examiner administered....”

When you write this report, be as objective as possible. Avoid making judgments about the classroom, child, or family. Simply state the facts using data and your recommendations based on data. Write this report as though the entire IEP team will be reading it, especially the parents (while they understand you are being trained in this assessment, they have a right to a copy of this report!).

Scoring Criteria:

Completed questionnaire	_____	out of 5 points
Score Summary	_____	out of 12 points
Score Profile	_____	out of 5 points
Background information*	_____	out of 3 points
Test description*	_____	out of 3 points
Assessment results*	_____	out of 15 points
Assessment summary and recommendations*	_____	out of 5 points
Spelling and Grammar	_____	out of 2 points
TOTAL	_____	out of 50

***Headings must be used in the report with relevant information placed below these headings for full credit.**

APPENDIX C

AGRICULTURAL TEACHER EDUCATION PROGRAM STATISTICS

Impact of R277-402 Entrance Requirements

Agricultural Teacher Education Program Statistics

Table 1

Total Agriculture Teachers = 35

Average Years Teaching	Met 3.0 GPA Requirement	Met 21 ACT Requirement	Active Leaders in Professional Orgs.
Average: 13	60% YES	46% YES	66% YES
Min: 1	40% NO	54% NO	34% NO
Max: 35			
Teaching Awards/Honors		Program Awards/Honors	
• UAAE Rookie of the Year Award (3) • Best of Alpine • AEA Teacher of the Year • NAAE Teachers Turn the Key (4) • Outstanding Agri-Science Teacher of the Year		• Outstanding Program • Career Development Event Winners • Agri-Science Fairs • Proficiency Awards	

• Spirit of Alpine Award • Outstanding science department for the district • KSL Teacher Feature • UAEE Outstanding young teacher • Huntsman Award for Excellence • Teacher of the year • Young teacher of the year • Outstanding first year teacher • Huntsman award for excellence in education • Best Special Ed Supporting Teacher of the Year • Superior Teacher • Outstanding Young Teacher of the Year District and School • Student Teacher of the year • Utah Marketing teacher of the year • Huntsman Excellence in Education • ACTE runner up in teacher Excellence in Community Service • Wal-Mart teacher of the year. • NAAE Ideas Unlimited Outstanding Young Member • New Teacher of the Year • Teacher of the year • Region teacher of the year	• National Chapter "Chapters of Innovation" • FFA Honorary Degree • Distinguished service • Honorary state degree (4) • Star Greenhand • Star State • Food for America Award • Five Star Chapter • Membership Increase Award • 4-H Partner of the Year • Teachers of Teachers (numerous) • UEA and NEA awards • National CDE participating teams • Blue and Gold Award • Distinguished Service • AWS section teacher of the year • Several service awards from the Utah FFA association
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Table 2

Total Agriculture Teachers (who would not have met 3.0 GPA Requirements) = 14 / 35

Average Years Teaching	Met 3.0 GPA Requirement	Met 21 ACT Requirement	Active Leaders in Professional Orgs.
Average: 15 Min: 1 Max: 33	100 % NO	26% YES 74% NO	71% YES 29% NO
Teaching Awards/Honors		Program Awards/Honors	
• UAEE Rookie Teacher of the Year • NAAE Teacher's Turn the Key Winner (2) • Superior Teacher • Outstanding Young Teacher • Teacher of the Year at the District and School • Student Teacher of the year. Utah Marketing teacher of the year • Huntsman Excellence in Education • ACTE Excellence in Community Service • Wal-Mart teacher of the year • NAAE Ideas Unlimited Winner • Outstanding Young Member • Outstanding Program • New Teacher of the Year • Teacher of the Year • Region teacher of the year		• Food for America Award • Honorary state degree • Teachers of Teachers (numerous) • UEA and NEA awards • National CDE participating teams • Blue and Gold Award • Distinguished Service • AWS section teacher of the year • Several service awards from the Utah FFA association	

Table 3

Total Agriculture Teachers (who would not have met the 21 ACT Requirement) = 19 / 35

Average Years Teaching	Met 3.0 GPA Requirement	Met 21 ACT Requirement	Active Leaders in Professional Orgs.
Average: 18 Min: 1 Max: 34	46% Yes 54% NO	100% NO	58% YES 42% NO
Teaching Awards/Honors		Program Awards/Honors	
• Superior Teacher • Huntsman Excellence in Education (2) • Outstanding Young Member(2) • Outstanding Program • New Teacher of the Year • NAAE Teacher's Turn the Key Winner • NAAE Ideas Unlimited Winner • Best Special Ed Supporting Teacher of the Year • Teacher of the Year • Region Teacher of the year		• Multiple Career Development Events • Proficiency Awards • State and American FFA Degrees • Teachers of Teachers (numerous) • UEA and NEA awards • National CDE participating teams • Blue and Gold Award • Distinguished Service • AWS section teacher of the year • Several service awards from the Utah FFA association	

Table 4

Total Agriculture Teachers (who would not have either requirement) = 10 / 35

Average Years Teaching	Met 3.0 GPA Requirement	Met 21 ACT Requirement	Active Leaders in Professional Orgs.
Average: 20 Min: 1 Max: 35	100% NO	100% NO	70% YES 30% NO
Teaching Awards/Honors		Program Awards/Honors	
• Superior Teacher • Huntsman Excellence in Education • Student Teacher of the Year • Outstanding Program • New Teacher of the Year • NAAE Teacher's Turn the Key Winner • NAAE Ideas Unlimited Winner • Teacher of the Year • Region Teacher of the year		• Honorary State FFA Degree • National CDE participating teams • Blue and Gold Award • AWS section teacher of the year	

Table 5

Total Agriculture Teachers (who would have met both requirements) = 12 / 35

Average Years Teaching	Met 3.0 GPA Requirement	Met 21 ACT Requirement	Active Leaders in Professional Orgs.
Average: 8 Min: 1 Max: 25	100% YES	100% YES	75% YES 25% NO
Teaching Awards/Honors		Program Awards/Honors	
• UAAE Rookie of the Year (2) • AEA Teacher of the Year • Best of Alpine • Teachers Turn the Key (2) • Outstanding Program • Outstanding Agri-Science Teacher of the Year • Spirit of Alpine • Outstanding science department • NAAE Ideas Unlimited Winner		• National CDE participating teams • Agriscience Fairs	