

The College of Education and Behavioral Studies
School of Education
Houston Baptist University

Course Syllabus

EDSP 4311: Diagnostic and Prescriptive Teaching for Exceptional Children
Fall 2014

COURSE DESCRIPTION

This course focuses on the diagnostic-prescriptive approach to individualizing instruction which provides educators with a comprehensive method of assessing learning styles; identifying where breakdowns occur in the learning process; and developing appropriate programming related to the specific needs of learners. Key topics include response to intervention (RTI) approaches; the screening process for dyslexia; standardized and informal assessments; and data analysis as well as laws related to eligibility; ethics and parents' rights. Students learn to write Individualized Educational Programs (IEPs) based on the diagnostic-prescriptive approach to individualizing instruction for students with exceptionalities.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

EDSP 4302 or permission of program director

DATE AND TIME OF CLASS MEETINGS: (include room number)

Tuesday and Thursday: 2:00 – 3:15

INSTRUCTOR INFORMATION

Name: Renee Kwiatek

E-mail: rkwiatek@hbu.edu

Office Phone: 281-649-3240

Office Location: Hinton

Office Hours: *Office Hours by appointments*

LEARNING RESOURCES

Course Text(s): Overton, T. (2009). *Assessing learners with special needs: An applied approach* (7th ed.) Upper Saddle River NJ: Merrill Pearson. ISBN-10: 013167102 (Required)

RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will help model and expect academic excellence from students in terms of content acquisition and development of communication skills. It will also help students connect faith, learning and professional practice, particularly as issues such as educational assessment, goals, curriculum, classroom management/discipline, character development and professional ethics are explored.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop knowledge, skills and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

RELATION TO THE SPECIAL POPULATION DEPARTMENTAL GOALS AND PURPOSES

The mission of the Department of Special Populations is to develop quality teachers who honor and respect diversity, seek to meet the needs of each learner, value lifelong learning, and exhibit their faith in the service of educating others.

To accomplish this mission, we will provide students with the following:

- courses containing essential concepts and teaching strategies to assist non-native English speakers to succeed ;
- courses designed to promote equitable learning experiences for students with varying exceptionalities through accurate diagnosis, assessment, and differentiated instruction; and
- an understanding of their faith in action through serving the needs of diverse students.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. *Identify, describe and apply research-validated typical physical, social, emotional and cognitive characteristics of various ages/levels*
2. *Identify the basic principles of test construction including reliability, validity and norm referencing.*
3. *Demonstrate the use of formal and informal assessment procedures.*
4. *Administer appropriate assessment that evaluates student competencies for instructional decision making.*
5. *Demonstrate the appropriate application and interpretation of scores, including standard scores, percentile ranks, and age/grade equivalents.*
6. *Identify and administer methods for monitoring the daily progress of individuals with disabilities*
7. *Design instruction appropriate for individual students that is based on continuous and appropriate assessment.*
8. *Understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills: is able to apply the process of functional behavior assessments and their role in developing behavior intervention plans.*

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed
- A list of specific TExES competencies, Texas State Board of Education Standards and International Dyslexia Association (IDA) Reading Standards for this course is presented below.

TExES Competencies: The following TExES Pedagogy and Professional Responsibilities EC – 12 (#160) competencies are addressed in part or in full in this course:

Domain I. Designing instruction and assessment to promote student learning.

Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotion environment that is safe and productive.

Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III. Implementing effective, responsive instruction and assessment.

Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 009: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

Competency 010: The teacher monitors student performance and achievement; provides students with timely high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV. Fulfilling Professional Roles and Responsibilities

Competency 011: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

Competency 012: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

Competency 013: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

Texas SBEC Standards: The following Texas State Board for Educator Certification (SBEC) Special Education EC-12 (#161) standards are addressed in part or in full in this course:

Standard II: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

2.5k how to maintain the confidentiality of medical and academic records and respect for the privacy of individuals with disabilities.

2.7s comply with local, state, and federal monitoring and evaluation requirements;

2.9s safeguard confidentiality with regard to students with disabilities (e.g., by maintaining the confidentiality of electronic correspondence and records; ensuring the confidentiality of

2.10s participate effectively in the identification, diagnosis, placement, and ongoing service of students with disabilities;

Standard V: The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

5.1k state and federal laws (e.g., IDEA, Title I) that require the assessment of the progress of all students toward state standards;

5.2k basic terminology used in assessment (e.g., validity, reliability, norm-referenced assessment, criterion-referenced assessment);

5.5k the processes used for screening, pre-referral, intervention, referral, and determining eligibility for special education services;

5.6k the appropriate application and interpretation of scores, including standard scores, percentile ranks, and age/grade equivalents;

5.8k methods for monitoring the daily progress of individuals with disabilities

5.9k the reciprocal nature of assessment and instruction and how to evaluate assessment results to design, monitor, and modify instruction for individuals with disabilities.

5.3s demonstrate responsiveness to cultural and other factors (e.g., ethnicity, language, religion, gender, personal beliefs, nature and severity of disability) by matching appropriate assessment strategies to the characteristics and needs of individual students;

5.5s use various types of assessment procedures appropriately;

5.6s interpret information from formal and informal assessment instruments and procedures, including the interpretation of various types of scores;

Standard VI: The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

6.9k how to use Individual Educational Plan (IEP) objectives to plan educational setting and instruction.

6.2s prepare lesson plans that are developmentally and age appropriate and based on the student Individual Educational Plan (IEP);

Standard VII: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

7.12k the process of functional behavior assessments and their role in developing behavior intervention plans.

7.2s demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with disabilities;

IDA Standards.: The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

- C. Knowledge of Dyslexia and Other Learning Disorders
 1. Describe the most common intrinsic differences between good and poor readers (i.e., cognitive, neurobiological, and linguistic).
 2. Recognize the tenets of the NICHD/IDA definition of dyslexia.
 3. Recognize that dyslexia and other reading difficulties exist on a continuum of severity.
 4. Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities

- D. Interpretation and Administration of Assessments
 1. Identify the difference in use among screening, diagnostic, and progress-monitoring assessments.
 2. Identify the basic principles of test construction, including reliability, validity and norm-referencing
 3. Administer and interpret validated screening tests designed to identify students at risk for reading difficulties.
 4. Identify the principles of progress-monitoring and use graphs to indicate student progress.
 5. Identify the range of skills typically assessed by diagnostic surveys of phonological skills, decoding skills, oral reading skills/fluency and spelling.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Assessment
 - Informal vs. Formal Assessment
 - Assessment concepts and terms
 - Criterion Based Assessments
 - Norm referenced Assessment
2. RTI & Pre-Referral Data
3. CBM
 - Teacher and district developed
 - Checklist and developmental scales
4. Assessment of classroom behavior
 - FBA/BIP
 - Behavior Interventions
 - Behavior Data Collection Methods
5. Age appropriate assessments using developmental level
6. Administration of norm referenced and criterion referenced assessments
 - Criterion referenced: DIBELS, DAZE/MAZE, Math Probes
 - Norm Referenced: GORT 5, CTOPP2, TOSWRF2
7. Linking Assessment with Instruction
 - PLAAFP Development
 - IEP Goals
 - IEP Objectives
8. Measures of Adaptive Behavior
 - What do they measure?
 - How does a teacher complete/fill out the protocol?
9. Data Based ARD Committee Decision Making
 - TEA Procedural Safeguards

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. *Reading, lecture, and discussion*
2. *Reflection (both oral and written)*
3. *Small group activities and simulations*
4. *Individual activities including the administration of assessments*
5. *Technology: online class sessions (not to exceed 25% of class/fieldtrip/fieldwork online field experience journal, online diagnostic quizzes and tests)*
6. *Individual conferences (as needed to review case studies)*
7. *Case Study (case study administering assessments studied in class)*
8. *Writing of goals and objectives and related lesson plans*

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates.

***Each student is responsible for finding a school age child (1st -12th grade) for the case study.**

Assignment ¹	Learning Objective(s)	SBEC / IDA Standards	Point Value
<i>Exam I</i>	1, 2, 3, 4, 5, 6, 7, 8,	PPR: I, II, III, IV , 2.5k, 2.9s, 5.1k, 5.2k, 5.6k, 5.3s 5.5s, 5.6s	100
<i>Exam II: Case Study Format</i>	1, 2, 3, 4, 5, 6, 7, 8,	PPR: I, II, III, IV, 2.5k, 2.9s, 2.10s 5.1k, 5.2k, 5.6k, 5.8k, 5.9k, 5.3s 5.5s, 5.6s, 6.9k, 6.2s	(points assigned below)
• <i>Textbook/class activities</i>	1, 2, 3, 4, 5, 6, 7, 8,	PPR: I, II, III, IV, 2.10s, 5.1k, 5.5k, 5.6k, 5.8k, 6.9k, 6.2s	25 pts
• <i>RTI Assignment</i>	1, 2, 3, 4, 5, 6, 7, 8,	PPR: I, II, III, IV, 2.7s, 2.10s, 5.1k, 5.5k, 5.8k	50 pts
• <i>Teacher Interview Assignment</i>	1, 2, 3, 4, 5, 6, 7, 8,	PPR: IV, 6.9k, 6.2s	50 pts
• <i>Components of Case Study Assignment</i> <ul style="list-style-type: none"> ○ <i>Reading/Writing Assessments</i> ○ <i>Math Assessments</i> ○ <i>PLAAFs</i> ○ <i>Goals & Objectives</i> ○ <i>Lesson Plans</i> 	1, 2, 3, 4, 5, 6, 7, 8,	PPR: I, II, III, IV, 2.5k, 2.9s, 2.10s 5.1k, 5.2k, 5.6k, 5.8k, 5.9k, 5.3s 5.5s, 5.6s, 6.9k, 6.2s	50 pts Each (total of 250 pts)
• <i>Diagnostic /Dyslexia Assessment Assignments</i> <ul style="list-style-type: none"> ○ <i>GORT 5</i> ○ <i>CTOPP 2</i> ○ <i>TOSWRF 2</i> 	1, 2, 3, 4, 5, 6, 7, 8,	IDA Standards C & D 2.10s, 5.5k, 5.6k, 5.8k, 5.5s, 5.6s	25 pts Each (total of 75 pts)
• <i>FBA Assignment</i>	1, 2, 3, 4, 5, 6, 7, 8,	PPR: I, II, III, IV, 5.2k, 5.5k, 5.8k, 5.9k, 5.3s, 5.5s, 7.12k, 7.2s	100 pts
• <i>Adaptive Behavior Activity</i>	1, 2, 3, 4, 5, 6, 7, 8,	PPR: I, II, III, IV, 2.10s, 5.3s, 5.5s	25 pts
• <i>Participation</i>	1, 2, 3, 4, 5, 6, 7, 8,	All standards apply	25 pts

Descriptions and rubrics for assignments are included at the end of this document.

These assignment/activities develop and/or assess state and national standards including TExES competencies, IDA reading standards, SBECK. TEKS and/or ISTE standards (listed previously)

Grading Standards

School of Education Undergraduate Grading Scale will be followed:

- A: 92-100 % (644 – 700 pts)
- B: 84-91 % (588 – 643 pts)
- C: 76-83 % (532 – 642 pts)
- D: 70-75 % (490 – 531 pts)
- F: <70 % (489 or less pts)

Student Evaluation of Faculty and Course

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

Absence and Tardy Policies In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 25 % of class sessions are missed the course grade will be “F” no matter what test and paper scores might be. .

ACADEMIC ACCOMODATIONS: Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

Turning In Assignments: Assignments are to be turned in under the appropriate assignment in the assignments tab of blackboard for grading. In some cases, hard copies are appropriate and scanning them in is not necessary, but you are to submit a note stating when and where you turned them in on blackboard. All assignments are due before class starts on the due date (submitted via blackboard).

Late Work. All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only accepted during the next class session (with a grade penalty) unless there is proper documentation of an emergency situation beyond the control of the student. No work will be accepted after the last day of class.

Missed Tests. All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Renee Kwiatek, Instructor 7/8/2014

Renee Kwiatek, Instructor

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TExES competencies, SBEC standards, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies**. I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]

Course Correlation to Pedagogy and Professional Responsibilities and TAC §228.30*

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	Exams, textbook/class activities
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFEMtxaBMvC	Textbook/class activities; RTI assignment; teacher interview; assessment assignments; FBA assessment; exams
I, II, III	3. Child Development	A variety of theories for child development.	Case study
I, II, III,	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	
I, II, III	5. Learning Theories	A variety of learning theories	Case study, FBA; exams
I, III	6. TEKS Organization,		
I, III	7. Content TEKS	http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	Exams, Case study, adaptive behavior assignment, RTI assignment
I, II, IV	8. State Assessment of Students & STAAR: Testing,	Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/	
I, II, III	9. Curriculum Development & Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	FBA, Class activities, Case study,
I, III	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	FBA, Class activities, Case study, Assessment assignments; exams
II, IV	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	FBA, class activities; exams
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual /ELPS : Learning strategies , Listening ,Speaking , Reading & Writing	RTI assignment, case study, Assessment assignments, Exams, FBA assignment, Exam
		B. G/T: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	
		C. Special Education: Acronyms/Terms , Modifications/ Accommodations, Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	
III, IV	13. Parent Conferencing and Communication Skills	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	Case Study, FBA, exam, adaptive behavior assignment
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/staandtest/edstancertfieldlevl.asp	SBEC Technology Standards for All Teachers 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	Case study, Exams, class activities, adaptive behavior assignment
I, III, IV	15. Pedagogy/ Instructional Strategies	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. http://olc.spsd.sk.ca/DE/PD/instr/index.html	FBA assignment, Case study, RTI assignment, adaptive behavior assignment, Exams
I, II, III, IV	16. Differentiated Instruction	A variety of instructional strategies suitable for differentiating instruction.	FBA assignment, Case study, RTI assignment, adaptive behavior assignment, Exams
IV	17. Certification Test Preparatio (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests www.texas.ets.org	Class activities
TAC §228.35 & H.B. 2012 Requirements			
I,	Dyslexia: Detection and education of students with dyslexia [TAC RULE §228.35 (4)]	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point Dyslexia Handbook - English (PDF, 2.45 MB, outside source)	Class activities, completion of Dyslexia Module

IV	Legal & Employment Issues	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	
	Status of HBU program	Pass rates & accreditation status	
IV	Teacher & principal evaluation PDAS:: http://www4.esc13.net/pdas/	PDAS; the purpose & process, what is evaluated, what the evaluation instrument look like, how could you appeal; the PDAS Teacher Manual which is required to be given to all teachers.	
I,II,III,IV	Skills & Expectations of Educators	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	Class activities; exams, all assignments

District RTI Assignment Rubric

Student's Name: _____

Total Points: _____

	8-10 pts	5-7 pts	5-2 pts	1-0 pts
Student has obtained a copy of district RTI forms (including all components) and turned in the assignment by the due date				
Student has reviewed the forms and recorded which assessments and data are needed for a reading, writing or math referral in a format that is easy to read and understand				
Student has reviewed the forms and recorded the timelines for assessments and reviews of assessments (how frequently, dates, etc) in a format that is easy to read and understand				
Student has reviewed the forms and recorded who serves on the committee that reviews forms and determines outcomes in a format that is easy to read and understand				
Student is able to articulate in writing the information and steps she/he would need to take to provide interventions and instructional support to a struggling student working through the RTI process from the district she/he has chosen				

FBA Assignment Rubric

Student's Name : _____

Total Points: _____

	8-10 pts	5-7 pts	5-2 pts	1-0 pts
Data Collection is complete, using appropriate forms, with correctly recorded data (including use of objective measurable terms when identifying the targeted behaviors).				
ABC chart is complete, using appropriate entries and objective measurable terms.				
Appropriate function (s) of the targeted behavior is identified, using data from observation forms to support the determination.				
Appropriate replacement behaviors are identified based on the established functions of the targeted behaviors and data. Replacement behaviors are stated in objective measurable terms.				
Appropriate interventions are recommended based on the identification of the function of the behaviors observed. Interventions are positive, not punitive in nature and can be expected to support the use of the desired replacement behavior				

Teacher Interview Rubric

Student's Name: _____

Total Points: _____

	8-10 pts	5-7 pts	5-2 pts	1-0 pts
Name of teacher, teacher assignment (what she/he teaches), date, and time of Face to Face Interview are provided.				
Questions pertaining to the teacher's years of experience (how long teaching, what she/he has taught) and experience with students with special needs are clearly articulated.				
Questions pertaining to teacher's experience with the RTI process are complete and clearly articulated.				
Questions pertaining to the teacher's experience implementing interventions for a student or students in the RTI process are clearly articulated.				
Student reflection about the interview, the teacher's experiences, and what the student will take away from this interview are specific, directly related to the interview and well-articulated.				

Case Study: Assessments Rubric

Student's Name: _____

Total Points: _____

	8-10 pts	5-7 pts	5-2 pts	0-1 pts
Dibels: 3 appropriate grade level passages administered and scored correctly with wcpm, percentile rank, classification, and graph				
Daze/Maze: 2 appropriate grade level passages administered and scored correctly with RC, percentile rank, classification, and graph				
IRI: 2 appropriate grade level passages administered and scored correctly with number correct & percentage				
Writing Passage: age/grade appropriate prompt, with completed product turned in	This part will not be graded in assessments, but will in the PLAAFPs, it is here so you remember it is required			
Math Computations: age/grade appropriate level administered and scored correctly with raw score, percentile rank, and classification				
Math Concepts/Applications: age/grade appropriate level administered and scored correctly with raw score, percentile rank, and classification				

Case Study: PLAAFs Rubric

Student's Name: _____

Total Points: _____

	16-20 pts	10-15 pts	5-9 pts	0-4 pts
Reading: Dibels, Maze/Daze and IRI scores/results are correctly reported on template. A minimum of 3 strengths and 2 needs are addressed using measurable professional terms as presented in class. The strengths and weaknesses can be directly tied to the assessments.				
Math: Computations and Concepts/Applications score/re are correctly reported on template. A minimum of 3 strengths and 2 needs are addressed using measurable professional terms as presented in class. The strengths and weaknesses can be directly tied to the assessments.				
	8-10 pts	5-7 pts	3-4 pts	0-1 pt
Writing: A minimum of 3 strengths and 2 needs are addressed using measurable professional terms as presented in class. The strengths and weaknesses can be directly tied to the assessments.				

Case Study: Goals & Objectives Rubric

Student's Name: _____

Total Points: _____

	8-10 pts	5-7 pts	5-2 pts	0-1 pts
Reading Goals & Objectives as written using the format presented in class, using measurable professional terms and are directly related to the assessments and PLAAFPs				
Math Goals & Objectives as written using the format presented in class, using measurable professional terms and are directly related to the assessments and PLAAFPs				
Writing Goals & Objectives as written using the format presented in class, using measurable professional terms and are directly related to the assessments and PLAAFPs				
Math Concepts/Applications: age/grade appropriate level administered and scored correctly with raw score, percentile rank, and classification				

Diagnostic/Dyslexia Assessment Rubric

Student's Name: _____

Total Points: _____

	TOSWRF 2	GORT 5	CTOPP 2
Correct age/grade level assessment was administered and all required components administered	0-5 pts	0-5 pts	0-5 pts
Chronological Age is calculated correctly	0-6 pts	0-6 pts	0-6 pts
Protocol is completed correctly including grade, date, raw scores, standard scores, percentile ranks and classification	0-7 pts	0-7 pts	0-7 pts
Student is able to interpret the scores to determine strengths and weaknesses based on the assessment and document those strengths and weakness using appropriate professional terms.	0-7 pts	0-7 pts	0-7 pts

EDSP 4311: Diagnostic and Prescriptive Teaching for Exceptional Children
Fall 2014 *Tentative Agenda*

Date	Class topics and readings	Tasks/Assignments Due
8/26/14	Introduction and review of syllabus	
8/28/14	Chapter 1: Introduction to Special Education Chapter 7: RTI, what do you know, need to know, and what does the State of Texas say	Copy of Course Acknowledgements due today
9/2/14	Chapter 2: Law, Ethics and Issues	
9/4/14	Chapter 3: Descriptive Statistics	Chapter 1 & 2 activities due
9/6/14	Chapter 4: Reliability and Validity	
9/9/14	Let's review and apply Chronological Age	Chapter 3 & 4 activities due
9/11/14	Chapter 5: Norm Referenced Testing Administering Norm referenced tests TOSWRF	
9/16/14	Chapter 6: Curriculum Based Assessments Intro Dibels, Daze/Maze	RTI Assignment due
9/18/14	IRIs and other reading inventories (Dolch, Affixes, Voc.) What are they, how to administer, score and interpret	
9/23/14	Practice Dibels, Daze/Maze in class with partners Scoring and interpreting Dibels, Daze/Maze	Teacher Interview due
9/25/14 *	Download and practice Dibels/Daze/Maze and IRI for case study Administer and Score the TOSWRF	
9/30/14	Math Probes, what are they, where do I find them, how do I create them, how do I score and interpret them AIMSweb and Intervention Central Probes	TOSWRF due Bring the DIBELS, DAZE & IRI you will use in your case study to class today.
10/2/14	<u>Test</u>	
10/7/14	CTOPP 2	
10/9/14 *	Download and prepare math probes for appropriate grade level of student Select appropriate IRI for student, prepare necessary materials	
10/14/14	GORT 5	
10/16/14	What is Dyslexia, how do you assess for Dyslexia, how does it fit in with Special Education?	
10/21/14	Chapter 7: Academic Assessment Demonstration of KTEA II, WIAT III, WWJ III,	
10/23/14*	Administer GORT 5 Administer CTOPP 2	
10/28/14	Interpreting test scores, determining strengths and weaknesses Writing Present Levels of Performance	Your Dibels, Daze or Maze, IRI and math assessments are due
10/30/14	Writing goals and objectives	

	Using measurable terms	
11/4/14	Chapter 9: Assessing Behavior FBAs	
11/6/14	Review and Practice FBA Peter Video	
11/11/14 *	FBA assignment: rewatch Peter video as needed to complete FBA observation, abc and documentation forms	
11/13/14	Writing individualized lesson plans based on Plaffs and assessments – instructional strategies and considerations	FBA Assignment due Adaptive Behavior assignment will be completed in class today
11/18/14	Chapter 10: Intellectual/Cognitive Assessments	
11/20/14	Chapter 11: Developmental Scales	Draft Plaffs due
11/25/14*	Complete Case Study assessments, Plaffs, and goals and objectives	
11/27/14*	Happy Thanksgiving!!!	
12/2/14	Adaptive Behavior What is it, what is the teacher's role in assessing and providing instruction for adaptive behavior.	Plaffs, Goals and objectives due
12/4/14	ARDs 101 – What are they, what is the role of a teacher Accommodations or modifications?	Last day to turn in any work for this class
TBD	<u>Final: CASE Study Conference</u>	

NOTE

The instructor reserves the right to modify this syllabus and course agenda and will notify the class of any changes in a timely manner.