

**The College of Education and Behavioral Sciences  
School of Education  
Houston Baptist University  
Course Syllabus  
EDSP 6344 Educational Appraisal of Individuals with Exceptionalities  
Fall 2014**

**COURSE DESCRIPTION**

This course is an introduction to appraisal techniques and instruments used to identify the presence or absence of a specific learning disability. Administration, scoring, interpretation, preparation of written reports and the development of IEPs will be taught in this course. Students must be computer literate. (Offered also as EPSY 6344.)

**COURSE SEQUENCE IN CURRICULUM and PREREQUISITE INFORMATION**

This course is designed for special educators, educational diagnosticians, school counselors, licensed specialists in school psychology, and other professionals whose vocation requires the need for knowledge of, and application of psycho-educational assessment procedures, special education services, and alternative learning programs. Prerequisites: EDSP 5302, 5311, 5335, and 5319 or permission from the program director.

**DATE AND TIME OF CLASS MEETINGS**

Tuesday, 5:00pm-7:25pm, Hinton 123

**INSTRUCTOR INFORMATION**

Name: Dr. Dianne Reed, Professor of Education

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Cell Phone: 832-606-8805

Office Phone: 281-649-3045

Office Location: Hinton 345

Office Hours: Mon- Wed. 12:00pm-4:00pm & by appointment on Mon. - Fri.

**LEARNING RESOURCES**

**Required Textbook(s):**

**\*\* Please do not purchase these textbooks until after the first class meeting. Note, that the WJ-III Cognitive and WJ-III Achievement are being revised. The WJ-IV Cognitive and WJ-IV Achievement will be the primary testing instruments in this course. Many test specific textbook should be revised to reflect updated versions of tests.**

Rhodes, R., Ochoa, S.H., & Ortiz, S.O. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. New York, NY: The Guilford Press. ISBN#: 1-59385-141-3.

\*\*Mather, N. & Jaffe, L. N. (2002). *Woodcock-Johnson III: Reports, recommendations, and strategies*. Hoboken, NJ: John Wiley and Sons. ISBN#: 978-0-471-41999-0.

**\*\*Mather, N, Wendling, B.J., & Woodcock, R.W. (2001). *Essentials of WJ III tests of achievement assessment*. New York, NT: John Wiley & Sons, Inc. ISBN #:13: 978-0471330592. (Check for updated copy)**

**\*\*Schrang, F.A., Miller, D.C., Wendling, B.J., & Woodcock, R.W. (2010). *Essentials of WJ III cognitive abilities assessment*: Hoboken, NJ: John Wiley & Sons. ISBN#: 13: 9780470566640. (Check for updated copy)**

### **Other Required Materials:**

- Eight (8) sets Woodcock Johnson III /IV Tests of Achievement (NU) protocols
- Eight (8) sets Woodcock Johnson- III/ IV Tests of Cognitive Abilities protocols
- Four (4) Woodcock Munoz Language Survey- Revised Normative Sample protocols
- Red pen
- Pencil
- Stopwatch
- Woodcock Johnson Test Kits

### **Recommended Websites:**

[www.tea.state.tx.us/special.ed](http://www.tea.state.tx.us/special.ed)

[www.psychcorp.com](http://www.psychcorp.com)

[www.riversidepublishing.com](http://www.riversidepublishing.com)

### **RELATION TO THE PURPOSE STATEMENT 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 provide a practical learning experience that will help to prepare special educators, educational diagnosticians, school counselors, licensed specialists in school psychology, and other professionals whose vocation requires the need for knowledge of, and application of psycho-educational assessment procedures, special education services, and alternative learning programs.

### **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 professional educators 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 as educators to influence individual students 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**

This course covers basic features of the Woodcock Johnson individual intelligence and achievement assessments.

Upon completion of this course, students should be able to demonstrate knowledge and application to the following concepts:

1. Conduct and interpret assessments for a variety of academic, language, and visual-motor tests, and the application of assessment results to identify students eligible for special education services as mandated by the Individuals with Disabilities Education Act (IDEA) and the Texas Educational Agency (TEA).
2. Apply philosophies of assessment in a case study using the *Woodcock Johnson IV Tests of Achievement*, *Woodcock Johnson IV Tests of Cognitive Ability*, and the *Woodcock Munoz Language Survey-Revised Normative Update*.
3. Apply laws and policies related to assessment of individuals with exceptional learning needs. Make decisions according to legal guidelines to minimize bias in the use assessment instruments. Administer tests according to legal and ethical principles of assessment.
4. Compare and contrast disabilities and the range of abilities within disability groups.
5. Explain factors influencing overrepresentation and stigmatization of persons with linguistic and cultural differences. Compare and contrast disabilities and the range of abilities within disability groups. Discuss controversies in assessment and eligibility for special education.
6. Review a test to demonstrate knowledge of standards for test reliability and validity; knowledge of procedures used for test standardization; knowledge of sources of test error and standard error of measurement; basic use and knowledge of limitations of standardized tests; the qualifications necessary to administer and interpret tests, with specific attention to dual language individuals. Derive and interpret test scores: standard scores, relative proficiency index, percentiles, age and grade equivalents, instructional zones.
7. Administer designated types of assessment instruments, including measures of academic achievement, intelligence, and language to determine language dominance and proficiency.
8. Discuss the process for pre-referral, referral, assessment, and eligibility for special education.
9. Develop professional report writing skills using the Full and Individual Evaluation (FIE) format required by TEA.
10. Demonstrate knowledge to professionally interpret evaluation data and analyze assessment information to create appropriate educational programming.

11. Demonstrate knowledge of methods of developing appropriate modifications and IEP's for student success based on evaluation data.
12. Development knowledge of specific area competencies for taking the Texas Examinations of Educator Standards testing (TExES) for Educational Diagnostician.
13. Identify various testing materials and computer software programs for scoring.
14. Explore various web sites, professional journals and reference materials for information related to testing and diagnosis for exceptional children.
15. Develop skills oral reporting of evaluation information.

## 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 TExES (Educational Diagnostician) domains, standards, and competencies and International Dyslexia Association (IDA) Reading.

A list of specific TExES (Educational Diagnostician) competencies and International Dyslexia Association (IDA) Reading for this course is presented below. A complete listing of SBEC Standards for all certifications including knowledge and skills statements may be found at:  
<http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>.

A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed

### TExES Domains, Standards, and Competencies (Educational Diagnostician)

The following TExES (Educational Diagnostician) domains, standards, and competencies are addressed in part or in full in this course:

Domains	Standards	Competencies-The beginning educational diagnostician:
<b>Domain I-</b> Students with Disabilities	<p><b>Standard V:</b> The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.</p> <p><b>Standard VII:</b> The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.</p>	<p><b>Competency 001:</b> The educational diagnostician understands and applies knowledge of federal and state disability criteria and identification procedures for determining the presence of an educational need.</p> <p><b>A.</b> Recognizes and applies knowledge of the cognitive, academic, communicative, physical, social and emotional characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities.***</p> <p><b>B.</b> Knows how to access information on the cognitive, academic, communicative, physical, social and emotional characteristics of individuals with various disabilities. ***</p> <p><b>C.</b> Demonstrates awareness of the variation in ability among individuals with particular types of disabilities. ***</p> <p><b>D.</b> Analyzes the educational implications of various disabilities. ***</p> <p><b>E.</b> Knows how to use various types of assessment and evaluation procedures to identify students with disabilities and determine the presence of an educational need. ***</p> <p><b>F.</b> Knows how to gather and use background information regarding the educational/developmental (e.g., behavioral, social, academic), medical and family history</p>

\*\*\*Indicates competencies addressed in this course

Domains	Standards	Competencies-The beginning educational diagnostician:
<p><b>Domain I-</b> Students with Disabilities</p>	<p><b>Standard V:</b> The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.</p> <p><b>Standard VII:</b> The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.</p>	<p><b>Competency 002:</b> The educational diagnostician understands and applies knowledge of ethnic, cultural, linguistic and socioeconomic diversity and the significance of individual diversity for evaluation, planning and instruction.</p> <p><b>A.</b> Demonstrates knowledge of issues related to the identification of disabilities in individuals from ethnically, culturally, linguistically and/or socioeconomically diverse backgrounds.</p> <p><b>B.</b> Recognizes how the ethnic, cultural and environmental background of students and their families, including linguistic and socioeconomic diversity, may affect evaluation, planning and instruction. ***</p> <p><b>C.</b> Applies knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities.</p> <p><b>D.</b> Uses strategies and procedures that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming and placement and that ensure nonbiased results.</p> <p><b>E.</b> Demonstrates awareness of issues related to the representation in special education of populations that are culturally and linguistically diverse.</p>

\*\*\*Indicates competencies addressed in this course

Domains	Standards	Competencies-The beginning educational diagnostician:
<p><b>Domain II - Assessment and Evaluation</b></p>	<p><b>Standard IV:</b> The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.</p> <p><b>Standard VI:</b> The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.</p>	<p><b>Competency 003:</b> The educational diagnostician understands and applies knowledge of student assessment and evaluation program planning and instructional decision making.</p> <p><b>A.</b> Demonstrates knowledge of the characteristics and needs of individual students in relation to assessment and evaluation for their least restrictive placement within a continuum of services. ***</p> <p><b>B.</b> Knows the rights of parents/guardians and students (i.e., procedural safeguards) in relation to assessment and evaluation. ***</p> <p><b>C.</b> Applies knowledge of the links between evaluation, goals and objectives and placement decisions. ***</p> <p><b>D.</b> Uses assessment and evaluation information to assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings. ***</p> <p><b>E.</b> Interprets and uses assessment and evaluation information to plan individualized programs, make instructional decisions and support ongoing review. ***</p> <p><b>F.</b> Knows the roles of team members, including the student when appropriate, in planning an individualized program. ***</p>

\*\*\*Indicates competencies addressed in this course

Domains	Standards	Competencies-The beginning educational diagnostician:
<p><b>Domain II - Assessment and Evaluation</b></p>	<p><b>Standard IV:</b> The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.</p> <p><b>Standard VI:</b> The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.</p>	<p><b>Competency 004:</b> The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.</p> <p><b>A.</b> Applies knowledge of basic terminology and statistical concepts (e.g., standard error of measurement, mean, standard deviation) used in assessment and evaluation.***</p> <p><b>B.</b> Demonstrates knowledge of standards for test norming, reliability and validity; procedures used in standardizing assessment instruments; and sources of measurement error. ***</p> <p><b>C.</b> Demonstrates knowledge of how to select and use assessment and evaluation materials based on technical quality and individual student needs (e.g., communication, physical and other disabilities).</p> <p><b>D.</b> Demonstrates knowledge of how to select or modify assessment procedures to minimize bias in results. ***</p> <p><b>E.</b> Applies knowledge of the uses and limitations of various types of assessment instruments (e.g., norm-referenced, criterion-referenced) and observation techniques (e.g., anecdotal, frequency, temporal). ***</p> <p><b>F.</b> Applies knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, assistive technology, motor skills). ***</p> <p><b>G.</b> Applies knowledge of procedures for screening, pre-referral, referral and eligibility. ***</p> <p><b>H.</b> Demonstrates the ability to score assessment and evaluation instruments accurately and to create and maintain evaluation reports according to federal and state guidelines. ***</p> <p><b>I.</b> Knows how to collaborate effectively with families and with other professionals in assessing and evaluating individuals with disabilities.</p>

\*\*\*Indicates competencies addressed in this course

Domains	Standards	Competencies-The beginning educational diagnostician:
<p><b>Domain II - Assessment and Evaluation</b></p>	<p><b>Standard IV:</b> The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.</p> <p><b>Standard VI:</b> The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.</p>	<p><b>Competency 005:</b> The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations.</p> <p><b>A.</b> Analyzes the uses and limitations of various types of formal and informal assessment and evaluation data.</p> <p><b>B.</b> Demonstrates knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores). ***</p> <p><b>C.</b> Applies skills for evaluating and interpreting information derived from formal and informal instruments and procedures in the areas of cognitive ability, adaptive behavior and academic skills. ***</p> <p><b>D.</b> Recognizes when a student needs further assessment and/or evaluation, including that conducted by other professionals, in specific areas (e.g., language skills, physical skills, social/emotional behavior, assistive technology needs). ***</p> <p><b>E.</b> Uses assessment and evaluation results to determine a student’s needs in various curricular areas and to make recommendations for intervention, instruction and transition planning.</p> <p><b>F.</b> Uses performance data and information from teachers, other professionals, the student and the student’s parents/guardians to recommend appropriate modifications and/or accommodations within learning environments.***</p> <p><b>G.</b> Recognizes the need to monitor the progress of individuals with disabilities. ***</p>

\*\*\*Indicates competencies addressed in this course



Domains	Standards	Competencies-The beginning educational diagnostician:
<p><b>Domain III-</b> Curriculum and Instruction</p>	<p><b>Standard IX:</b> The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.</p> <p><b>Standard X:</b> The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.</p>	<p><b>Competency 006:</b> The educational diagnostician understands appropriate curricula and instructional strategies for students with disabilities.</p> <p><b>A.</b> Demonstrates knowledge of curricula for the development of motor, cognitive, academic, social, language, affective, career and functional skills for students with disabilities.</p> <p><b>B.</b> Demonstrates knowledge of individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment). ***</p> <p><b>C.</b> Applies skills for interpreting assessment and evaluation data and using data for instructional recommendations. ***</p> <p><b>D.</b> Demonstrates knowledge of a variety of instructional strategies, technology tools and curriculum materials to address the individual needs and varied learning styles of students with disabilities within the continuum of services.</p> <p><b>E.</b> Knows how to modify curriculum content for individuals with disabilities.</p> <p><b>F.</b> Knows how to select and adapt instructional methods, strategies and materials to provide accommodations for individuals with disabilities.</p> <p><b>G.</b> Applies knowledge of functional skills instruction for transitioning across environments (e.g., preschool to elementary school, school to work) and the supports needed for transition and integration into various program placements. ***</p>

\*\*\*Indicates competencies addressed in this course

Domains	Standards	Competencies-The beginning educational diagnostician:
<p><b>Domain III- Curriculum and Instruction</b></p>	<p><b>Standard IX:</b> The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.</p> <p><b>Standard X:</b> The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.</p>	<p><b>Competency 007:</b> The educational diagnostician understands the use of appropriate assessment, evaluation, planning and instructional strategies for developing students' behavioral and social skills.</p> <p><b>A.</b> Demonstrates knowledge of requirements and procedures for functional behavioral assessments and manifestation determination reviews.</p> <p><b>B.</b> Knows applicable laws, rules and regulations and procedural safeguards regarding the planning and implementation of behavioral intervention plans for students with disabilities. ***</p> <p><b>C.</b> Demonstrates knowledge of ethical considerations in all aspects of behavior intervention. ***</p> <p><b>D.</b> Demonstrates knowledge of social skills needed for school, home, community and work environments. ***</p> <p><b>E.</b> Demonstrates knowledge of the effects of antecedents and consequences, including teacher attitudes and behaviors, on the behavior of students with disabilities.***</p> <p><b>F.</b> Demonstrates knowledge of strategies for preparing students to live productively in a multiclass, multiethnic, multicultural and multinational world.</p> <p><b>G.</b> Knows strategies for crisis prevention, intervention and management for students with disabilities.</p> <p><b>H.</b> Applies knowledge of key concepts in behavior intervention (e.g., least intrusive intervention within the learning environment, reasonable expectations for social behavior, social skills curricula, cognitive behavioral strategies).***</p>

\*\*\*Indicates competencies addressed in this course

Domains	Standards	Competencies-The beginning educational diagnostician:
<p><b>Domain IV-</b> Foundations and Professional Roles and Responsibilities</p>	<p><b>Standard I:</b> The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.</p> <p><b>Standard II:</b> The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.</p> <p><b>Standard III:</b> The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.</p> <p><b>Standard VIII:</b> The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.</p>	<p><b>Competency 008:</b> The educational diagnostician understands and applies knowledge of professional practices, roles and responsibilities and the philosophical, legal and ethical foundations of evaluation related to special education.</p> <p><b>A.</b> Demonstrates knowledge of models and theories that provide the basis for special education evaluations and knows the purpose of evaluation procedures and their relationship to educational programming. ***</p> <p><b>B.</b> Applies knowledge of state and federal laws, rules and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs. ***</p> <p><b>C.</b> Knows how to comply with local, state and federal monitoring and evaluation requirements.***</p> <p><b>D.</b> Applies knowledge of issues, assurances and due process rights related to evaluation, eligibility and placement within a continuum of services. ***</p> <p><b>E.</b> Demonstrates knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers and other professionals in relation to individual learning needs. ***</p> <p><b>F.</b> Applies knowledge of ethical practices (e.g., in relation to confidentiality, informed consent, placement, state accountability measures). ***</p> <p><b>G.</b> Knows how to create quality educational opportunities that are appropriate for individuals with disabilities and reflect respect for their culture, gender and personal beliefs.</p> <p><b>H.</b> Knows qualifications necessary to administer and interpret various instruments and procedures.***</p> <p><b>I.</b> Knows organizations and publications relevant to the field of educational diagnosis and demonstrates awareness of the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families and/or colleagues.</p>

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Domains	Standards	Competencies-The beginning educational diagnostician:
<p><b>Domain IV-</b> Foundations and Professional Roles and Responsibilities</p>	<p><b>Standard I:</b> The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.</p> <p><b>Standard II:</b> The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.</p> <p><b>Standard III:</b> The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.</p> <p><b>Standard VIII:</b> The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.</p>	<p><b>Competency 009:</b> The educational diagnostician develops collaborative relationships and demonstrates skills for scheduling, time management and organization.</p> <p><b>A.</b> Applies skills and strategies for engaging in effective communication, collaboration and consultation with others (e.g., students with disabilities, parents/guardians, classroom teachers, other school and community personnel) to meet the needs of individuals with disabilities in a culturally responsive manner. ***</p> <p><b>B.</b> Demonstrates knowledge of family systems and the role of parents/guardians in supporting student development and educational progress and applies strategies for encouraging students' and families' active participation in the educational team, addressing families' concerns and fostering respectful and beneficial relationships between families and education professionals.</p> <p><b>C.</b> Applies skills for effective communication and collaboration in a variety of contexts (e.g., conducting conferences with students and families, working with other professionals to include students in specific learning environments, communicating about characteristics and needs of students with disabilities, reporting and interpreting assessment results to professionals and parents/guardians).</p> <p><b>D.</b> Knows the roles of students with disabilities, parents/guardians, teachers and other school and community personnel in planning educational programs and knows strategies for collaborating with team members to develop appropriate educational programs for individuals. ***</p> <p><b>E.</b> Knows how to keep accurate and detailed records of assessments, evaluations and related proceedings (e.g., ARD/IEP meetings, parent/guardian communications and notifications). ***</p>

\*\*\*Indicates competencies addressed in this course

Domains	Standards	Competencies-The beginning educational diagnostician:
<b>Domain IV-</b> Foundations and Professional Roles and Responsibilities	<p><b>Standard I:</b> The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.</p> <p><b>Standard II:</b> The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.</p> <p><b>Standard III:</b> The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.</p> <p><b>Standard VIII:</b> The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.</p>	<p><b>Competency 009 (cont.):</b> The educational diagnostician develops collaborative relationships and demonstrates skills for scheduling, time management and organization.</p> <p><b>F.</b> Demonstrates knowledge of time management strategies and systems appropriate for various educational situations and environments, including the selection, modification and design of forms to facilitate planning and scheduling.</p> <p><b>G.</b> Knows how to use technology appropriately to organize information and schedules.</p> <p><b>H.</b> Applies knowledge of legal and regulatory timelines, schedules, deadlines and reporting requirements and methods for maintaining eligibility folders and for organizing, maintaining, accessing and storing records. ***</p>

\*\*\*Indicates competencies addressed in this course

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

Standards	Competencies
<b>C. Knowledge of Dyslexia and Other Learning Disorders:</b>	<ol style="list-style-type: none"> <li><b>1.</b> Recognize the tenets of the NICHD/IDA definition of dyslexia.***</li> <li><b>2.</b> Recognize that dyslexia and other reading difficulties exist on a continuum of severity.***</li> <li><b>3.</b> Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language, comprehension disorder, attention deficit hyperactivity disorder, disorders of written expression or dysgraphia, mathematics, learning disorder, nonverbal learning disorders, etc.***</li> <li><b>4.</b> Identify how symptoms of reading difficulty may change over time in responsive to development and instruction.</li> <li><b>5.</b> Discuss federal and state laws that pertain to learning disabilities, especially reading disabilities and dyslexia.***</li> </ol>
Interpretation and Administration of Assessments	<ol style="list-style-type: none"> <li><b>6.</b> Explain the content and purposes of the most common diagnostic tests used by psychologists and educational evaluations. ***</li> </ol>

\*\*\*Indicates competencies addressed in this course

## **TOPICAL OUTLINE**

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

1. Demonstrate basic understanding of intelligence and achievement testing.
2. Administer, score, and interpret intelligence/achievement tests. Students will explain the procedures and findings of test administration.
3. Write professional reports incorporating the following: history of the client, behavioral observations, analysis of data, determination of learning and/or other possible disabilities, conclusions and implications for further assessment/educational strategies. Two comprehensive reports will be written using a combination of these assessments: WISC-IV, WAIS-IV, and WIAT- III.
4. Read summarize and present assigned chapters.

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

## **TEACHING/LEARNING STRATEGIES**

1. Lecture
2. Readings
3. Group discussions
4. Group cooperative learning and activities
5. Practice activities and exercises with test partners
6. Case study with child ages 7-13
7. Technology with computer scoring and report writing
8. Independent assignments

## ASSESSMENT FOR LEARNING

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

Assignments	Learning Objectives	Standards/Competencies/ Domain (TEExES & IDA)	Possible Points (330)
Class Participation	1-7	D-IV; Standards- I, II, III VIII	50
Administration of W-J IV Achievement and W-J IV Cognitive-and Protocol Check	1-7	D-II; Standards-IV, VI; Competencies 3,4,5; D-III; Standards- IX,X; Competencies 3,4,5; IDA Standard C; Competencies 1-6	60
Administration of W-J IV Tests of Oral Language	1-7	D-II; Standards-IV, VI; Competencies 3,4,5; D-III; Standards- IX,X; Competencies 3,4,5; IDA Standard C; Competencies 1-6	60
(2) Full and Individual Evaluation Report W-J IV Achievement, W-J IV Cognitive, W-J IV Tests of Oral Language	1-7	D-II; Standards-IV, VI; Competencies 3,4,5; D-III; Standards- IX,X; Competencies 3,4,5; IDA Standard C; Competencies 1-6	60
Chapter Study Questions and Discussion	1-7	D-I-IV; Standards I-X; Competencies- 1-9; IDA Standard C; Competencies 1-6	50
Course Exam I- Chapter Questions	1-7	D-I-IV; Standards I-X; Competencies- 1-9; IDA Standard C; Competencies 1-6	25
Final Exam- 2 complete FIEs	1-7	D-I-IV; Standards I-X; Competencies- 1-9; IDA Standard C; Competencies 1-6	25

1. See the agenda at the end of this syllabus for due dates.
2. Descriptions and rubrics for assignments are included at the end of this document.
3. These assignments/activities develop and/or assess State standards including TExES competencies and IDA reading standards.
4. Total points earned for all assignments will determine the student's percentage and letter grade for the course.
5. SBEC Technology Standards are incorporated into this course. For a complete listing of the standards, please go to <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

## Grading Standards

COEBS Letter Grades	COEBS Percentages for Letter grades	Points Earned to Correlate with COEBS Grading Scale	Comments
A	94-100	330-307	
A-	90-93	306-297	
B+	87-89	296-287	
B	83-86	286-274	
B-	80-82	273-264	
C+	77-79	263-254	
C	73-76	253-242	
C-	70-72	241-231	Student must retake course
F	69 and below	230 and below	Student must retake course

### Student Evaluation of Faculty and Course

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

### CLASS POLICIES

ATTENDANCE: 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 2 of class session absences occur, the course grade will be “F” no matter what test and paper scores might be.

Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first class session after the student has enrolled in the course. Professors are not obligated to allow students to make up work they miss due to unexcused absences. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. Please see the catalog currently in use for the university’s policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities."

- Attendance and participation is expected at every class session.
- Two tardies are permitted for all classes.
- Medical notes for excused absences will be accepted only one week after the absence.
- Absences, tardies, and early departure from class are strongly discouraged. It is very important to be on time for class and to stay for the entire class session. Your performance in this course will be better if you attend classes and participate in the discussions. This course will be highly interactive and you will need to be in class. If you **arrive late or leave early**, you will **NOT** receive full credit for participating or for attendance. If you do work not pertaining to this class during class time, you will not receive full credit for participating.

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.

LATE WORK STATEMENT: Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

All assignments are expected to be completed in their entirety by the beginning of class on the due date, even if the student is not in class. Late work is strongly discouraged. Work may be submitted late ONLY (with proper documentation for illness or other emergency situations) within the following TWO calendar days, including weekends, for a maximum grade value of 80. No work will be accepted after that deadline passes. As professionals it is imperative to complete responsibilities and tasks in a timely, effective manner. [If work is returned for revision, it is expected to be re-submitted as directed by the professor regarding the due date and the maximum grade value of the revised effort.]

MISSED TESTS. All 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. Legitimate reasons include documented illness death in the family, etc. A make-up 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.

- You must turn off all electronic devices in your possession to avoid distractions to the climate of the classroom. This includes cell phones. These should remain out of sight during instructional
- Answering cell phones, reading or responding to text messages during class will lower your participation grade. If this is a continuing distraction, the student will be asked to leave class and this will be reflected in the course grade.
- No cell phones will be allowed in the classroom for exams. Should you forget, you may leave any cell phones with the professor during the testing time. Any cell phone that goes off in a student's possession during an exam will be an automatic F on the exam.
- No recording devices will be allowed in the classroom.
- The use of personal laptop computers is only permitted at appropriate times when class note taking is beneficial, not during any activities and/or presentations.
- The use of the Internet and computer for personal means during class time will result in a reduction in the class participation grade and loss of class use of the computer for the remainder of the semester.

#### ADDITIONAL COMMENTS FOR THIS COURSE.

1. Students are expected to act in a professional manner. This includes, but is not limited to: adhering to APA Ethical Standards of Psychology; maintaining test security and subject confidentiality.
2. Subject's name will not appear on test protocols, reports, etc. Please use pseudonym.

## ADDITIONAL COMMENTS FOR THIS COURSE. (continued)

3. Students CANNOT release test scores to subjects, subject's parents/guardians, schools and/other personnel.
4. Test protocols CANNOT be copied or faxed\
5. Each student is expected to find 2-3subjects for testing.
6. Please keep all your work until grades have been assigned.
7. Protocols must be destroyed (shredded) at the end of the course. Protocols must be turned in with reports.
8. **Children in Classroom.** In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance. For safety reasons, children are prohibited from all laboratories.
9. **Classroom Behavior Expectations.** The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.

### ***\*Addendum: Classroom Behavior Expectations***

Working on or reading of other materials and/or projects during this designated class time will not be permitted and will result in the lowering of the class participation grade. Group work demands a high level of accountability and collaboration. Therefore, the professor reserves the right to adjust and/or remove group members from small group work, if needed. If a student is removed from a working group for any reason, the student is expected to complete all components of the task/assignment entirely on an individual basis on the original due date with a reduction in grading points as is warranted. Drinks and snack food are permitted in class as long as all trash is removed.

10. **Early Alert.** To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an Academic Early Alert Referral System (EARS). Your professor will issue an Early Alert to your advisor if you he or she believes you struggling in the course. You should meet with you advisor and professor to discuss new strategies for successful completion of the course.

11. **Email Policy.** All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

12. **Grievance Procedures.** The Academic Grievance Policy may be found in the catalog currently in use, in the Academic section of the HBU Forms section of the HBU Portal, and on the Registrar's page on the HBU Website.



ADDITIONAL COMMENTS FOR THIS COURSE. (continued)

13. **Incomplete Course Request.** Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

**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:**

Dr. Dianne Reed

Instructor's Signature: *Dr. Dianne Reed*

## EDSP 6344 Educational Appraisal of Individuals with Exceptionalities

### TENTATIVE SCHEDULE

Due Dates	Class topics and readings	Task(s)/Assignments
Aug. 26	Introductions; course assignment review; Review W-J IV Achievement report template and administration guidelines	<ol style="list-style-type: none"> <li>1. Students identify individuals to test (minimum 8) per test;</li> <li>2. pass out W-J IV ACH Kits and protocol;</li> <li>3. students make notes on protocol;</li> <li>4. review/discuss individual subtests in W-J IV ACH;</li> <li>5. discuss report template;</li> </ol>
Sept. 2	<p>Read and discuss chapters 1 &amp; 2 of text (English-Lang Learners in US Public Schools &amp; Disproportionate Representation of Diverse Students)- Identify muddy points and important points. <b>Culturally &amp; Linguistically Diverse Students</b></p> <p><b>Essentials of W-J IV ACH</b> text- Read ch. 1.</p> <p>Review W-J IV Achievement; Review report template and administration guidelines</p>	<ol style="list-style-type: none"> <li>1. Write 3-5 important points and muddy points for chapters 1 &amp; 2 in the text <b>Culturally &amp; Linguistically Diverse Students</b></li> <li>2. Complete study questions at the end of chapter 1, include page numbers for answers to questions- <b>Essentials of W-J IV ACH</b></li> <li>3. Be able to discuss the questions that were most difficult to answer in each text;</li> <li>4. demonstrate administration of W-J IV ACH subtests in class;</li> <li>5. 2 administrations of W-J IV ACH; show video tapes of testing sessions (make 2 tapes)</li> </ol>
Sept. 9	<p>Read and discuss chapters 3 &amp; 4 of text (Legal &amp; Ethical Requirements &amp; Bilingual Ed. &amp; 2<sup>nd</sup> Lang. Acquisition)- Identify muddy points and important points. <b>Culturally &amp; Linguistically Diverse Students</b></p> <p><b>Essentials of W-J IV Ach</b> text- Read chs. 2&amp;3</p> <p>Review assessments on clients 1 &amp; 2 on W-J IV ACH; Review protocol for W-J IV COG; Pass out W-J IV COG Kits</p>	<ol style="list-style-type: none"> <li>1. Write 3-5 important points and muddy points for chapters 3 &amp; 4 in the text <b>Culturally &amp; Linguistically Diverse Students</b></li> <li>2. Complete study questions at the end of chapters 2 &amp; 3, include page numbers for answers to questions- <b>Essentials of W-J IV ACH</b></li> <li>3. Complete assessments of clients 1 &amp; 2 on W-J IV ACH;</li> <li>4. Complete Part 1 of FIE completed (see rubric) for both clients;</li> <li>5. check protocol of tests administered and FIE Part 1; demonstrate administration of W-J IV COG subtests in class; students make notes on W-J IV COG protocol;</li> <li>6. assistance with grading protocol will be provided;</li> <li>7. 3<sup>rd</sup> administration of W-J IV ACH should be completed</li> </ol>
Sept. 16	<p>Read and discuss chapters 5 &amp; 6 of text (Prereferral &amp; Use of Interpreters)- Identify muddy points and important points. <b>Culturally &amp; Linguistically Diverse Students</b></p> <p><b>Essentials of W-J IV Ach</b> text- Read chs. 4&amp;5</p> <p>Review W-J IV Oral Lang subtests</p>	<ol style="list-style-type: none"> <li>1. Write 3-5 important points and muddy points for chapters 5 &amp; 6 in the text <b>Culturally &amp; Linguistically Diverse Students</b></li> <li>2. Complete study questions at the end of chapters 4 &amp; 5 include page numbers for answers to questions- <b>Essentials of W-J IV Ach</b></li> <li>3. Complete Parts 2 &amp; 3 of FIE (see rubric) for clients 1 &amp; 2;</li> <li>4. Complete assessments of clients 3 &amp; 4 on W-J IV COG (if appropriate you may test clients 1 &amp; 2 on W-J IV COG so that you will have a complete assessment for the FIEs)</li> <li>5. Check W-J IV COG protocol and parts 2 &amp; 3 of FIE; demonstrate administration of W-J IV Oral Lang subtests in class;</li> <li>6. students make notes on W-J IV Oral Lang protocol; ; assistance with grading protocol will be provided;</li> <li>7. 4<sup>th</sup> administration of W-J IV ACH and 1<sup>st</sup> administration of W-J IV COG completed;</li> <li>8. show video tapes of testing sessions (make 2 tapes)</li> </ol>

Due Dates	Class topics and readings	Task(s)/Assignments
Sept. 23	Read and discuss chapters 7 & 8 of text (Interview Process & Acculturational Factors)- Identify muddy points and important points. <b>Culturally &amp; Linguistically Diverse Students Essentials of W-J IV ACH</b> text- Read chs. 6 & 7 Review completed FIEs	1. Write 3-5 important points and muddy points for chapters 7 & 8 in the text <b>Culturally &amp; Linguistically Diverse Students</b> 2. Complete study questions at the end of chapters 6 & 7 include page numbers for answers to questions- <b>Essentials of W-J IV Ach</b> 3. Complete Parts 4 & 5 of FIE (see rubric) for clients 1 & 2- by this time the entire FIEs for clients 1 & 2 should be completed; discuss FIEs in class; 4. team members will give each other feedback on completed FIEs; 5. assistance with grading protocol will be provided; 6. 1 <sup>st</sup> administration of W-J IV Oral Language completed, 5 <sup>th</sup> administration of W-J IV ACH, 7. 4 <sup>th</sup> administration of W-J IV COG
Sept. 30	Read and discuss chapters 9 & 10 (Lang Proficiency & Measurement & Methodological Issues)- Identify muddy points and important points. <b>Culturally &amp; Linguistically Diverse Students</b> Review protocols of assessments  Review assessment scoring and FIEs	1. Write 3-5 important points and muddy points for chapters 9 & 10 in the text <b>Culturally &amp; Linguistically Diverse Students</b> 2. discuss protocols of additional assessments administered (W-J IV ACH , W-J IV COG, and W-J IV Oral Lang); 3. 6 <sup>th</sup> administration of W-J IV ACH, 4 <sup>th</sup> administration of W-J IV COG; 4. 2 <sup>nd</sup> administration of W-J IV Oral Lang
Oct. 7	Read and discuss chapters 11 & 12 (Cognitive Assessment & Academic Achievement) )- Identify muddy points and important points. <b>Culturally &amp; Linguistically Diverse Students</b>  <b>Essentials of W-J IV COG</b> text- Read chs. 1&2  Review assessment scoring and FIEs	1. Complete study questions at the end of chapters 1 & 2 include page numbers for answers to questions- <b>Essentials of W-J IV COG</b> 2. Write 3-5 important points and muddy points for chapters 11 & 12 in the text <b>Culturally &amp; Linguistically Diverse Students</b> 3. 7 <sup>th</sup> administration of W-J IV ACH, 4. 6 <sup>th</sup> administration of W-J IV COG,  5. and 3 <sup>rd</sup> administration of W-J IV Oral Lang
Oct. 14	<b>Essentials of W-J IV COG</b> text- Read chs. 1&2  Review assessment scoring and FIEs	1. Complete study questions at the end of chapters 1 & 2 include page numbers for answers to questions- <b>Essentials of W-J IV COG</b> 2. 8 <sup>th</sup> administration of W-J IV ACH, 3. 7 <sup>th</sup> administration of W-J IV COG and  4. 4 <sup>th</sup> administration of W-J IV Oral Lang
Oct. 28	<b>Essentials of W-J IV COG</b> text- Read chs. 3 & 4  Review assessment scoring and FIEs	1. Complete study questions at the end of chapters 3 & 4 include page numbers for answers to questions- <b>Essentials of W-J IV COG</b> <b>2. Review/work on FIEs, scoring etc.</b>
Nov. 4	<b>Essentials of W-J IV COG</b> text- Read chs. 5 & 6  Review assessment scoring and FIEs	1. 8 <sup>th</sup> administration of W-J IV COG 2. Complete study questions at the end of chapters 5 & 6 include page numbers for answers to questions- <b>Essentials of W-J IV COG</b> <b>3. Review/work on FIEs, scoring etc.</b>
Nov. 11	<b>Essentials of W-J IV COG</b> text- Read chs. 7 & 8  Review FIEs and assessment scoring	1. Complete study questions at the end of chapters 7 & 8 include page numbers for answers to questions - <b>Essentials of W-J IV COG</b> <b>2. Review/work on FIEs, scoring etc.</b>

<b>Due Dates</b>	<b>Class topics and readings</b>	<b>Task(s)/Assignments</b>
Nov. 18	<b>No face to face meeting</b>	1. Work on grading protocol and writing reports 2. Complete study questions at the end of all unfinished chapters include page numbers for answers to questions
Dec. 2	<b>Complete all unfinished chapters- assignments due</b>  Review assessment scoring and FIEs	Complete FIEs and scoring
Dec. 5	<b>LAST DAY FOR FALL CLASSES</b>	
Dec. 8-12	<b>FINALS WEEK</b>	
Dec. 13	<b>COMMENCEMENT</b>	

## 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, 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	<b>1. Reading Instruction</b> : 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 )	
II, IV	<b>2. Code of Ethics</b>	Texas Educators' Code of Ethics TAC§ 247.2      Ethics videos: <a href="http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFEMtxaBMvC">http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFEMtxaBMvC</a>	
I, II, III	<b>3. Child Development</b>	A variety of theories for child development.	
I, II, III,	<b>4. Motivation</b>	A variety of theories & methods appropriate for teaching motivation.	
I, II, III	<b>5. Learning Theories</b>	A variety of learning theories	
I, III	<b>6. TEKS Organization,</b>	<a href="http://ritter.tea.state.tx.us/teks">http://ritter.tea.state.tx.us/teks</a> / <a href="http://www.tea.state.tx.us/">http://www.tea.state.tx.us/</a> click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	
I, III	<b>7. Content TEKS</b>		
I, II, IV	<b>8. State Assessment of Students &amp; STAAR: Testing,</b>	Requirements , responsibilities, scoring, analysis & use of results <a href="http://www.tea.state.tx.us/student.assessment/staar/">http://www.tea.state.tx.us/student.assessment/staar/</a>	
I, II, III	<b>9. Curriculum Development &amp; Lesson Planning</b>	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	
I, III	<b>10. Classroom Assessment and Diagnosing Learning Needs</b>	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	
II, IV	<b>11. Classroom Management</b>	A variety of theories & methods appropriate for teaching classroom management.	
I, II, III, IV	<b>12. Special Populations</b> ELPS—English Language Proficiencies <a href="http://ritter.tea.state.tx.us/curriculum/biling/elps.html">http://ritter.tea.state.tx.us/curriculum/biling/elps.html</a> National Assoc. for Gifted Children Teacher Knowledge and Skills <a href="http://www.nagc.org/index2.aspx?id=1863">http://www.nagc.org/index2.aspx?id=1863</a> TEA website resources <a href="http://ritter.tea.state.tx.us/special.ed">http://ritter.tea.state.tx.us/special.ed</a>	<b>A. ESL/ Bilingual /ELPS</b> : Learning strategies , Listening ,Speaking , Reading & Writing	
		<b>B. GT:</b> Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	
		<b>C. Special Education:</b> 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	<b>13. Parent Conferencing and Communication Skills</b>	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	
I, III	<b>14. Instructional Technology</b> <a href="http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp">http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp</a>	<b>SBEC Technology Standards for All Teachers</b> 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.	
I, III, IV	<b>15. Pedagogy/ Instructional Strategies</b>	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. <a href="http://olc.spsd.sk.ca/DE/PD/instr/index.html">http://olc.spsd.sk.ca/DE/PD/instr/index.html</a>	
I, II, III, IV	<b>16. Differentiated Instruction</b>	A variety of instructional strategies suitable for differentiating instruction.	
IV	<b>17. Certification Test Preparatio</b> (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests <a href="http://www.texas.ets.org">www.texas.ets.org</a>	

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

I,	<b>Dyslexia:</b> Detection and education of students with dyslexia <a href="#">[TAC RULE §228.35 (4)]</a>	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia <a href="#">Dyslexia Informational Power Point</a> <a href="#">Dyslexia Handbook - English (PDF, 2.45 MB, outside source)</a>	
IV	<b>Legal &amp; Employment Issues</b>	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)	
	<b>Status of HBU program</b>	Pass rates & accreditation status	
IV	<b>Teacher &amp; principal evaluation</b> PDAS:: <a href="http://www4.esc13.net/pdas/">http://www4.esc13.net/pdas/</a>	PDAS,;the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal,; the PDAS Teacher Manual which is required to be given to all teachers.	
I,II,III,IV	<b>Skills &amp; Expectations of Educators</b>	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	

## ASSIGNMENT DESCRIPTIONS

**1. Class Participation**

No more than 2 absences, tardies, or early leaves; completion and submission of all assignments on time.

**2. Written Educational Reports**

A professional report will be written after the scoring and interpretation of each assessment. Students will use correct grammar, spelling, write in a cohesive fashion, and submit neat, orderly work. Students will present reports to the class. (See rubric for required criteria)

**3. Read/Discuss/ Complete Study Questions of Assigned Chapters**

Students will read chapters and complete study questions. Study questions that caused them the most difficulty will be discussed in depth in class. Students should mark those questions by using bold type.

**4. Administer Tests**

The students will administer Woodcock Johnson tests to individuals. Students will score and analyze the test results. Protocols will be checked for accuracy. Two video tapes will be made of test sessions for the WJ IV ACH and WJ IV COG. (See rubric for required criteria)

### TEST ADMINISTRATION DUE DATES (see Tentative Schedule)

DUE DATES	WJ IV ACH	WJ IV COG	WJ IV Oral Lang	FIE REPORTS (2)	VIDEO TAPES (2)
9/2/2014	Two (2) admin.				1 tape WJ IV ACH
9/9/2014	3 <sup>rd</sup> admin.	1 <sup>st</sup> admin			
9/16/2014	4 <sup>th</sup> admin.	2 <sup>nd</sup> admin.			1tape WJ IV COG
9/23/2014	5 <sup>th</sup> admin.	3 <sup>rd</sup> admin.	1 <sup>st</sup> admin.	2 completed FIEs (WIAT/WISC and WAIS)	
9/30/2014	6 <sup>th</sup> admin.	4 <sup>th</sup> admin.	2 <sup>nd</sup> admin.		
10/7/2014	7 <sup>th</sup> admin.	6 <sup>th</sup> admin.	3 <sup>rd</sup> admin.		
10/14/2014	8 <sup>th</sup> admin.	7 <sup>th</sup> admin.	4 <sup>th</sup> admin.		
11/4/2014		8 <sup>th</sup> admin.		Extension for completed FIEs	
11/10/2014				Extension for completed FIEs	
11/17/2014				Extension for completed FIEs	

**5. Exam I- Chapter Questions**

**6. Final Exam-**Written educational reports will serve as final exam



**EDSP 6344. Educational Appraisal of Individuals with Exceptionalities**

**RUBRIC**

Name: \_\_\_\_\_

Score \_\_\_\_\_ (Possible Points- 50) **Class Participation**

Aspects	Criteria	Points Possible	Points Earned
Class Participation	No more than 2 absences, tardies, or early leaves; completion and submission of all assignments on time	50	

**Chapter Readings and Discussion**

Score \_\_\_\_\_ (Possible Points-50)

Aspects	Criteria	Points Possible	Points Earned
<b>Text Chapters and questions</b>	Read chapters and complete study questions (25 chapters)	50	

**Exams**

Score \_\_\_\_\_ (Possible Points-50 )

Aspects	Criteria	Points Possible	Points Earned
Exam I-chapter questions	Complete exam	25	
Final Exam-FIEs	Complete exam	25	

Score \_\_\_\_\_ (Possible Points-60) **Administration of Protocol**

<b>Aspects</b>	<b>Criteria</b>	<b>Points Possible</b>	<b>Points Earned</b>
	____Sample items administered and scored	12	
	____Practice items administered and scored	12	
	____Basal determined	12	
	____Ceiling determined	12	
	____ Raw scores for subtests scored correctly	12	

Aspects	Criteria	Points Possible	Points Earned
Demographic Data, Reason for FIE, Background Info, Sources of Data, Review of Educational Records	___ Student's name; ___ Grade; ___ Date of Birth; ___ Age; ___ Gender; ___ Parent/Guardian; ___ Address; ___ Parent's email address; ___ Phone number; ___ Date of Report; ___ State the purpose of the testing; ___ Previous school performance; ___ Onset of learning difficulties; ___ Discuss client's behavior during the testing; ___ Describe the testing environment; ___ Create a table which includes the following columns : Sources of Information; Informant/Position; Dates of Assessments; ___ Discuss client's previous academic performance: report cards, bench marks, norm referenced or criterion referenced exams, ACT, SAT, PSAT, etc)	10	
Speech/Lang, Physical Info, Sociological, Emotional Behavioral	___ Address Listening Comprehension; ___ Address Oral Expression; ___ Address the resource that supports your findings; ___ Vision and Hearing; ___ Medications; ___ Any physical limitations	10	
Intellectual, Adaptive Behavior	___ Describe the intelligence test; ___ Describe the abilities that can be measured with the test; ___ Describe all subtests administered; ___ Discuss the mean and standard deviation for the test; ___ Describe the scores on the test; ___ standard scores; ___ percentile ranks; ___ RPI; ___ CHC Factors; ___ qualitative descriptions; ___ difference between actual and predicted scores; ___ significance; ___ base rate; ___ age scores; ___ Describe the degree of independence the client exhibits	15	
Academic Dev., Assistive Tech, Transition	___ Describe client's current academic performance report cards, bench marks, norm referenced or criterion referenced exams, ACT, SAT, PSAT, etc); ___ Describe the achievement test; ___ Describe the abilities that can be measured with the test; ___ Describe all subtests administered; ___ Discuss the mean and standard deviation for the test; ___ Describe the scores on the test; ___ standard scores; ___ percentile ranks; ___ RPI; ___ CHC Factors; ___ qualitative descriptions; ___ difference between actual and predicted scores; ___ significance ___ base rate; ___ age scores; ___ Discuss the client's plans for future employment after graduation	15	
Conclusion, Recommendations, Assurances, Signature, Report errors	___ Discuss the client's areas of strengths and weaknesses; ___ Discuss the client's performance on the tests as it relates to the 7 IDEA areas; Discuss tasks/actions that the client may benefit from using to be successful in the workplace or school; ___ Assurances must be included in the report; ___ Report must include the evaluator's signature; No more than 2 errors on each page of the report; ___ Numbers on tables must be aligned; ___ Tables must be clearly labeled and addressed in the body of the report narrative	10	

## Video Rating Rubric

Name: \_\_\_\_\_ Name of Test: \_\_\_\_\_  
 (attach self-rated administration checklist, record, & consent form to this rubric)

**Efficiency** (administers all items-and only those items-needed).

**Circle your rating**

Follow starting, reverse, continuation, and discontinuation rules/points exactly; effectively manages materials; avoids extraneous chatter; uses queries only when needed; avoids pause, stops, confusion in administration.	5
Two or fewer minor errors that do not affect scoring (e.g., gives too many items)	4
At least one major error (e.g., failure to get basal or ceiling) or three minor errors.	1
Pattern of failure to attend basal/ceiling rules	0

**Accuracy** (adheres to standardized administration procedures)

**Circle your rating**

Verbatim directions; all directions given exactly as/when needed, uses exact prompts as directed, scores responses accurately, follows administration order & feedback rules.	5
Minor deviation from verbatim directions (minor word substitution, inappropriate Q)	4
More than one minor error or one major error (e.g., extemporaneous directions for a test)	1
Patter of failure to adhere to standardized administration.	0

**Fluency** (efficient, effective, supportive administration)

**Circle your rating**

Establishes and maintains rapport; comfortable, natural delivery; responds to and supports examinee's needs while avoiding excessive support; creates and maintains natural, distraction-free environment throughout testing; avoids pauses, confusion.	5
Occasional minor deviations from fluency not due to examinee's behavior (e.g., "wooden" voice or looking at manual rather than examinee while giving directions).	4
A pattern of minor deviations from fluency not due to examinee's behavior	3
One major error in administration (e.g., coaching when inappropriate, giving answers, responding differentially to right/wrong answers when inappropriate).	1
Pattern of failure to adhere to basic administration principles (e.g., failure to establish/maintain rapport, inappropriate use of reinforcement or punishment/threats).	0

**TOTAL RATING:** \_\_\_\_\_/15 (add ratings above to get total)

**Note:** Ratings in gray area indicate the administration does not meet standards. You must submit another video to fulfill requirements.

\* adapted from Braden, J. NCSU

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- Salvia, J., & Ysseldyke, J. *Assessment*. 10<sup>th</sup> Ed. New York, NY: Pearson Publishing.



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Thurlow, M.L., Elliott, J.L. & Ysseldyke, J.E. (2005). *Testing students with disabilities: Practical strategies for complying with district and state requirements*. Thousand Oaks, CA: Corwin Press.

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### Classical References

Aristotle (350 B.C.E.). *Nicomachean ethics*. (Part of the Internet Classics Archive): <http://classics.mit.edu/Aristotle/nicomachaen.html> or in McKeon, R.—Editor (1941). *Basic works of Aristotle*. New York: Random House

Benjamin, H.R.W., (1939). *Saber-tooth curriculum, including other lectures in the history of Paleolithic education*. New York: McGraw-Hill.

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