



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

COURSE TITLE:

Assessment of Exceptional Students

COURSE NUMBER:

EEX 4221

COURSE DESCRIPTION (with prerequisites):

This course is designed to provide teacher candidates with the knowledge of legal requirements and ethical principles of the evaluation process, the opportunity to analyze and interpret the results of formal and informal assessments, research and identify alternate assessment options in Exceptional Education, and utilize assessment results for instructional planning. 3 semester hours credit.

NAME(S) OF INSTRUCTORS:

Donna Doelman

(850) 557-3680

doelmand@chipola.edu

EFFECTIVE ACADEMIC YEAR:

2016-2017

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

Suggested: Assessing Learners with Special Needs: An Applied Approach (8th Ed.) by Overton. ISBN 978-0133846591

Required: LiveText student membership, Field Experience Edition, ISBN: 9780979663567

Appropriate dress for field experience: black slacks and School of Education polo (Polos are available in the campus bookstore.)

GRADING POLICY:

The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

A – 90 – 100

B – 80 – 89

C – 70 – 79

D – 60 – 69

F – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:

Chipola College expects regular attendance of all students, and all instructors record attendance daily. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

MAKE-UP POLICY:

Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:

Students are expected to uphold the Academic Honor Code. Chipola College's Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, davisk@chipola.edu.

LIBRARY AND ON-LINE REFERENCE MATERIALS:

The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the *LINCCWeb* icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:

The college’s learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:

E-1: Demonstrate understanding of instructional design and lesson planning by applying concepts for human development and learning theories.

E-2: Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.

E-3: Demonstrate effective instructional delivery and facilitation by utilizing deep and

comprehensive knowledge of exceptional student education.

E-4: Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.

E-5: Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.

E-6: Demonstrate professional responsibility and ethical conduct and fulfill expected obligations to students, the public, and the education profession.

STUDENT LEARNING OUTCOMES FOR COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR EEX 4221 The student will:	Standards	FEAPs (Discipline Outcomes)	FL Competencies and Skills:		Assessment Activities
			Subject Area ESE K-12	Professional Ed.	
Identify the history of , need for and history of assessment in the classroom					Exam (F)
Identify current trends in Law, Ethics, and Issues of assessment for exceptional children					Exam (F)
Identify principles of test reliability and validity measure					Exam (F)
Identify introductory concepts of norm - Referenced assessment, criterion – referenced, and performance-referenced assessments for students of disabilities					Exam (F)
Identify student current level of functioning, using a variety of alternative assessments		E-1, E-4 1.4, 4.1, 4.3			TASK CC1D - (RU)
Identify different types of alternative forms of assessments that are currently being used in the schools for exceptional student		E-1 1.4			MA Assessment Resource File - PROJ
Develop plan for instruction based on data collected using alternative assessments		E-5			MA Assessment Resource File - PROJ

**Assessment Codes			
T = Tests	RPT = Report/Presentation	Proj. = Projects	BO = Behavioral Observation
Pre/Post = Pre- and Post-Tests	SP = Skills Performance	Exp. = Experiments	Clin. = Clinicals
OT = Objective Tests	SD = Skills Demonstration	Cap. Proj. = Capstone Project	CS = Case Study
UT = Unit Tests	W = Writing Assignments	Cap. Course = Capstone Course	CP = Case Plan
Q = Quizzes	E = Essays	Prac. = Practicum	Port. = Portfolio
F = Final Examination	DE = Documented Essays	Intern. = Internship	Obs. = Teacher Observation
CF = Cumulative Final	RP = Research papers	H = Homework	Sk. Check = Skills Check-off Curriculum Frameworks
EX = Departmental Exam	J = Jury	PS = Problem Solving	JP = Judged Performance/Exhibition
SE = Nat'l or State Standardized Exam	R = Recital	DB = Discussion Board	

MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line (Canvas) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in K – 12 schools.
6. Collaborate with peers and other professionals.

ASSIGNMENT AND/OR COURSE OUTLINE

Students MUST wear black slacks and a School of Education polo to all PK-12 campuses. The shirts are available at the campus bookstore for student purchase.

Course Evaluation Criteria:

- Major Assignments (30%)
- Tasks (40%)
- Completion of field placement (15 hours minimum) (10%)
- Professionalism in Attendance and Participation (including evidence of completion of assigned reading) (10%)
- Final Exam (10%)

Major Assignments:

1. Presentation: Prepare and present assigned chapter to class using presentation rubric as a guideline.
2. Complete the Response to Intervention Training Modules (www.florida-rti.org). This training will take approximately **3-4 hours** to complete. When you have completed the training you will print and turn in completion certificate. Write a 1 page reflection statement highlighting what you learned from the training and how you will apply it as a teacher.

Resource file for alternative assessment instruments to monitor student progress. During your placements at school and this course you will be directed to valuable resources to assist you in identifying appropriate assessment instruments to

use as student progress monitoring tools in order to design individual and group instruction.

- Record these resources in an annotated resource file.
- Categorize your findings by the following groups Reading, Math, Writing, and Behavior.
- You should include at least ten resources with at least two resources named for each of the four categories listed.

For each resource include

1. all information needed to locate it,
2. a brief description of what types of assessment instruments that can be used as progress monitoring tools are available from this resource, and
3. one sample of an assessment instrument that could be used as a progress monitoring tool from each resource.

Field Experience – 20%

The 15-hour field experience will enable you to begin to understand the complexities of students in classrooms as it relates to assessment of exceptional education students. Under the supervision of the classroom teacher in an accredited public or private K-12 school, each student will observe and work with individuals completing one-to-one instruction, small group activities, and in some cases large group instruction.

Additionally, students will observe/participate in two individual education plan (IEP) meetings as well as work collaboratively with their supervising teacher to design or adapt a probe, curriculum-based assessment, or criterion-based assessment to practice evaluating an exceptional/LEP child on three specific reading skills related to the child's developmental level (phonemic awareness, phonics, fluency, vocabulary, and reading comprehension). Students will conduct, score, interpret, and summarize findings and recommendations for modifying interventions in a report. Products from the field experience should include the following:

1. Copies of the assessments (student name blocked out for confidentiality)
2. A field experience report
 - a minimum of four full pages in length not including a title and a reference page,
 - 5 citations/references, double-spaced,
 - 12 pt. Times New Roman font, one inch margins top, bottom, and sides, and(a) describe findings of the assessments, and recommend

- (b) appropriate curriculum materials,
- (c) instructional strategies,
- (d) accommodations and modifications,
- (e) scaffolding activities,
- (f) additional/alternative assessments,
- (g) technology/software that will enhance achievement,
- (h) supplemental or community resources that will support the assessed exceptional or LEP learner's achievement and improve instruction, and
- (i) a reflection of the experience including participation in the IEP meetings.

3. Teacher Interview -

- strategies/principles/theories/methods the teacher finds most effective for student assessment,
- formal and informal assessments used at the school,
- best practices for conducting productive IEP meetings, and adaptations made for exceptional and LEP students (to be placed and graded in culminating portfolio, 2 pg. min.).

4. Copies of the signature page from two IEP meetings showing your presence and participation in the meeting.

5. A signed verification by school personnel on school letterhead indicating your attendance/hours/dates spent in each classroom.

Task CC1D: Portfolio as Alternative Assessment

To develop a portfolio as an alternative assessment to determine a student's current level of academic functioning. While completing practicum assignments in the elementary, middle, or high school education program, you will develop a portfolio as an alternative assessment for a student with disabilities to effectively determine his/her current level of academic functioning in Reading or Mathematics.

A portfolio assessment is a collection of student work that provides a holistic view of the student's strengths and weaknesses and contains various work samples, permanent products, and test results from a variety of instruments and methods.

- Your portfolio must contain a **minimum of 10 products from at least 3 sources** (i.e., work samples, unit or lesson test results, projects, group work, daily journals, and/or observations with anecdotal records).
- You will write a short summary
 1. Why this student was a good candidate for a portfolio assessment and how you chose what should be in the portfolio?

2. Summarize how you triangulated the data and describe what you identified as the student's strengths and weaknesses
3. Finally, based on the student's current level of academic functioning, describe how you would proceed with instruction.

EEX 4221 – Task CC1D: Portfolio as Alternative Assessment

Name _____ Submission # 1 2 3

FL Educators Accomplished Practices Competencies

- 1.4 Selects appropriate formative assessments to monitor learning.
- 1.5 Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.
- 4.1 Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process
- 4.3 Uses a variety of assessment tools to monitor student progress, achievement and learning gains.

Decision for F.E.A.P. (Check one): A=Acceptable, M=Marginal, U=Unacceptable

Demonstrated: 8 or more ratings are acceptable, none are unacceptable

Partially Demonstrated: 3 or more ratings are marginal, none are unacceptable

Not Demonstrated: 1 or more ratings are unacceptable

Element	Criterion	Rating
1.4	Appropriate selection of alternative assessments to identify student current level of functioning.	___E ___D ___U
1.5	At least 3 sources of data were used to evaluate student learning outcomes.	___E ___D ___U
4.1	Data was triangulated to identify student's area of strengths and weakness.	___E ___D ___U
4.3	at least 3 sources of data were used to evaluate student progress	___E ___D ___U

See your Instructor First Day Handout for individual instructor assignment schedule.