

Course Syllabus, Fall 2020
August 24th, 2020 - December 11th, 2020

Date/Time: Tuesdays, 5:30 – 8:30 PM
Instructor: Crystal Ziko-Johnson, M.A. SpEd| Ph.D. Candidate SpEd Policy
Location: Distance Learning via Zoom - <https://msmu.zoom.us/j/92918013073>
E-mail czikojohnson@msmu.edu
Phone: (310) 469-8686
Office hours: Available by appointment, Facetime, or Zoom or before/after class as scheduled.

Course Format:

This course meets via Zoom during the published course dates/times, unless otherwise specified in the course schedule in this syllabus. All course documents, including assignment guidelines and rubrics, will be available on Canvas, and all assignments will be submitted through Canvas.

Education Department Philosophy:

- MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

Investment in Inclusivity:

- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.
- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

Student Support Statements:

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.
- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and lcrow@msmu.edu. Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and jcuevas@msmu.edu. Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

Learning Management System Information:

This course will be hosted in the CANVAS Learning Management System. To access the CANVAS LMS, please select "MSMU Portal" located on the top right hand side the Mount Saint Mary's Website. Select "Portal Login" and enter you login information using your MSMU-LA email and password. Once in the Portal, select the "Canvas" tab located in the middle box to the right and click on "Canvas Login". To login to Canvas, enter your email username only (e.g. jsmith) and password. If you have any questions or if you experience difficulties logging in to Canvas, please contact the MSMU-LA Helpdesk or call the following numbers for immediate assistance (213) 477-2970 or toll free at (866) 224-6968.

Course Description:

This course examines the educational assessment of students with disabilities including statistical concepts in measuring abilities, principles of assessment, methods of administration and interpretation, and the relationship of assessment results to the determination of eligibility for special education services and the development of an Individualized Educational Plan. Particular emphasis is placed on the appropriateness of assessment instruments and procedures for culturally and linguistically diverse students. In addition to weekly quizzes, students complete an assessment project with one student with a mild/moderate disability. The project includes a case history; administration and interpretation of formal and informal assessments of academic achievement and English language development, and preparation of an Individualized Education Plan based on the assessment results.

Prerequisites: General Education prerequisites and EDU 270.

Course Objectives and Student Learning Outcomes:

- **PS 5: Assessment of Students:** The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.
- **PS 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning:** The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.
- **PS 10: Preparation to Teach English Language Learners**
 - **Candidates understand effective program design and structures for English learners:**
 - Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners
 - Candidates learn how to implement an instructional program that facilitates the two goals mandated by California to acquire academic English and accelerate grade-level academic achievement, by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in academic English.
 - Candidates learn the purposes, goals, and content of the locally adopted instructional program for the effective teaching and support of English learners to meet the two goals of acquiring English and accelerating academic achievement.
 - Candidates understand the local and school organizational structures and resources designed to meet the diverse needs of English learners (e.g. typologies, home language literacy, level of English proficiency, cultural backgrounds).
 - Candidates learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students' needs.

- **M/M Std 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities:** The program prepares candidates to demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities covered under the authorization. The program prepares candidates to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students. The program prepares candidates to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students' progress. The program prepares candidates to plan for and participate in state-mandated accountability measures.
- **M/M Std 3: Planning and Implementing Mild/Moderate Curriculum and Instruction:** The program prepares candidates to select curricula and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities. The program prepares candidates to utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement. The program prepares candidates to have knowledge of evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specially-designed curricula and methods for reading/language arts instruction for students with mild/moderate reading disorders. The program provides a knowledge base of strategies and interventions for students who are not responding to the current instructional environment. The program prepares candidates to create instructional and behavior support partnerships with parents/families.

Required Readings:

Purchase: Assessment in Special Education: A Practical Approach - 5th Edition - Roger Pierangelo & George Guiliani

- Link to possible online purchasing options: [Amazon](#)

Other Material to be provided or accessed online:

- Peer-Reviewed Journal Articles to be provided in Canvas
- Goalbook Website - <https://goalbookapp.com/>
- Common Core Standard - http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

MSMU and Education Department Policies:

- **University PPE Policy:** All students must comply with the University personal protective equipment (PPE) policy while on campus. Non-compliant students will not be allowed to stay in class.
- **Certificate of Clearance:** In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates MUST have a Certificate of Clearance PRIOR to entering a school for fieldwork. This is a non-negotiable state requirement. **(This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/256, 1/266, 1/267, and 1/268.)**
- **Absences:** Regular attendance is especially important in the Education Department's compacted evening and weekend classes. Missing a class results in a loss of that session's participation points. Students who miss two class sessions of a 3 unit class may be administratively dropped from the class unless an additional 5-page paper assignment is completed as make-up. This policy represents 20% of the instructional time and is in accordance with University policy as stated in the MSMU Catalog.
- **Tardiness:** Some of the most important announcements are made during the first 15 minutes of class – therefore, it is critical that you arrive to class on time. Please see me as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.
- **Classroom Participation:** Learning is done through social interaction and discussion. It is important to be present at each class session and to participate in class discussions. There will be multiple modes of

expression and each is a valuable part of the class. Any work completed in class must be submitted by the end of the class period.

- **Resource Binder Maintenance:** All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a personal filing system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.
- **Peer Support:** Find a friend who will read and edit your assignments with you before preparing and submitting a final draft. All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Use 12-point Times or Arial font, double-spacing, and one-inch margins. (Note: Educators must be excellent language and literacy models. Written work with multiple grammatical/spelling errors per page will receive point reductions.)
- **Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates' assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.
- **Learning Resource Center:** The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.
- **Professional and Academic Resource Center (PARC)**
 - The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person and over the phone. To make an appointment. Call 213-477-2898 or schedule an appointment on the PARC portal page:
<https://welcome.msmu.edu/academics/PARC/Pages/default.aspx>
 - All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, PARC@msmu.edu, located on the second floor of Building 10.
- **Assessment of Student Learning Outcomes:** Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student-learning outcomes that represent the knowledge, skills and attitudes expected of MSMU's graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.
- **Academic Integrity:** Candidates are expected to adhere to the MSMU statements on Academic Integrity in the MSMU catalog. This includes avoiding plagiarism and doing your best work on each assignment. Papers and other work including images should not be copied from the internet.
- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion – and allow the same freedom for others. See MSMU's Student Handbook for further discussion.
- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) Students who do not meet expectations will receive a Notice of Concern as part of the Department's formative feedback assessment process.
- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.
- **Disability Statement:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.
- **Students with Disabilities:** Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and

awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.
 - **Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.**
- **Student Credit Hour Policy:** A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:
 - One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
 - At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

MSMC Office Information:

- Please call Catalina Hurtado, the Education Department secretary, to make an advisement appointment: (213) 477-2620.
- The FAX number for the Education Department is (213) 477-2629.

Course Writing Requirements:

The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. All assignments will be thoroughly discussed in class and rubrics applied. Papers must be typed, organized with appropriate headings, and accurate in the conventions of writing (spelling, grammar, etc.) Assignments are due on the assigned date; late papers may not be accepted.

SPECIAL CIRCUMSTANCES DUE TO COVID:

This course has been modified to include more online/remote activities due to COVID and social distancing protocols. In addition, if you are unwell, or have other issues preventing you from attending face-to-face meetings, please be in contact with the instructor to discuss accommodations.

Potential COVID-19 Disruption: Should the course modality change during the semester the instructors will provide a comprehensive update of how the class will continue and any changes that may result.

Grading Structure: (Detailed descriptions follow.)

<u>Requirements</u>	<u>Pts. Earned</u>	<u>Grade %.</u>
<u>Case Study Check-Ins</u>	20 pts. (5pts each)	20%
<u>Report-Full Case Study</u>	30 pts.	30%
<u>Case Study Presentation</u>	10 pts.	10%
<u>Synchronous Participation*</u>	2pts/session = 20 pts	20 %
<u>Asynchronous Session**</u>	5pt/session (4 sessions) = 20 pts	20%
Total	100 pts.	100%

***If a student is absent, they lose participation points. Please see class policies on page 7 to learn how to make up the points.**

****Asynchronous Sessions are self-paced presentations with assignments due by the end of that week.**

Grading Scale:

Percentage of Points	Grade
93 - 100	A
90 - 92	A -
88 - 89	B +
83 - 87	B
80 - 82	B -
78 - 79	C +
73 - 77	C
70 - 72	C -
60 - 69	D

Class Policies:

- **Late Work:** The chart above outlines weekly assignments throughout the semester. If you are unable to meet these deadlines then you are to complete a personally written statement that addresses the following: 1) the assignment title and # of points, 2) what you have done to prepare for this assignment, 3) why it is a late submission, 4) confirm that the assignment will be done within a week's timeframe. Partial points will be awarded to all late assignments, and zero points after a week's delay, yet the assignment is still due for the purpose of feedback and guidance. This statement will be due for **each assignment, every week** that it is late. Statements will be maintained for course documentation. If this statement is not completed and handed in during the class session, then a score of 0 will be awarded for that assignment, even if it is turned in at a later date. *It is advisable to always conduct this task for late work, as these points can greatly influence the course grade.* If you experience problems with your case study subject, this process will allow you to recover points without penalty.
 - **The final Case Study Report is due near the end of the course and may not be submitted late.**
- **Class Attendance & Participation Rubric:** Candidates are graded on how they actively respond to instruction, questions, & answers. After each session the professor grades candidate participation based on the quality of contribution. 2 points may be earned for each session. Participation may be made up. See below.
- **Make-up points for Participation:** 0 pts. earned for each absence for participation unless the candidate completes the Nearpod/Peardeck assigned for the missed session and submits 1 page of notes, double-spaced, 12 pt. font on the content in the presentation. Presentations will be made available on Canvas after the session has been completed (i.e., Tuesdays at 8:30pm).

Points	Student Participation Rubric
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MOUNT ST. MARY'S UNIVERSITY
EDU 271: Educational Assessment of Students with Disabilities

2	<ul style="list-style-type: none">• Comes to class prepared and actively attentive throughout class• Contributes readily to conversation with thoughtful comments, but does not dominate• Thoughtful contributions that advance discussions• Shows interest in and respect for others' views• Participates actively in small groups
1	<ul style="list-style-type: none">• Comes to class unprepared• Attends to tech devices during any part of class session• Does not volunteer or participate collaboratively in group discussions• Relies on personal opinions or memories for discussion, vs. evidence/data• Interrupts the instructor with digressive questions or comments• Behaviors are disruptive or distracting to neighbors• Interrupts or does not attend to the contributions of other students
0	Absent

***If a student is absent, they lose participation points. Please see class policies on page 7 to learn how to make up the point.**

Adapted from JTC for MSMU: Ed Specialist

271 Course Schedule:

(Changes may occur and requirements adjusted, to better support you.)

Date	Topic	Readings Due for TODAY	Assignment DUE TODAY
Session 1: Aug. 25th	Course Introduction: Syllabus & Assignments		
Session 2: Sep. 1st	Understanding Assessment Process & SPED Assessment	<u>Video 1/Video 2/Video 3</u>	
Session 3: Sep. 8th	Federal and State Legislation Governing Assessment Processes and Procedures	<u>Assessment Procedures</u> <u>LAUSD</u>	
Session 4: Sep. 15th	Types of Assessments w/ Academic Achievement Focus & Case Study Assignment Review	Chapter 2: Pierangelo & Giuliani	
Session 5: Sep. 22nd	The Bell Curve, Scoring Terminology, & Determining Eligibility	<u>Wrightslaw Bell Curve</u> <u>Readings</u> Ch. 4: Pierangelo & Giuliani	<u>CS Check-In #1</u>
Session 6: Sept. 29th	Report Writing & IEP Development	Ch. 17: Pierangelo & Giuliani	<u>CS Check-In #2</u>
Session 7: Oct. 6th	Review Case Study Report	Ch. 9: Pierangelo & Giuliani	
Session 8: Oct. 13th	Review Case Study Presentations	Ch. 7: Pierangelo & Giuliani	<u>CS Check-In #3</u>
Session 9: Oct. 20th	Assessment of Intelligence	Ch. 10: Pierangelo & Giuliani	
Session 10: Oct. 27th	Assessment of Behavior	Ch. 11: Pierangelo & Giuliani	
Session 11: Nov. 3rd	Practice Assessment Use w/Family	No Reading	
Session 12: Nov. 10th	Assessment of Speech & Language	Ch. 13: Pierangelo & Giuliani	
Session 13: Nov. 17th	Q & A Session for Case Study Presentations	No Reading	<u>CS Check-In #4</u>
Session 15: Dec. 1st	Case Study Presentations	No Reading	<u>Case Study Presentations</u>
Finals Week Dec. 8th	Enjoy your winter break and celebration! Safe travels.	No Reading	<u>Case Study Report Due via Canvas by 9 pm</u>

Asynchronous - No Zoom Meeting

Finals Week - No Zoom Meeting