SED 365: Basic Principles of Academic Assessment and Remediation for Exceptional Individuals

Wednesdays, 5:00-7:30 pm, Davis Hall Rm. 222

SOUTHERN CONNECTICUT STATE UNIVERSITY

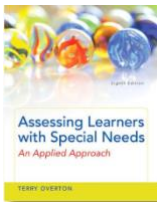
Course Syllabus

Spring 2018

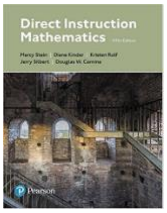
Instructor	Office	Communications	Office Hours
Jessica Monahan	Davis Hall, Room 201G	monahanj5@southernct.edu 203-392-5933 twitter: @jess_monahan912 skype: jessica.monahan_2	Tuesdays & Thursdays 12:30-3:00 pm

Required Course Materials:

Overton, T. (8th Ed.). (2016). *Assessing Learners with Special Needs: An Applied Approach*. New York City, New York: Pearson. (ISBN: 10: 0-13-385641-0)



Stein, M., Kinder, D., Rolf, K., Silbert, J., & Carnine, D. W. (5th Ed.). (2018). *Direct Instruction Mathematics.* New York City, New York: Peason. (IBSN: 10: 0-13-471122-x)



Students with Disabilities

Southern Connecticut State University provides reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, for students with documented disabilities on an individualized basis. If you are a student with a documented disability, the University's Disability Resource Center (DRC) can work with you to determine appropriate accommodations. Before you receive accommodations in this class, you will need to make an appointment with the DRC, which is located at EN C-105A. To discuss your approved accommodations or other concerns, such as medical emergencies

or arrangements in case the building must be evacuated, please make an appointment to meet with the course instructor as soon as possible. You may also reach the DRC at (203) 392-6828 or drc@southernct.edu.

Course Overview

This course will introduce the basic assessment and remediation concepts, principles and practices when working with students with disabilities in the K-12 setting. Students will explore different approaches to assessing, teaching, and modifying mathematics and science content for students with disabilities through course content and field work experiences.

Content for the course will be delivered via lecture, group work, and individual assignments throughout the semester. This course has required fieldwork that is a major component to the course. Students must identify a fieldwork placement and **must have up-to-date documentation of passing a background check, with fingerprinting, as required by Connecticut law.**

Students are expected to complete course assignments in and out of the classroom, and advocate for themselves when problems arise prior to assignment and test due dates. The course instructor is responsible for posting material in a timely manner, and allowing for multiple opportunities for students to engage in the content.

Course Objectives

Given course instruction, guided practice, and opportunities to practice in the field, students will be able to:

1. Identify appropriate assessments based on the needs of their students by the end of the semester.
2. Implement, score and interpret assessments to students with disabilities with fidelity.
3. Develop data-driven, evidence-based mathematics lesson plans for students with disabilities in the inclusive setting.
4. Apply concepts from Objectives 1-3 with professionalism and awareness of ethical considerations.

Course Expectations

1. **Be responsible**
    a. Maintain academic integrity and follow all codes of academic conduct outlined by the university.
    b. Reference the syllabus frequently, and be aware of assignment due dates, as there may not always be reminders in class.
2. **Be respectful**
    a. Phones must remain on silent and out of view unless discussed with professor prior to class. Repeated abuse of this policy will result in removal from the course
    b. Activity on electronic devices (laptops, tablets, etc.) should be strictly related to class content.
    c. Engage in group discussion and debate tactfully, without degrading classmates' opinions and philosophies.
    d. Actively participate in class discussions and give classmates and instructor your attention when they are speaking or presenting.

e. Maintain professionalism while at sites for field work. Remember, you are representing Southern Connecticut State University.

f. If you are feeling ill, please let the instructor know and do not come to class if you are contagious or will need to be sleeping.

3. **Be prepared**
   a. Read all assignments prior to coming to class.
   b. Check Learn 9 and your SCUS email for announcements regarding course assignments, class times, etc.
   c. Complete all assignments in and out of class by their due dates and discuss any potential issues on assignments with instructor prior to their due dates.

Course Assignments (descriptions can be found on Black Board and will be reviewed in class)

- Course Participation; **30 points** (2.5 pts. per class for 12 classes)
- Quizzes; **10 points** (5pts each)
- Midterm Exam; **15 points**
- Final Exam; **15 points**

Field Work:

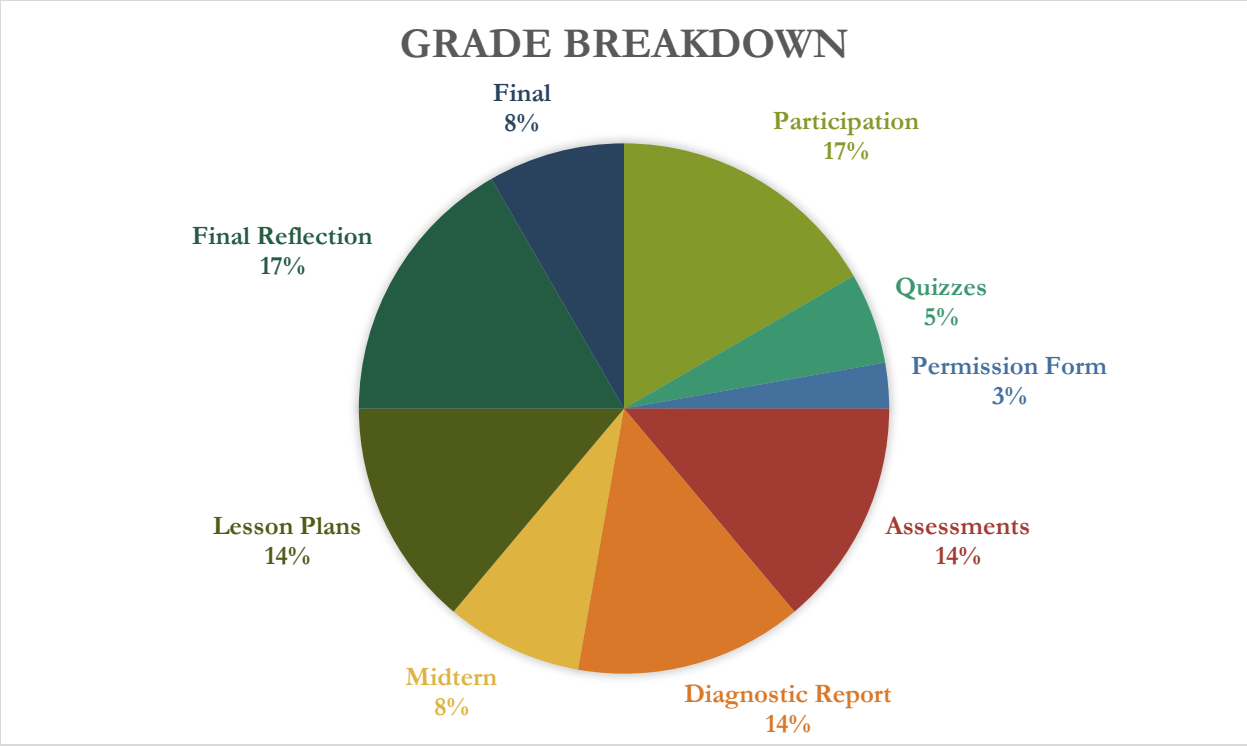
- Permission Form; **5 points**, due 9/19
- Assessments; **25 points**
  - Develop informal assessments: 5 points, due 9/26
  - Conduct and score assessments: 20 points, due 10/10
- **Diagnostic Report; **25 points**, due 10/24
- **Lesson Plans; **25 points**, due 11/7 & 11/28
- Final Reflection; **30 points**, due day of final exam
  - Student summary: 15 points
  - Reflection on teaching: 15 points
- **Total Points Possible: 180**

** Required assignments to meet gate requirements. Must be uploaded to Tk20 by the final exam

---

Grades & Grading Policy

Final grades will be calculated by obtaining a percentage of points earned in relation to the total points possible. Specific assignments and related points are listed below under "Course Assignments." **Late assignments will lose 2 points each day**. If the assignment has not been handed in two weeks after the due date, the assignment will receive a grade of zero. If an extension is required, students must fill out the "Extension Request Form" in our class folder. Extension requests must be made **FIVE** calendar days before the due date. Once I have received a request, I will connect via email with a response.



Grade Determination	**Points**	**Due Date(s)**
Participation	30 points	--
Quizzes	10 points	September 12 & 19, 2018
Permission Form	5 points	September 19, 2018
Assessments	25 points	September 26 & October 10, 2018
Diagnostic Report	25 points	October 24, 2018
Midterm Exam	15 points	October 17, 2018
Lesson Plans	25 points	November 7 & 28, 2018
Final Reflection	30 points	TBD
Final Exam	15 points	TBD
Total possible points	180 points possible	
A+= 98 – 100 %	A= 93 – 97 %	A- = 90 – 92 %
B+ = 88 – 89 %	B= 83 – 87 %	B- = 80 – 82 %
C+ = 78 – 79 %	C = 73 – 77 %	C- = 70 – 72 %
D+ = 68 – 69 %	D = 63 – 67 %	D- = 60 – 62 %

Course Calendar *subject to change given the interests and needs of the class*

Week	Date	Topic	Readings & Assignments
1	8/29	CEC Standards Introduction to Assessment	None
2	9/5	RTI Culturally & Linguistically Diverse Students Review Field Work Assignment	*Reading:* Overton, Ch. 1 & 2
3	9/12	Types of Tests Terminology & concepts Common Core State Standards	*Reading:* Overton, Ch. 3 & 6 **RTI QUIZ**
4	9/19	Mathematics difficulties & disabilities Informal assessment in math	**Due:** Secure Fieldwork Placement submitted via Black Board (Permission form) *Reading:* Article on math disabilities Review CCSS for the grade that you will be planning for (CCSS can be found on pg. 513 in Stein et al. or on Black Board) **TYPES AND TERMS QUIZ**
5	9/26	M-CBM administration Scoring and interpreting M-CBM	**Due:** Informal assessments due for feedback *Reading:* CMB Administration Manuals, pgs. TBD
6	10/3	Diagnostic Reports Goal setting	*Reading:* Sample Diagnostic Reports on Black Board
7	10/10	Interpreting field work assessments	**Due:** Scored assessments
8	10/17	Peer Review and feedback of diagnostic reports Midterm Review Math Language	*Reading:* Supporting Clear and Concise Mathematics Language (posted on BB) **Due:** Diagnostic Report draft due
9	10/24	Midterm online	**Midterm due by 10/30**

Week	Date	Topic	Readings & Assignments
10	10/31	Direct Instruction in Mathematics Strategy Instruction Lesson Planning	*Reading:* Stein et al., Ch. 1 &2 *Reading:* Supporting Mathematical Proficiency (posted on BB) **Due:** Final Diagnostic Report
11	11/7	Interventions for: - Counting & Place Value - Basic Facts & Addition - Subtraction & Multiplication	**Readings are assigned by group** *Counting & Place Value:* Stein et al., Ch. 4 & 5 *Basic Facts & Addition:* Stein et al., Ch. 6 & 7 *Subtraction & Multiplication:* Stein et al., Ch. 8, 9, & 10 **Due:** Lesson Plan # 1
12	11/14	Interventions for: - Problem-solving - Fractions	*Reading:* Stein et al., Ch. 11 & 13
Thanksgiving Recess			
13	11/28	Middle & High School Mathematics	*Skim:* Teaching Strategies for Improving Algebra Knowledge (p. 1-36, posted on BB) *Skim:* IRIS Center Algebra (posted on BB)
14	12/5	Accommodations and Modifications	*Reading:* Learner Accommodations and Instructional Modifications (posted on BB) **Due:** Lesson Plan # 2
Final	TBD		**Due:** Final Lesson Plans & Final Report

Expected Student Learning Activity	Average Weekly Hours Spent Toward Course x Number of Weeks	Total Hours Spent Toward Course (across full 15-week semester)	Credits Earned Across Full Semester
Class/ time	2.5 x 15	37.5	
Readings (1st half of semester)	3 x 7	21	
Readings (2nd half of semester)	1.5 x 8	12	
Fieldwork preparation (2nd half of semester)	1 x 8	8	
Field work assignments	2.5 x 8	20	
General Study and Preparation for exams	1 x 15	15	
		113.5	3