



**FAYETTEVILLE STATE UNIVERSITY  
DEPARTMENT OF MIDDLE GRADES, SECONDARY & SPECIAL  
EDUCATION**

*“The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.*”

**SPED 460D-Diagnosis and Evaluation of Exceptional Children**

**LOCATOR INFORMATION**

Instructor: Mal Miller Ward

E-mail: mmillerw@uncfsu.edu

Class meeting: On-Line

Office Location: Butler 241

Office Telephone: 672-1673

Office Hours: appointments scheduled  
as necessary

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at

<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**1. COURSE DESCRIPTION**

A survey of the major tests and inventories used in evaluating exceptional children, focusing on broad developmental and interactional types of measurements, basic statistical concepts, the interpretation of test scores, and the relationship between information gained from tests and inventories and classroom diagnostic- prescriptive measures.

**2.. Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability

to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

### **3. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK**

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities

### **4. TEXTBOOK**

Taylor, R.L. (2006) *Assessment of Exceptional Students: Educational and Psychological Procedures* (7 Ed.), Boston, MA: Allyn & Bacon. For additional resources and information go to site <http://www.abacon.com> and <http://www.ablongman.com>

### **5. Student Learning Outcomes**

The Special Education specialization, through its faculty, are dedicated to quality and rigor in pursuit of knowledge and skills related to the specialty area. The area of Special Education is consonant with the conceptual framework of the School of Education's efforts for preparing facilitators of learning---those who seek to make the learning process accessible and who enable learning to take place successfully. The conceptual framework encompasses five curricular strands (Content Knowledge, Learning Theories, Learning Climate, Dispositions, and Methodology), all of which make up the core or outcomes drivers of the teacher preparation experience. Additionally, five process drivers (Assessment, Diversity, Collaboration, Technology, and Reflection) focus the curricular strands that undergird the education programs at the University. This framework meets all the guidelines, the N.C. State Department of Public Instruction standards, competencies and guidelines, the N.C. Board of Education mandates, the UNC Board of Governors Task Force on Teacher Education requirements, The National Board of Professional Teaching Standards, the PRAXIS Test Series requirements,

professional and learned societies' guidelines (e.g., CEC), INTASC standards of accrediting agencies such as NCATE and SACS. It is also aligned with the University, School and Department's Mission and Goal statements. These competencies, by their nature, will require and involve participants in independent and reflective thinking, effective communications, and the making of relevant judgments. Upon completion of this course students will be able to demonstrate

1. Effective knowledge and participation in the educational system
2. Discrimination of values in the educational system
3. Enhancement of professional ethics and confidentiality
4. Professional collaboration and facilitation
5. On-going professional growth, development and reflection
6. Development of a global perspective on diversity and the treatment of students with disabilities.

### Standards

#### Professional

<b>Standards Used in Course</b>	<b>NC Core Standards</b>	<b>CEC Common Core Standards; NCATE Standards</b>
X	<b>1. Teachers demonstrate leadership.</b>	<b># 9 Professional and Ethical Practice;</b> <b># 10 Collaboration</b> # 1 Knowledge, Skills, Dispositions
X	<b>2. Teachers establish a respectful environment for a diverse population of students.</b>	<b># 5 Learning Environments and Social Interactions;</b> # 1 Knowledge, Skills, Dispositions
X	<b>3. Teachers know the content they teach.</b>	<b>#3 Individual Learning Differences</b> <b>#4 Instructional Strategies;</b> # 1 Knowledge, Skills, Dispositions
X	<b>4. Teachers facilitate learning for their students.</b>	<b># 6 Communications</b> <b>#1 Foundations;</b> # 1 Knowledge, Skills, Dispositions; #4 Diversity
X	<b>5. Teachers reflect on their practice.</b>	<b># 9 Professional and Ethical Practice</b> # 1 Knowledge, Skills, Dispositions

#### General Curriculum

**Standard 1: Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services.**

Special Education: General Curriculum teacher candidates have a thorough understanding of the Policies Governing Services for Children with Disabilities. Through this knowledge of the process of referral, evaluation, and development of the individualized education program (IEP), teachers provide appropriate individualized education in the least restrictive environment.

- Know the Policies Governing Services for Children with Disabilities
- Understand the placement process from referral to delivery of services
- Know the typical characteristics of students in each disability category.
- Understand and facilitate effective planning for transitions (preschool, school, postsecondary/adult).

**Standard 2: Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.**

Special Education: General Curriculum teacher candidates use a variety of assessment strategies and sources to determine students' prior knowledge, skills, interests and learning styles. They plan appropriate instruction, evaluate progress toward learning goals and inform families and professional service providers. Teacher candidates view assessment as an integral part of the teaching/learning cycle, in which assessment drives instruction, and evaluation of learner outcomes informs further instruction. Teacher candidates use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals and to differentiate instruction in a tiered model.

- Evaluate reliability, validity, and the technical soundness to select measures used in assessing students for eligibility, instructional decisions, and progress monitoring.
- Demonstrate instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction.
- Assess students' reading performance by obtaining measures of phonemic awareness, letter-sound association skills, word identification skills, fluency, vocabulary and comprehension.
- Assess students' written language performance by gaining measures of fine motor skills, mechanics of writing, writing fluency and written expression.
- Assess students' mathematics performance through analysis of error patterns and an understanding of the components of number sense (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric equation and proportional reasoning).
- Use age appropriate transition assessments for students ages 14 and above.

**Standard 3: Special Education: General Curriculum teacher candidates have a**

**broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.**

Special Education: General Curriculum teacher candidates utilize research-validated instructional and behavioral strategies to facilitate learning across the various disciplines. Cognitive and behavioral techniques support the use of best practices for all students. Research-validated techniques support innovative integration of standards-based content with appropriate use of technology.

- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to design a self-management program and instruct students on implementation of program.
- Know research-validated cognitive learning strategies.
- Know research-validated meta-cognitive learning strategies.
- Demonstrate the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum.
- Plan and facilitate comprehensive transition services.

**Standard 4: Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.**

Special Education: General Curriculum teacher candidates provide a comprehensive series of daily instructional lessons in communication skills, reading, written language and math that are systemic, explicit and multi-sensory.

- Understand the essential components of the English language (phonetics and phonology, sound production, morphology and orthography, semantics and syntax and pragmatics) and the impact of language on learning.
- Understand the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).
- Understand and provide instruction in the essential components of math instruction (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric application and proportional reasoning).
- Understand and provide instruction in the essential components of written language instruction (composition and conventions).

**Standard 5: Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.**

Special Education: General Curriculum teacher candidates use effective strategies that promote a positive learning environment. They also use small-group and individualized strategies that enable students with behavior problems to develop academic and social competence. Teacher candidates use individualized behavior management strategies for those with more severe behavior problems.

- Know how to establish rules and procedures that convey behavioral expectations.
- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to conduct and analyze a functional behavior assessment.
- Demonstrate competency to use functional behavioral assessment results to develop a positive behavior support plan based on research-validated interventions.
- Know how to implement individualized positive behavior support strategies based on functional behavior assessment results for students with significant behavior problems.

**Standard 6: Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.**

Special Education: General Curriculum teacher candidates recognize how accessing resources and collaborating with families, schools, and the community can impact student success. Communicating and building trusting partnerships with families, including those from culturally and linguistically diverse backgrounds, are essential elements that must be implemented. Teacher candidates partner with families to gather critical information to assess student progress and design instruction. Inclusive education and other collaborative teaching models assist with providing access to the general curriculum.

- Demonstrate effective communication strategies
- Establish effective interagency collaboration with adult service providers
- Model evidence based variations of co-teaching
- Collaborate and consult with interpreters, transliterators and other related / adult service providers.
- Maintain confidentiality
- Provide effective paraeducator supervision

### **Specific Objectives**

1. Students will identify critical questions that should be asked before initiating any assessment resulting in a more efficient and practical process.
2. Student will identify factors that can affect assessment results, including those related to the examiner, the examinee, and the test itself.
3. Students will examine important issues and problems related to the use of assessment information for labeling and classification purposes.
4. Students will identify the components involved in observational

- assessment, including the appropriate recording procedures.
5. Students will examine steps involved in developing criterion-referenced and curriculum-based assessments.
  6. Students will examine steps involved in conducting an error analysis in the areas of reading, mathematics, and spelling.
  7. Students will review the similarities and differences between curriculum-based assessment and curriculum-based measurement.
  8. Students will conduct individual curriculum-based assessment procedures, interpret results and draw instructional and management conclusions and recommendations.
  9. Students will conduct individual curriculum-based continuous progress monitoring using student products, assessment probes, quizzes, and tests including state mandated tests.
  10. Students will review several types of alternative assessment procedures.
  11. Students will examine critical issues related to the assessment of intelligence.
  12. Students will identify alternative methods for measuring intelligence.
  13. Students will identify the various uses of adaptive behavior testing.
  14. Students will examine the strengths and weaknesses of the major instruments used to measure achievement, intelligence, adaptive behavior, language, and emotional/behavioral status.
  15. Students will identify strengths and weaknesses of individual and group-administered reading and arithmetic tests.
  16. Students will identify strengths and weaknesses of tests for written expression.
  17. Students will make relevant judgments and ethical decisions.
  18. Students will engage in effective communication related to assessment issues in special education.
  19. Students will practice appropriate professional ethics.
  20. Students will engage in professional participation and collaboration.
  21. Students will engage in on-going professional growth.
  22. Students will create assessment environments in which equity, fairness, and diversity are modeled, and practiced.
  23. Students will demonstrate the use of knowledge about cultural and socio-economic factors in planning and conducting assessment activities that connect students to the curriculum.
  24. Students will utilize technology to assist in planning and conducting assessment activities.
  25. Students will use assessment data for planning and developing instructional plans and IEPs.

## **6. EVALUATION CRITERIA**

### **A. Grade Distribution**

<b>TASK</b>	<b>Number of Points</b>
Chapter assignments (10)	250
Discussion Board assignments (4@25pt.)	100
Assessment Paper	100
Assessment Project	100
Technology Project	100
Application activities	100
Attendance/Participation	100
Final Exam	100

**B. Grading Scale**

A	92-100
B	83-91
C	73-82
D	64-72
F	63 or less

**7. COURSE REQUIREMENTS**

1. **Attendance**-- Each student will participate in all class sessions within the limits of the attendance policy and will participate in discussions based on outside readings and posted lectures. Attendance is monitored by your access to the course. If you have not accessed the course in 5 days you will receive an email from your instructor.

2. **Chapter Assignments**--Each student will read and complete the assignments for each specified chapter prior to class. Assignments are located on the companion website for the class textbook, a link to the companion site will be posted in Blackboard. Students will access the website, then click on the Profile button and complete the information required. Make sure the instructor's name and e-mail address are indicated in the appropriate blocks, Mal Miller Ward [mmillerw@uncfsu.edu](mailto:mmillerw@uncfsu.edu) . Students will then access the respective chapter sections by clicking the Down arrow in the window labeled Jump. (Each chapter has the following sections: Overview, Objectives, Terms to Know, Multiple-Choice Questions, True-False Questions, Essay Questions, Activity, Case Study, and Destinations). **Students will be given instructions for the completion of activities and the case studies for each chapter by the instructor.** Upon completing each of the required sections, click the submit button for grading. Then click the e-mail results button and your responses will be sent to me. Students should make a graded copy for their files.

3. **Assessment Paper**--Each student will research and write a five (5) page paper on Criterion-Referenced or Curriculum- Based Assessment in accordance to the

associated rubric and APA publication standards. All papers will be in 12 font, double-spaced in Times New Roman or Arial Font. All papers will be appropriately cited and referenced. References will be no more than five-years old and will include a minimum of five references, including at least one from a scholarly journal and at least one reference from the Internet. The purpose of this objective is to assess the student's ability to research a given topic, apply the information in a practical setting, and produce a professional quality written product adhering to accepted academic procedures and standards. Correct use of grammar, punctuation and all other rules of written expression will also be assessed in accordance to the rubric.

4. **Midterm and Final Exams**-- Each student will complete two tests covering readings, lectures, and discussions.

5. **Assessment Project and Presentation**--Each student will create a criterion-referenced or curriculum-based assessment on any academic area that can be used in the classroom. Each student will demonstrate their assessment in a power point presentation submitted through Blackboard.

6. **Case Study and IEP**-Given a case study, each student will participate in discussion groups to determine eligibility for special education and develop a quality written IEP.

7. **Application Activities**-Each student will participate in assessment activities assigned by the instructor that will guide application in the classroom. E.g ., observational assessment, functional behavior assessment, error analysis, etc.)

## 8. COURSE OUTLINE WITH ASSIGNMENTS SCHEDULE

**SEE POSTINGS ON BLACKBOARD**

## 9. TEACHING STRATEGIES

**Instructor will use a variety of presentation methods, including lecture, discussion, small group activities, student presentations, multi-media, and web enhanced instruction.**

## 10. REFERENCES (Key websites on assessment):

<http://www.lib.utexas.edu/subject/ss/psyc/test.html>

<http://www.agsnet.com/group.asp?nGroupInfoID=a16640>

[http://www.wrightslaw.com/advoc/articles/slideindex\\_files/frame.htm](http://www.wrightslaw.com/advoc/articles/slideindex_files/frame.htm)

[http://aperc.asu.edu/resources/parents\\_Workshops/Interpreting%20Your%20Child%27s%20Test%20Scores/Interpreting%20Test%20Scores-2-27.htm](http://aperc.asu.edu/resources/parents_Workshops/Interpreting%20Your%20Child%27s%20Test%20Scores/Interpreting%20Test%20Scores-2-27.htm)

<http://www.hrprofiles.ca/testing/main.htm>

<http://www.slu.edu/colleges/AS/PSY/Tests1.html>

[http://www.cpsimoes.net/artigos/art\\_test\\_eng.html](http://www.cpsimoes.net/artigos/art_test_eng.html)

[http://www.a2zpsychology.com/articles/importance\\_of\\_testing\\_in\\_psychol.htm](http://www.a2zpsychology.com/articles/importance_of_testing_in_psychol.htm)

[http://ericae.net/faqs/bil\\_spec.htm](http://ericae.net/faqs/bil_spec.htm)

<http://www.boscbooks.com/articles/assessment.html>

[http://www.fetaweb.com/03/tests\\_measurements.htm](http://www.fetaweb.com/03/tests_measurements.htm)

<http://nichcy.org/newsdig.asp#nd23>

<http://nichcy.org/bib.asp#bib1>

<http://nichcy.org/outprint.asp#bib2>

<http://www.ed.gov/offices/OCR/testing/index1.html#contents>

[http://www.wrightslaw.com/advoc/articles/tests\\_measurements.html](http://www.wrightslaw.com/advoc/articles/tests_measurements.html)

[http://webcenter.aol.teachervision.com/lesson-plans/lesson-4170.html?for\\_printing=1](http://webcenter.aol.teachervision.com/lesson-plans/lesson-4170.html?for_printing=1)

<http://www.fairtest.org/facts/nratests.html>

<http://www.udel.edu/educ/gottfredson/451/Glutting-guide.htm>

<http://www.ericfacility.net/ericdigests/ed314429.html>

<http://www.unm.edu/~devalenz/assessment/oh10-3.pdf>

<http://www.unm.edu/~devalenz/handouts/criterion.html>