

PRAIRIE VIEW A&M UNIVERSITY
Department of Curriculum & Instruction
SPED 5263 Individual Testing of Exceptional Children

TEXTBOOKS: Taylor, R. L. (2009). *Assessment of exceptional students: Educational and psychological procedures*, 8th.ed. New York: Pearson, Allyn and Bacon. (ISBN: 13: 978-0-13715692-4)

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Course Description:

This course will familiarize the teacher with the administration and interpretation of individualized testing designed for the exceptional learner.

Major Goals of All College of Education Programs (E-FOLD-P Educators as Facilitators of Learning of Diverse Populations):

1. To prepare professionals as problem solvers, critical thinkers and decision makers who are to communicate these cognitive skills to students.
2. To prepare professionals as facilitators of student growth and development who exhibit a positive self-esteem and are able to transmit these affective components to students.
3. To prepare professionals as reflective and continual learners who initiate and distribute knowledge and skills and utilizes effective teaching practices.
4. To prepare professionals as ones who understand and appreciates human diversity and demonstrates global awareness by recognizing that diverse learners can meet all learners' outcomes.

Course Goals:

The major goal of this course is to provide special educators with the knowledge, skills and attitude they need to be effective leaders in the education of diverse student populations.

Course Objectives (TEXES Generic Special Education & Educational Diagnostician):
Generic Special Education Domain I,

Competency 002--Students will demonstrate knowledge of formal and informal assessment.

Educational Diagnostician Domain I,

Competency 001—Students will demonstrate, understand and apply knowledge of federal and state disability criteria and identification procedures for determining the presence of an educational need.

Educational Diagnostician Domain I,

Competency 002—Students will demonstrate, understand and apply knowledge of ethnic, cultural, linguistic, and socioeconomic diversity and the significance of individual diversity for evaluation, planning, and instruction.

Educational Diagnostician Domain II,

Competency 003—Students will demonstrate knowledge of appropriate student assessment and evaluation, program planning, and instructional decision making.

Educational Diagnostician Domain II,

Competency 004—Students will demonstrate knowledge of selecting and administering appropriate formal and informal assessments and evaluations.

Educational Diagnostician Domain II,

Competency 005—Students will demonstrate knowledge of interpreting formal and informal assessments and evaluations.

Educational Diagnostician Domain III,

Competency 006—Students will demonstrate knowledge of appropriate curricula and instructional strategies for students with disabilities.

Educational Diagnostician Domain IV,

Competency 008—Students will demonstrate knowledge of professional practices, roles, and responsibilities and the philosophical, legal, and ethical foundations of evaluation related to special education.

Educational Diagnostician Domain IV,

Competency 009----Students will demonstrate knowledge developing collaborative relationships and demonstrates skills for scheduling, time management, and organization.

Complete descriptions of the Competencies can be found in the TEXES Test Frameworks for Fields 161 (Special Education EC-12) and 153 (Educational Diagnostician).

METHODS OF INSTRUCTION:

This course uses a lecture/class discussion format, case studies, video presentations and field experiences/assignments.

COURSE REQUIREMENTS and ACTIVITIES:

1. Students are expected to attend all classes and to have completed the assigned readings prior to class. There could be unannounced quizzes.
2. Students are expected to participate in class.
3. There will be a midterm and final examination.
4. Administer and score **three** (3) sets of assessments in at least **two** (2) pairs of the following areas: cognitive, achievement or adaptive behavior. That is pair a cognitive measure with an achievement measure or pair a cognitive measure with an adaptive behavior measure. Document, in a report format, the following as applicable: (**highlight** each of the following as **subheadings**)
 - Prior assessment results and/or student needs prior to testing
 - Document how the location was suitable with materials and equipment
 - Describe how rapport was established
 - Explain the purpose as you did to the student
 - Describe how the students' attention was maintained throughout
 - Describe your prompting procedures
 - Describe how items were repeated or demonstrated
 - Describe the sequence the items were administered
 - Describe the feedback given to students
 - How did you manage inappropriate behavior?
 - How did the session end?
 - Produce a score report
 - Talk about strengths and weaknesses
 - Provide recommendations including additional assessments needed**(Competencies 003, 004, 005, 006 & 008) Due by 11/17/ (50 points)**
5. Using an observation format, **observe** a test administration in at least **two** (2) of the following areas: cognitive, achievement or adaptive behavior **(Competency 004) Due by 10/06/ (25 points)**
6. Using an Assessment Evaluation form, **evaluate one** (1) assessment instrument from the following areas: cognitive or achievement **(Competency 005) Due by 10/13/ (25 points)**
7. Interview an Educational Diagnostician. Ask about: their philosophy of special education and assessment, roles and responsibilities, best preparation for the Diagnostician, which assessments are most used and why, professional

- organizations and how to become involved, and any other information you think might be helpful in your development. Due by 10/06/ (50 points)
8. Utilizing your text book particularly chapters 1-3 and 18 to write **five** (5) TExES **multiple choice** questions. Compile the individual group member questions into one document. Provide both a hard copy and a disk copy (Microsoft Word). Also provide an answer key and tell us which competency is represented (**All Competencies**) Due by 10/20/ (**50 points**)
 9. All assignments are to be submitted when due or subject to a 5 point penalty for each late assignment. **All** work must be well edited and presentations must be clear and logical. See PVAMU Graduate Catalog for policies on Attendance and granting of an "I".

EVALUATION:

Midterm	100 points
Final	100 points (Comprehensive)
Test Administration	50 points
TExES Questions	50 points
Test Observation	25 points
Assessment Evaluation	25 points
Class Participation	25 points (includes unannounced quizzes)
Presentations	25 points
Interview	50 points

Total possible points 450 points

A= 95% - 100%

B= 85% - 94%

C= <85%

PRAIRIE VIEW A& M UNIVERSITY
PRAIRIE VIEW, TEXAS

SPED 5263 Individual Testing of Exceptional Children
Fall, 2012

Saturday 11:00 – 1:50p.m.

Instructor

REFERENCES

- Boyle, R.J. & Weishaar, M. (2001). *Special education law with cases*. Needham Heights, MA: Allyn & Bacon.
- Hallahan, D.P. & Kauffman, J.M. (2006). *Exceptional children: Introduction to special education*, 10th ed. Boston: Allyn and Bacon.
- Hilliard, A.G., III. (1994). What good is this thing called intelligence? *Black Psychology*, 20, 430-444.
- Hilliard, A.G., III. (1996). Either a paradigm shift or no mental measurement: The nonscience and nonsense of the Bell Curve. *Cultural Diversity and Mental Health Journal*, 2, 1-20.
- Venn (2007). *Assessing students with special needs*, 4th.ed. Columbus, Ohio: Prentice Hall.

Key Journals

American Education Research Journal
Educational Researcher
ERIC Clearinghouse on Teacher Education
Exceptional Children
Journal of Black Psychology
Journal of Cross-Cultural Psychology
Journal of Educational Psychology
Journal of Negro Education
Journal of School Psychology
Journal of Special Education
Journal of Urban Education
Preventing School Failure
Remedial and Special Education
Review of Educational Research
Teacher Education and Special Education
Teaching Exceptional Children

Websites

Ask ERIC
<http://ericir.syr.edu/>
Disabilities web site
<http://www.ldonline.org>
Federal Resource Center for Special Education
<http://www.dssc.org/frc/>
Special Education and Inclusion Issues

<http://www.ndss.org/>
Special Education and Technology
<http://glef.org>
National Clearinghouse for Professionals in Special Education
<http://www.specialedcareers.org/>
National Information Center for Children and Youth with Disabilities
<http://www.nichy.org>
Texas Education Agency
<http://www.tea.state.tx.us/>
The Council for Exceptional Children
<http://www.cec.sped.org/>
State Board for Education Certification (SBEC)
<http://www.sbec.state.tx.us/>

INDIVIDUAL TESTING TENTATIVE SCHEDULE FALL

Week 1	Course Orientation and Introduction
Week 2	Pre-test. Chapter 1, “Assessment: History, Philosophical, and Legal Considerations ” and Supplemental Readings (Domain II, Competency 003 & 004)
Week 3	Chapters 2 , “The Assessment Process: A Proposed Model” (Domain II, Competencies 001, 002, 003, 004, 005 & 009)
Week 4	Chapter 3, “Practical and Ethical Considerations” (Domain II, Competency 002 & 006)
Week 5	Chapters 4 & 5 , “Observational Assessment” & “Criterion-Reference Testing and Curriculum-Based Assessment” (Domain II, Competencies 004 & 005)
Week 6	Chapter 6 “Portfolio Assessment and Other Alternative Procedures” (Domain II, Competencies 004, 006 & 008)
Week 7	Chapters 7 & 8 “Assessment of Intelligence & Adaptive Behavior” (Domain II, Competencies 004, 006 & 008) (Assignment: Observations and Interview due 10/6/)
Week 8	MIDTERM Assignment: Assessment Evaluation Due (10/13/)

Week 9	Chapters 9 & 10 “Behavioral, Emotional Status, and Oral Language” (Domain II, Competencies 002, 005, 008 & 009) (TExES Questions Due 10/20/)
Week 10	Chapters 11 & 12 “Assessment of General Achievement and Reading”(Domain II, Competencies 004, 005, 006 & 008)
Week 11	Chapters 13 “Assessment of Mathematics” Chapters 14 “Assessment of Written Expression” (Domain II, Competencies 004, 005, 006, 008 & 009)
Week 12	Chapter 15 “Comprehensive Assessment Systems” and 18 “Putting It All Together”
Week 13	<u>Post-Test</u> Presentations (Assessment Reports Due 11/17/)
Week 14	THANKSGIVING
Week 15	FINAL EXAM Comprehensive (12/1/)

IMPORTANT DATES

Last date to apply for graduation	September 8, 20
Last date to withdraw from classes With automatic “W”	October 29, 20
Last date to pay at least 50% of Tuition and fees for fall 2012	September 4, 20