Instructor
Ximena P. Suarez-Sousa, Ph.D.
suarez@mnstate.edu
Office Number: Lommen 211D
Office Hours: 
Phone Number: 218.477.2007

Course Description
This course will cover basic concepts of assessment and the assessment process and procedures that are utilized in data-based decision making and program planning for students with disabilities in an academic or functional curriculum.

Purpose of the Course
The purpose of this course is to provide students with the knowledge and skills necessary to select, ethically administrate, score, interpret, and report results from various standardized and non-standardized assessment tools used in the field of special education as well as to utilize data for progress monitoring and educational decision making. This course will also review the legal and cultural contexts of assessment in special education.
Required Course Texts:


Additional readings will be provided by the instructor.

Standards of Effective Practice

Core Skills for Teachers of Special Education
B. Referral evaluation, planning and programming. A teacher of special education understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement. The teacher must be able to:

(6) design, facilitate, and support a comprehensive, multidisciplinary evaluation process using unbiased assessment measures;
(7) select and use assessment measures and procedures that are technically adequate and appropriate for the student and specific assessment purpose, including assistive technology supports where appropriate;
8) communicate the results of assessment and the evaluation process to students, families, teachers, and other professionals;
9) understand the effects of various physical and mental health conditions, including the effects of medications, on the educational, cognitive, physical, social, and emotional behavior of individuals with disabilities when planning and administering assessments;
11) assess the impact of environmental factors on assessment results and the special education evaluation, planning, and programming process;
12) assess the impact of gender, familial background, socioeconomic status, and cultural and linguistic diversity on assessment results and the special education referral, evaluation, planning, and programming process; and
14) produce and maintain the reports, plans, and student assessment and performance data that are required by due process procedures and the school system according to the timelines for each.

Teachers of Special Education: Emotional/Behavior Disorders
Subpart 3 – Program Requirements
B. A teacher of special education/emotional behavioral disorders understands referral, assessment, planning, and placement procedures specific to teaching students with emotional behavioral disorders. The teacher must understand:
   1) referral and intervention procedures;
   2) use, limitations, ethical concerns, administration and interpretation of formal and informal assessments for students with emotional behavioral disorders and how to effectively communicate the results to the students, families, teachers, and other professionals;
   3) how to adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of students with emotional behavioral disorders; and
   4) how to interview, gather, and maintain information from parents, families, teachers, and others for the purpose of assessment and planning, developing, implementing, and evaluating individual education programs.

**Teachers of Special Education: Learning Disabilities**

Subpart 3 – Subject Matter Standard

A. A teacher of special education/learning disabilities understands the central concepts, tools of inquiry, and history and context of learning disabilities and learning deficits as a foundation on which to base practice. The teacher must understand:
   7) factors that influence accurate identification of culturally, linguistically, and socio-economically diverse students as students with specific learning disabilities.

B. A teacher of special education/learning disabilities understands referral, assessment, planning, and placement procedures specific to teaching students with learning disabilities or learning deficits. The teacher must understand:
   1) referral and intervention procedures;
   2) use, limitations, ethical concerns, administration and interpretation of formal and informal assessments for students with learning disabilities or learning deficits, and how to effectively communicate the results to the students, families, teachers, and other professionals; and
   4) factors that may influence the over- and under-representation of culturally or linguistically diverse students in programs for students with learning disabilities or learning deficits;

**Teachers of Special Education: Academic and Behavioral Strategist**
Subpart 3 – Program Requirements

B. Referral, evaluation, planning, and programming. A teacher of special education: academic and behavioral strategist understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. The teacher must be able to:

1) select, administer, and interpret academic, behavioral, functional, social, emotional, and communication screening tools;
5) evaluate one’s own knowledge, strengths, and limitations in evaluation planning, administration, and interpretation of results to assemble a comprehensive team with the capacity to assess all known and suspected areas of student needs, disability, and level of severity, in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and other related disabilities;
6) select, administer, and interpret a variety of informal and formal assessments, including rating scales, interviews, observation checklists, direct observations, formative assessments, assistive technology considerations, and academic achievement assessments, accounting for technical adequacy, limitations, and ethical concerns;
8) integrate assessment results and information available from family, school personnel, legal system, medical and mental health providers into the evaluation, planning, and programming process.

C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: academic and behavioral strategist understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students who have mild to moderate needs in the areas of academics, behavior, social emotional, communication, and functional performance. The teacher must be able to:

9) collect and interpret academic progress monitoring using a variety of assessment tools, including general outcome measures, curriculum specific measures, and grade level content standard measures.

D. Collaboration and communication. A teacher of special education: academic and behavior strategist cultivates and maintains positive, collaborative relationships with children and youth with disabilities who have a range of mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional
performance, families, educators, other professionals, and the community to support
development and educational progress. The teacher must be able to:

6) apply cultural competencies, including self-awareness of one’s personal
perspectives, when communicating and problem solving taking into account
differences in familiar background, socioeconomic status, and cultural and or
linguistic diversity.

**Teachers of Special Education: Developmental Disabilities**

B. Referral, evaluation, planning, and programming A teacher of special education:
developmental disabilities understands and applies principles of prevention and
intervening early and procedures for referral, assessment, evaluation, individualized
planning, programming, and placement specific to teaching students with
devolutional disabilities. The teacher must be able to:

2) select, administer, and interpret assessments for students with developmental
disabilities, accounting for technical adequacy, ethical concerns, and expressive
and receptive communication needs and communicate the results to students,
families, educators, and other professionals;

3) integrate multiple methods of collecting data from students, parents, families,
teachers, and other professionals for the purpose of evaluation and planning,
developing, implementing, and evaluating individualized education programs;

9) address factors that influence the disproportional identification of culturally,
linguistically, and/or socio-economically diverse students as students with
devolutional disabilities.

**Course Objectives**

1. Understand laws and legal/cultural aspects of assessment in special education.
2. Understand the role played by screening, pre-referral, referral, and classification
   in special education.
3. Demonstrate understanding of basic measurement concepts including test
   reliability, validity, standard error of measurement, normal curve and its
   relationship to the interpretation of derived scores including standard scores, and
   percentile rank.
4. Be familiar with concepts and methods for summarizing statistical data and
   graphing as it relates to educational assessment.
5. Understand the main characteristics of formal, norm-referenced standardized 
assessment instruments (e.g., Vineland Adaptive Behavior Scales, Brigance 
Inventory).

6. Demonstrate ability to assess individual students using standardized, norm-
referenced assessment instruments.

7. Understand the main characteristics of informal, non-standardized assessment 
instruments (e.g., Behavioral Observation of Students in Schools - BOSS, Likert 
scales, checklists) and how they interrelate with standardized testing.

8. Demonstrate ability to assess individual students using non-standardized 
assessment instruments.

9. Integrate assessment data to write a comprehensive report stating strengths and 
weaknesses, as well as remediation techniques.

10. Write measurable goals and objectives based upon the results from standardized 
and non-standardized assessment tools.

11. Report assessment results to others.

12. Successfully complete 40 hours in a classroom practicum site understanding the 
school system, instructional environments, IEPs, interviews, background 
information and curriculum.

Diversity
By nature, special education works with a diverse population. In this class students will 
learn cultural issues related to assessment and learning, family strategies for presenting 
information and modifications needed for different cultures and English Language 
Learners.

Special Accommodations
Students with disabilities who believe they may need an accommodation in this class 
are encouraged to contact Greg Toutges, Director of the Career and Disability Services 
CMU 114 at 218.477.2131 (Phone), 218.477.2430 (Fax), 800.627.3529 (MRS/TTY), or 
toutges@mnstate.edu as soon as possible to ensure that accommodations are 
implemented in a timely fashion.

Course Requirements:

1. **Class participation** (20 points) - Class attendance and participation is 
expected. Small group activities (e.g., discussions) will take place during class 
time. Participation is essential as it supports your understanding of the material 
and the instructor gets insights into what you get excited about, disagree with, 
are confused by, etc. If you must miss a class or part of a class, talk to the 
instructor ahead of time, if possible. You are responsible to get notes from peers.
2. **Reaction papers** (40 pts, 10 pts per paper) - The other way you will let me know your reactions and questions about course material is through 4 reaction papers. Reaction papers are brief reactions to text readings or assigned articles (at least a full page typed). They should be clearly relevant to the coursework but do not need to be comprehensive in scope (e.g. you can “react” to just one issue or topic). The reaction papers should be a reflection of what you think of the material, how you would use the information, what you have experienced in relation to the topic.

**Standards:** Core: B7, B8, B9, B12; LD: A7, B1; EBD: B1, B3; DD B2, B9; ABS: B1, B8

3. **Exams** (160 pts) - Two exams will be given during the semester. The exams will be primarily short answer and essay. The structure of the exams and content to be covered will be discussed in class prior to the exam.

**Standards:** Core B8, B9, B12; LD A7, B4; DD B9; ABS: B5, B8

4. **Behavioral Observations and Functional Behavior Assessment** (30 pts) Practice using and reporting a variety of observational techniques (e.g., event recording, duration recording, interval recording). The student(s) being observed can be in special or general education. Operationalize a target behavior, write a hypothesis as to the purpose of the behavior. Do a 30-minute narrative recording. Type it into an ABC format. Try to decide on the function of the behavior and decide on a good replacement behavior. Create an intervention with a goal to work on the behavior and set up a progress monitoring graph. You may do all of the observations on one student, or do each part of this assignment on a different student. For each part of the assignment you will complete a written summary of the results and a self-critique of your observations’ reliability and validity.

**Standards:** Core B6, B7, B11, B14; EBD B1, B2, B3; ABS B1, B6

5. **Assessment of Academic Skills** (40 pts) Assess a student’s academic abilities using the Woodcock Johnson III Test of Academic Achievement and the Brigance Comprehensive Inventory of Basic Skills in the following areas: reading, writing, math, and spelling. The student can
be in special or general education and does not need to be having difficulty academically. Student’s instruction, environment, and curriculum in that academic area will be assessed through direct observation sessions (ICEL form will be provided). You will complete a written summary of the results, as well as the ICEL matrix.

*Standards:* Core B6, B7, B9, B12; LD A7, B1, B2, B4; EBD B2, B3, B4; ABS B1, B6; DD B2, B9

6. **Assessment of Adaptive Behavior** (40 pts)
Assess a student’s level of functioning in personal and social daily tasks required to be successful in the school, home, and community settings using the Vineland Adaptive Behavior Scales (teacher rating form) and conducting classroom- and community-based observations.

*Standards:* Core B7, B8, B9, B12; DD B2, B9, ABS B1, EBD B2, B3

7. **Written Comprehensive Report and Presentation of Results** (80 pts)
A professional comprehensive report based on the findings from all your formal and informal assessments will be produced. The goal of this report is to clearly communicate your data findings as well as to let the reader (e.g., parent) understand what the reasons behind your recommendations and how these recommendations should be used to design intervention. Culturally relevant communication strategies will be addressed for oral presentation of results.

*Standards:* Core B6, B8, B9, B11, B12, B14; EBD B2, B4; LD A7, B1, B2, B4; ABS B5, B8, C9, D6; DD B2, B3, B9

**Grading:**
This course is set up on a point system, no curve. A grade of incomplete will be given only under special circumstances that must be discussed and arranged with the instructor prior to the end of the term. Academic honesty is expected at all times. If you are having difficulty with course assignments or requirements due to a disability, child care, life events, etc. PLEASE speak to the instructor to determine if accommodations may be appropriate and necessary.

98-100% = A+  
77-79% = C+
93-97 = A  
73-76% = C
90-92% = A-  
70-72% = C-
87-89% = B+  
62-69% = D
83-86% = B  
61 or lower = F
80-82% = B-

**Late Work**
Each assignment is to be submitted and work should be turned in on time. You will lose 10% of your assignment points for each day late.
No work will be accepted after the last session of class unless the student has made arrangements with the instructor for an “I” (Incomplete) grade.

**CONCEPTUAL FRAMEWORK OF THE EDUCATION UNIT**

MSUM candidates are professionals who are knowledgeable, reflective, humanistic, and creative.

**Knowledgeable:** MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations in all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

**Reflective:** MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that instruction is improved, new ideas are implemented, ineffective methodologies are abandoned, and learning outcomes for students are enhanced. MSUM candidates are
skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates are able to recognize learning, motivational, and developmental variables in their instructional practice and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

**Humanistic:** MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and their innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and nonlinguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work, and model these qualities in their own work.

**Creative:** MSUM candidates understand the powerful resources of the arts and sciences, and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment. They will, for themselves and for their students, meet new situations with resourcefulness, excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help students not only learn about aesthetics, but to also learn how to think about the world at large.

***Syllabus and assignments are subject to revisions as deemed necessary by the instructor.***
TENTATIVE COURSE CONTENT SEQUENCE - SPED 410

CONTENT

Unit 1: Introduction to Assessment

Assessment and teaching, historical and contemporary models of assessment (early intervening services), assessing the whole child, cultural considerations in assessment.

Laws and ethics, IDEA and assessment, initial evaluations, parental consent, nondiscriminatory assessment, evaluating children with specific learning disabilities, evaluating children with attention deficit hyperactivity disorder, IEP team evaluation, determining eligibility (MN, ND eligibility criteria), data driven IEP, determining least restrictive environment.

Standards: Core B6, B8, B9, B12; LD A7, B4; DD B9

Unit 2: Technical prerequisites of understanding assessment

Descriptive statistics, the importance of measurement, getting meaning from numbers, developing a distribution from raw scores, reliability (methods to measure it), validity (methods to measure it), correlation, standard error of measurement and its implication for student’s performance interpretation.
Norm-referenced assessment, basic guidelines in test administration, scoring and interpretation of results, calculating raw scores, basal, ceiling, chronological age, derived scores, using protocols. Group testing, individual testing, accommodations for students with disabilities, alternate assessment.

Standards: Core B7; ABS B6

Unit 3: Assessing students

Task analysis, error analysis, achievement tests (e.g., Woodcock Johnson III Tests of Achievement, Brigance Comprehensive Inventory of Basic Skills), selecting academic achievement tests, diagnostic tests, screening tests (level 1, level 2), assessing language, assessing behavior, functional behavior assessment, types of observational data recording, ABC analysis model, sociograms, ecological assessment, structured classroom observations.

Measures of intelligence, use of intelligence tests, review of intelligence tests, measures of adaptive behavior (e.g., Vineland Adaptive Behavior Scales), assessment in infancy, assessment in early childhood (e.g., Denver Developmental Screening Test), methods of early childhood assessment, assessment of children referred for autism spectrum (e.g., Childhood Autism Rating Scale), assessing functional academics, parent interviews.

Standards: EBD B1, B2, B3; LD B1, B2; ABS B1, B5; DD B2, B3

Unit 4: Interpretation of assessment results

Interpreting assessment for educational intervention (academic and functional curricula), writing test results, writing goals and measurable short-term objectives, aim line, reevaluations. Sharing assessment and evaluation results with colleagues and families.

Standards: Core B11 B14; EBD B4; ABS B5, B8, C9; DD B3
Appendix: Explanation of Instruction and Assessment according to BOT Standards

Core Skills for Teachers of Special Education

B. Referral evaluation, planning and programming. A teacher of special education understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement. The teacher must be able to:

6) design, facilitate, and support a comprehensive, multidisciplinary evaluation process using unbiased assessment measures.

Instruction: Overton (2011) Assessing learners with special needs. Chapter 2 about issues of nondiscriminatory assessment, the multidisciplinary team and parental participation. Chapters 7 to 10 covering specific areas of assessment (e.g., behavior, academic achievement, intelligence, early childhood assessment). Reading of journal articles dealing with potential assessment bias (e.g., Rueda and Windmueller (2006), English language learners, LD and overrepresentation: A multiple level analysis).

Assessment: Essay question: Describe four (4) potential factors that may contribute to a biased assessment process. Discuss ways to counterbalance their effect.
7) select and use assessment measures and procedures that are technically adequate and appropriate for the student and specific assessment purpose, including assistive technology supports where appropriate.

Instruction:
- Mental Measurement Yearbook (MMY) accessible through www.mnstate.edu/library
- SPED Brigance Inventory of Early Development (IED) II
- SPED Brigance Comprehensive Inventory of Basic Skills (CIBS) II

Assessment: Identification and selection of valid and reliable norm-referenced assessment tools through MMY database searches. Direct administration, scoring, and interpretation of the Woodcock Johnson III, Vineland Adaptive Behavior Scales, Brigance Inventory of Early Development (IED) II, Brigance Comprehensive Inventory of Basic Skills (CIBS) II.

8) Communicate the results of assessment and the evaluation process to students, families, teachers, and other professionals

Instruction: Students will simulate an assessment meeting. Students will take turns role playing at least a couple of team members (e.g., parent, special education teacher, student, school nurse, speech pathologist). Students will read a brief description of each role out loud to inform the class what role is that each one of these individuals play during a typical assessment meeting. The instructor will provide a scripted list of questions for students to problem-solve. The principles and applications of active listening, as well as the unique perspectives and communication styles of individuals with diverse backgrounds, will be reviewed prior to the role play session.

Assessment: Students will reflect on the process of exchanging information with colleagues and families, addressing difficult questions from team members, be well organized with the data as to use it efficiently during the meeting, and communicating effectively with parents from different cultures and socioeconomic backgrounds.

9) understand the effects of various physical and mental health conditions, including the effects of medications, on the educational, cognitive, physical, social, and emotional behavior of individuals with disabilities when planning and administering assessments.
**Instruction:** Review of the facts sheet *Some Medications Prescribed for Children’s and Adolescents Mental Health Problems* (River Lights, 1995) and the “ADHD Medication Information Sheet for Parents and Teachers” (FIU, 2011).

**Assessment:** End of session group quiz. Students will gather in groups of 3 to collectively recall the most severe side effects of the medications and discuss how these side effects may directly impair on students’ assessment performance (e.g., inability to concentrate, dizziness, anxiety).

11) **assess the impact of environmental factors on assessment results and the special education evaluation, planning, and programming process;**

**Instruction:** Students will conduct a search of current literature on environmental factors negatively impacting students’ performance on assessment as well as the impact on the entire assessment process. Students will utilize the MSUM online database ([www.mnstate.edu/library](http://www.mnstate.edu/library)) and will retrieve and read 2 articles on this topic. The range of content will be broad in scope (e.g., school climate, classroom management, pollution, noise, classroom supplies and tools).

**Assessment:** Students will present their findings in a large group session. In addition, students will analyze their findings in connection to their knowledge of their local community, their recollections from their experience as students and their current knowledge based on their assessment practicum.

12) **assess the impact of gender, familial background, socioeconomic status, and cultural and linguistic diversity on assessment results and the special education referral, evaluation, planning, and programming process.**

**Instruction:** Lynch & Hanson (1998, 2nd ed) Developing cross-cultural competence: A guide for working with children and their families. Chapters on ethnic, cultural, and language diversity in intervention settings; issues on culture shock and immigration; developing cross-cultural competence, and implications for interventionists.

**Assessment:** Essay questions: What are the implications for practice of cross-cultural competence? How would you facilitate a culture-appropriate intervention process? Simulation of assessment session and in-class group discussion.
14) produce and maintain the reports, plans, and student assessment and performance data that are required by due process procedures and the school system according to the timelines for each.

**Instruction:** Overton (2011) Assessing learners with special needs: An applied approach. Chapter on development of IEP, annual review and triennial review. Additional topics include: writing of measurable annual goals and short-term objectives (i.e., benchmarks), progress monitoring plans and strategies, specifying types of measurements (e.g., direct such as frequency counts, indirect such as rubrics or interviews, authentic such as portfolios or work samples), types of data, times and location for data collection, person/s in charge of data collection, of data compilation and reporting.

**Assessment:** Write measurable short-term objectives, design progress monitoring plan, analyze fictitious data, and prescribe course of action.

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**Teachers of Special Education: Emotional/Behavior Disorders**

**Subpart 3 – Program Requirements**

B. A teacher of special education/emotional behavioral disorders understands referral, assessment, planning, and placement procedures specific to teaching students with emotional behavioral disorders. The teacher must understand:

1) referral and intervention procedures.


**Assessment:** In small groups students will cooperatively design a tryptic flyer with guidelines to parents and students with disabilities about the referral process to special education services. Assessment data will be presented to groups of students role playing IEP teams; based on these data students will suggest intervention.
2) use, limitations, ethical concerns, administration and interpretation of formal and informal assessments for students with emotional behavioral disorders and how to effectively communicate the results to the students, families, teachers, and other professionals.

Instruction: Case studies illustrating how emotional/behavior disorders may adversely affect students' assessment performance.

Assessment: Students will identify best practices in the assessment of academic and functional skills among students with emotional/behavior disorders and will incorporate them into their final written comprehensive report.

3) how to adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of students with emotional behavioral disorders.


Assessment: Students will describe on a table the most efficient accommodations in the assessment process (e.g., presentation, response, setting, timing, provision) taking into consideration the student’s characteristics as well as the individual assessment tool’s characteristics.

4) how to interview, gather, and maintain information from parents, families, teachers, and others for the purpose of assessment and planning, developing, implementing, and evaluating individual education programs.

Instruction: Review of informal and structured interviews to multiple sources (e.g., parents, teachers, peers) involving the student’s social behavior and adjustment in various settings (e.g., home, school, community). Review of self-report inventories (Pavri, 2001) directed to students with emotional/behavior disorders.
Assessment: Essay question on examination: The role of interviewing as a versatile technique to gather relevant assessment data.

Teachers of Special Education: Learning Disabilities
Subpart 3 – Subject Matter Standard
A. A teacher of special education/learning disabilities understands the central concepts, tools of inquiry, and history and context of learning disabilities and learning deficits as a foundation on which to base practice. The teacher must understand:

7) factors that influence accurate identification of culturally, linguistically, and socio-economically diverse students as students with specific learning disabilities.


Assessment: In small groups, students will review one selected article/report and will identify factors that seem to be directly/indirectly contributing to the overrepresentation of minority students in special education programs (e.g., misinterpretation of assessment data, personal biases/stereotypes, subjective determination of mild forms of disability, poor understanding of English language acquisition). In a panel format, one representative from each group will present the group’s findings to the entire class.

B. A teacher of special education/learning disabilities understands referral, assessment, planning, and placement procedures specific to teaching students with learning disabilities or learning deficits. The teacher must understand:

1) referral and intervention procedures;

Instruction: Overton (201) Assessing learners with special needs: An applied approach, chapters: 1) The multidisciplinary team and parental participation in the assessment process, 7) academic assessment, 9) measures of intelligence, and 11) on interpreting
assessment results and determining whether a disability exists. Early Intervening Services: Responsiveness to Intervention (RtI).

Assessment: In small groups students will cooperatively design a tryptic flyer with guidelines to parents and students with disabilities about the referral process to special education services. Assessment data will be presented to groups of students role playing IEP teams; based on these data students will suggest intervention.

2) use, limitations, ethical concerns, administration and interpretation of formal and informal assessments for students with learning disabilities or learning deficits, and how to effectively communicate the results to the students, families, teachers, and other professionals.

Instruction: Case studies illustrating how learning disabilities may adversely affect students’ assessment performance.

Assessment: Students will identify best practices in the assessment of academic and functional skills among students with learning disabilities and will incorporate them into their final written comprehensive report.

4) factors that may influence the over- and under-representation of culturally or linguistically diverse students in programs for students with learning disabilities or learning deficits;


Assessment: In small groups, students will review one selected article/report and will identify factors that seem to be directly/indirectly contributing to the overrepresentation of minority students in special education programs (e.g., misinterpretation of assessment data, personal biases/stereotypes, subjective determination of mild forms of disability, poor understanding of English language acquisition). In a panel format, one representative from each group will present the group’s findings to the entire class.

Teachers of Special Education: Academic and Behavioral Strategist
Subpart 3 – Program Requirements

B. Referral, evaluation, planning, and programming. A teacher of special education: academic and behavioral strategist understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. The teacher must be able to:

1) select, administer, and interpret academic, behavioral, functional, social, emotional, and communication screening tools.

Instruction:
- Mental Measurement Yearbook (MMY) at www.mnstate.edu/library
- SPED Brigance Inventory of Early Development (IED) II
- SPED Brigance Comprehensive Inventory of Basic Skills (CIBS) II
- Functional Behavior Assessment (FBA)

Assessment: Identification and selection of valid and reliable norm-referenced assessment tools through MMY database searches. Students will administer, score, and interpret results gathered with the Woodcock Johnson III, Vineland Adaptive Behavior Scales, Brigance IED, and Brigance CIBS. Develop a FBA plan.

5) evaluate one's own knowledge, strengths, and limitations in evaluation planning, administration, and interpretation of results to assemble a comprehensive team with the capacity to assess all known and suspected areas of student needs, disability, and level of severity, in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and other related disabilities.

Instruction: Ongoing self-reflection. Review of online resources (e.g.):
http://www.washington.edu/doit/Faculty/Strategies

Assessment: Literature review and group presentation.
6) select, administer, and interpret a variety of informal and formal assessments, including rating scales, interviews, observation checklists, direct observations, formative assessments, assistive technology considerations, and academic achievement assessments, accounting for technical adequacy, limitations, and ethical concerns.

Instruction:

Assessment: Direct administration of assessment tools, scoring, interpretation of results, and report writing. Production of a 2-page reflection on issues pertaining to potential biases in the assessment process as well as in the content validity (i.e., items) of the assessment instruments. Discussion on the importance of becoming familiar with nonbiased assessment techniques and the importance of selecting assessment instruments that are technically sound and utilized norms inclusive of cultural and linguistic minorities.

8) integrate assessment results and information available from family, school personnel, legal system, medical and mental health providers into the evaluation, planning, and programming process.

Instruction: Overton (2011) Assessing learners with special needs: An applied approach. Chapter on writing a comprehensive report in special education and IEP. Utilize assessment data to prescribe differentiated instruction, adaptations, curricular modifications, or individualized programming.

Assessment: Students collect data through various assessment tools (e.g., Woodcock Johnson, Vineland). Data are analyzed and the implications for programming are discussed in small groups. Results are presented to the class.

C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: academic and behavioral strategist understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students who have mild to moderate
needs in the areas of academics, behavior, social, emotional, communication, and functional performance. The teacher must be able to:

9) collect and interpret academic progress monitoring data using a variety of assessment tools, including general outcome measures, curriculum specific measures, and grade level content standard measures.

Instruction: Spinelly (2012) chapters 5) Basic Skills and Content-Subject Assessment, 6) Reading Assessment, 7) Written Language Assessment, 8) Mathematical Assessment, and 9) Content Area and Related Assessment. A review of BISC and CALP development among ELL learners will be presented.

Assessment: Students collect data through various assessment tools (e.g., Woodcock Johnson, AIMSweb probes for reading, writing and mathematics). Data are analyzed and the implications for programming are discussed in small groups. Results are presented to the class.

D. Collaboration and communication. A teacher of special education: academic and behavior strategist cultivates and maintains positive, collaborative relationships with children and youth with disabilities who have a range of mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance, families, educators, other professionals, and the community to support development and educational progress. The teacher must be able to:

6) apply cultural competencies, including self-awareness of one’s personal perspectives, when communicating and problem solving taking into account differences in familiar background, socioeconomic status, and cultural and or linguistic diversity.

Instruction: Multicultural Early Childhood Team Training (George Mason University, 2001):
- The Basics of Cultural Competence (Module 1)
- Communication and Partnerships (Module 4)
- Why Some Parents Don’t Come to School by Finders and Lewis (1994)

Assessment: Students will review case studies exploring issues of general communication and cross-cultural communication. Verbal and nonverbal forms of
communication will be examined as well as strategies for facilitating problem-solving between families and professionals.

**Teachers of Special Education: Developmental Disabilities**

**B. Referral, evaluation, planning, and programming** A teacher of special education: developmental disabilities understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students with developmental disabilities. The teacher must be able to:

2) select, administer, and interpret assessments for students with developmental disabilities, accounting for technical adequacy, ethical concerns, and expressive and receptive communication needs and communicate the results to students, families, educators, and other professionals.

**Instruction:**
- Mental Measurement Yearbook (MMY) accessible through [www.mnstate.edu/library](http://www.mnstate.edu/library)
- Sparrow, Cicchetti, and Balla (2008) the Vineland Adaptive Behavior Scales - VABS

**Assessment:** Identification and selection of valid and reliable norm-referenced assessment tools through MMY database searches. Direct administration, scoring, and interpretation of results from the Vineland Adaptive Behavior Scales. Present assessment results to class.

3) integrate multiple methods of collecting data from students, parents, families, teachers, and other professionals for the purpose of evaluation and planning, developing, implementing, and evaluating individualized education programs.

**Instruction:** Overton (2011) Assessing learners with special needs: An applied approach. Chapter on writing a comprehensive report in special education and IEP. Utilize assessment data to prescribe differentiated instruction, adaptations, curricular modifications, or individualized programming.

**Assessment:** Students collect data through various assessment tools (e.g., Woodcock Johnson, Vineland Adaptive Behavior Scales). Data are analyzed and the implications for programming are discussed in small groups. Results are presented to the class.
9) address factors that influence the disproportional identification of culturally, linguistically, and/or socio-economically diverse students as students with developmental disabilities.

**Instruction:** Article/report reviews: Arnold and Lassmann (2003), Overrepresentation of minority students in special education; Guiberson (2009), Hispanic representation in special education: Patterns and implications; and the US Commission on Civil Rights (2007), Minorities in Special Education at http://www.usccr.gov/pubs/MinoritiesinSpecialEducation.pdf

**Assessment:** In small groups, students will review one selected article/report and will identify factors that seem to be directly/indirectly contributing to the overrepresentation of minority students in special education programs (e.g., misinterpretation of assessment data, personal biases/stereotypes, subjective determination of mild forms of disability, poor understanding of English language acquisition). In a panel format, one representative from each group will present the group’s findings to the entire class.