

Instructor/TA Info

Instructor Information

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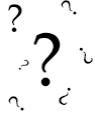
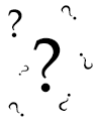
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Course Information

Description

This course is designed to prepare students to plan, conduct, and interpret educational assessments. Students will also acquire the knowledge to develop appropriate education programs to help exceptional children with learning and behavioral strengths and weaknesses. Students in this course will learn to provide information to the IEP team (teachers, parents, school administrators, etc.) in the development and implementation of individualized education programs. This course is designed to meet the assessment requirements for the Utah State Special Education teaching licensure for Mild/Moderate and Severe. It is designed also to meet the knowledge and skill standards as outlined in the NCATE curriculum guidelines for basic and advanced programs in special educations as prepared by the Council for Exceptional Children.

Materials

Item	Price (new)	Price (used)
Choose 1 of the following options:		
<i>Option 1: 1 Item</i>		
 <u>ASSESS STUDENTS W/ SPEC NEEDS 5E W/ACCESS PKG</u> - Required by VENN, J	103.00	
OR <i>Option 2: 1 Item</i>		
 <u>EBOOK ASSESS STUDENTS W/SPEC NEEDS 5E</u> - Required by VENN, J	77.00	

Learning Outcomes

Basic terminology

Demonstrate an understanding of the basic terminology used in an assessment.

Ethical concerns

Discuss the ethical concerns related to assessment.

Legal provisions

Outline legal provisions, regulations and program standards regarding assessment.

Procedures

Identify the procedure used for screening, pre-referral, referral, and classification.

Application and interpretation of assessment scores

Describe the application and interpretation of assessment scores, including grade score vs. standard score, percentile rank, age/grade equivalents, and standings.

Assessments

Identify, administer, select and describe the different types of non-biased assessments using appropriate technology when necessary.

Informal test procedures

Discuss the components of and procedures for curriculum-based, portfolio, authentic, and functional assessment (informal test procedures), and apply these to different categories of exceptional children (e.g., L.D., E.D, & I.D.).

Influence of diversity

Discuss the influence of diversity on assessment, eligibility, programming and placement of exceptional learners.

Relationship between assessment and placement decisions

Describe the relationship between assessment and placement decisions.

Methods for monitoring student progress

Outline, develop or modify methods used for monitoring student progress.

Data-based goals and objectives

Use assessment information to derive appropriate statements for Present Levels of Academic Achievement and Functional Performance (PLAFFP) and measureable annual goals.

Grading Scale

Grades	Percent
A	96%
A-	90%

B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
E	0%

Grading Policy

Study guides are due at the **beginning of class and can only be made up due to a university excused absence. All Study Guides are submitted on Learning Suite.** Complete all requirements and activities outlined for this course within the prescribed time period and by the due date. Assignments are due at the **beginning** of class. Please do not work on assignments during class. **Late assignments will be worth 50% for up to one week. After a week they will not be accepted**

In class assignments can only be made up with prior approval from the professor or in the case of a university excused absence.

At the discretion of the professor, some assignments such as test protocols may be corrected and then turned in a second time. The stipulation is this: *these assignments must be resubmitted within a week of the day it was handed back to the class and can only regain a maximum of half of the points lost.* So, it is in the best interest of the student to get it correct the first time.

Complete all in-class assignments.

No extra credit will be offered in this course.

Classroom Procedures

Complete all in-class assignments.

Participate *actively* in all learning activities, including class discussions, within the class.

Interact in a professional manner with all students and parents that you work with as a part of the learning activities for this course following the professionalism rubric.

Complete assigned readings *before* class

Professor reserves the right to modify the syllabus or schedule as needed during the semester.

Teaching Philosophy

This is a knowledge and skills-based course. The emphasis will be on the distribution of declarative and procedural knowledge. Students will be given lecture and discussion type activities related to the foundation and/or fundamentals of the educational assessment process. Students will then procedurally learn to administer formal and informal assessment devices and measures. In addition they will learn assessment techniques and demonstrate competence of the use of educational assessment devices, both formal and informal. After students have demonstrated confidence in the use and interpretation of tests, they will then be asked to apply their knowledge and demonstrate their assessment skills. Students will be assessed relative to the level of skill that they demonstrate on the objectives for this particular course.

Attendance Policy

Students are expected to attend each class. **Attendance will be taken during each class.** *At the discretion of the instructor a student's final grade may be lowered if the student has excessive non-university excused absences.* This will be done on a case by case basis. It is the student's responsibility for documenting any university excused absences.

University excused absences will not count against a student. Emailing the instructor before class letting them know you will not be in class does not make the absence excused.

Assignments

Assignment Descriptions

Study Guide Chapter 1

Sep 11 Due: Monday, Sep 11 at 12:25 pm

Ch. 1 Defining and Describing the Assessment of Students with Special Needs

CPSE 420 Study Guide Chapter 1.docx [Download \(plugins/Upload/fileDownload.php?fileId=605f515d-PbDZ-3Ht5-xXVO-co08d27872b7&pubhash=XuXy_bQvKqBfHtFp-i6Uo2LqGfDmT3_Rfg473txa9wmjZa3Ed_VnsQ0B8klv6YzRIHulj_i4aNLyV87xtAK_2w==\)](#)

Study Guide Chapter 2

Sep 18 Due: Monday, Sep 18 at 12:25 pm

Ch. 2 Steps in the Assessment Process

CPSE 420 Study Guide Chapter 2.docx [Download \(plugins/Upload/fileDownload.php?fileId=55685f31-3SZa-ZAgV-gOoY-Q4ffc4b47beb&pubhash=bk2uyit8iWlshcfxyrwZl8sf2lq0TsK16-gW8Wth4-rneYbR_m8vovypLDZUhlOmcAq2hkfWwPnE3ml4rFo4Yw==\)](#)

Study Guide Chapter 3

Sep 25 Due: Monday, Sep 25 at 12:25 pm

Ch. 3 Practical Measurement Concepts

CPSE 420 Study Guide Chapter 3.docx [Download \(plugins/Upload/fileDownload.php?fileId=31dad978-6T3V-BzDh-GRxw-B4e9b64267e4&pubhash=Y8_CB2VZdtlpLOFY9pnJpDERKsg0nGWthV7oEWKJ_KbGgLREziYtOaCiCezqzNm1M7lAfc3BK8N5dFWMq1ylhg=\)](#)

IEP Video Reflection

Sep 27 Due: Wednesday, Sep 27 at 2:25 pm

Step 1: Read the following Case Study and the Snapshot IEP

James Rojas Case Study.pdf [Download \(plugins/Upload/fileDownload.php?fileId=5cbab214-cb5j-5GQk-Tmte-wn4bc105528e&pubhash=A3_30fnl4-iiVt0XEOh-0k2ihZi043G37msMGI-EVhT2D6b0ipTLtBFQC7E6Poi2V4VHbEpz-1wUYBqnmXaq=\)](#)

Snapshot IEP.James Rojas.pdf [Download \(plugins/Upload/fileDownload.php?fileId=88977a2e-14Jw-pWtF-uFDg-0eb591cf2cd6&pubhash=q3RcT0sBoUj2xQ2VYM2qYaFvuw8bn85SQ9D7jwvOnlWY7iixMschdGhN5T2hqvBPtIcJbDEdI11M-X-Vn9M0A==\)](#)

Step 2: Watch these 4 IEP Video Segments

http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351029073001 (http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351029073001)

http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351040951001 (http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351040951001)

http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351040949001 (http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351040949001)

http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351018355001 (http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351018355001)

Step 3: Write a reflection paper that is 2 pages, double-spaced, Times New Roman.

Questions to consider:

1. What did you learn about IEP meetings from this video?
2. What elements of the IEP meeting did you like, dislike? Were there any surprising moments/events?
4. What type of information was included in the James Rojas Case Study IEP (snapshot)?
5. What questions did you develop while watching/ reading?

Study Guide Chapter 4

Oct
02

Due: Monday, Oct 02 at 12:25 pm

Ch. 4 Test Scores and What They Mean

CPSE 420 Study Guide Chapter 4.docx [Download \(plugins/Upload/fileDownload.php?fileId=19aa31f6-l8SH-MfQr-BSbo-OA6e76f45143&pubhash=REw2IK85HqBNw0i-DKj6N72DsNRt0iHRetw22Soq2HDpZyuuWztqz1C23Z_C_FcirvSpRitG3fsHfyroOMpoCQ==\)](#)

Confidentiality Form

Oct
02

Due: Monday, Oct 02 at 12:25 pm

Signed Fall Practicum confidentiality form due.

CONFIDENTIALITY AGREEMENT.2017.pdf [Download \(plugins/Upload/fileDownload.php?fileId=089d20f2-Jogu-6pBJ-3MmZ-002b1bc05436&pubhash=3A4Ai7iXLex_x3OxKDDCKnsKeTruJEW-K1fJ_uDkZkzw-uXEyM4mq1uBUUnHVQBhUW1a2lvCsveEymz-kiVVA==\)](#)

You can take a picture of the form and upload it or bring the signed form to class.

Study Guide Chapter 5

Oct
04

Due: Wednesday, Oct 04 at 12:25 pm

Ch 5 Selecting and Using Assessment Instruments

CPSE 420 Study Guide Chapter 5.docx [Download \(plugins/Upload/fileDownload.php?fileId=72f07d28-WhDv-HoGD-tC5L-8pef9f01d05b&pubhash=oom8yvBFcKcULHFDUbk1i0ezBwJtbbxvtjEHvs8MJqPXNv32J0OFowEoVeTAA0HnO1AYnDbVYTVls53YoHA==\)](#)

Benchmark Assessment and Graph

Oct
09

Due: Monday, Oct 09 at 12:25 pm

Submit your benchmark assessment in class and your graph on LS

Informal Assessment Assignment.2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=6b88777c-40HV-38Q3-ppwY-mE01b2ca3391&pubhash=5Td37BVkaRRvTloaSUMEOCZwCKZKMqoRzOnIHRl_JH3dzL6VhNitkAQ7Ft6KYBmTN8v2Kml1Csizd5r7RJ6v_Q==\)](#)

Study Guide Chapter 6

Oct
09

Due: Monday, Oct 09 at 12:25 pm

Chapter 6 Assessing Intelligence

CPSE 420 Study Guide Ch 6.docx [Download \(plugins/Upload/fileDownload.php?fileId=9a519cb1-HmeN-Op9M-Rw2u-H2cbecbd6625&pubhash=OC7h8kUmMiD-ce5RRqxTh3ME3SD8ytYJwDarHEDtoET4f9qluwcqZIM1LixQIUvNlyYteeYs8zqtPM-9e2wAw==\)](#)

Assessment Observation Assignment

Oct
09

Due: Monday, Oct 09 at 12:25 pm

Assessment Observation Assignment is due. Please submit on LS

Assessment Observation Assignment.2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=d028e86e-jzOU-lv0C-qUbt-rB84d8af20ed&pubhash=COHI30sancGNJXcesD60G0c9Awhaiqr8kaYXOJLQ1GA9A1pQvctJ0jmpqlw-HcDcsu9ZPhax5MLM5XNfvG-g==\)](#)

Study Guide Chapter 7

Oct
16

Due: Monday, Oct 16 at 12:25 pm

CH 7 Developmental Disabilities

CPSE 420 Study Guide Chapter 7.docx [Download \(plugins/Upload/fileDownload.php?fileId=69eb1aa8-mTN6-UEi0-UU0G-eJ75da47dd82&pubhash=uGP-NE5u1E0VsP94E_7akDL1VszyoqVG3PzMQGXu2DZnpiFN6bhYLYy7YS5_CqskpSOPxYtTi68JSDivQCltg==\)](#)

Brigance Assessment Review

Oct
18

Due: Wednesday, Oct 18 at 12:25 pm

Complete the Brigance Assessment Review in class. If you are not present in class, you can make up the assignment for 80% credit.

Brigance Assessment Review.2015r.doc [Download \(plugins/Upload/fileDownload.php?fileId=e9ccc11a-WkfW-HHY2-Q8qL-Jvd5486c1199&pubhash=DujAEmNIM1UcMH8SGBq7BVLmNz1pp1FM2geMG5MxUtIMHUcSxs0SIVel3NzHu05X - w5fDdXQR6yd1L6xa0ctA==\)](#)

Study Guide Chapter 11

Oct
23

Due: Monday, Oct 23 at 12:25 pm

Ch 11 Assessing Academic Achievement

CPSE 420 Study Guide Chapter 11.docx [Download \(plugins/Upload/fileDownload.php?fileId=25e6301d-LqLI-MZYJ-5ZpJ-mQ79f0f6e4eb&pubhash=nG4d9xwYsSImbDESh4F8HT5Pu3OfTADm75ErFBDH1K7cnNnqLVl0IijqpwjOFmpNrWq-RE8jvTPc8n-IO6rePg==\)](#)

WJ Cog Administration

Oct
25

Due: Wednesday, Oct 25 at 12:25 pm

CPSE 420 WJ III Cognitive Administration and Write Up.2015.docx [Download \(plugins/Upload/fileDownload.php?fileId=14b15269-HMXT-1EbH-RzPi-0p1181528462&pubhash=qrJORpxY7BP9- Gm_PrrlzGQrj10OJ6ib510FHch3Q873GLCS0PfxUOTSCAac_UWtkGN8xV2aldngtbn8c7eMA==\)](#)

WJIII Cognitive Write Up

Oct
25

Due: Wednesday, Oct 25 at 12:25 pm

WJIV Compuscore

- Score report
- Parent report

CPSE 420 WJ III Cognitive Administration and Write Up.2015.docx [Download \(plugins/Upload/fileDownload.php?fileId=14b15269-HMXT-1EbH-RzPi-0p1181528462&pubhash=qrJORpxY7BP9- Gm_PrrlzGQrj10OJ6ib510FHch3Q873GLCS0PfxUOTSCAac_UWtkGN8xV2aldngtbn8c7eMA==\)](#)

WISC Assessment Review

Oct
30

Due: Monday, Oct 30 at 12:25 pm

Complete the WISC Assessment Review in class. If you are not present in class, you can make up the assignment for 80% credit.

WISC Assessment Review.2015.doc [Download \(plugins/Upload/fileDownload.php?fileId=8e62c235-Bbo2-zkoS-sVRL-t896865bb4ff&pubhash=3_1OoqYwumW3sJ9B6oqDrHJP_MGA7Kn03xhRrQuMQddG5wSRoPoAS6RAN6fG2LzknCwa5M7wei_rZqeTb24qQ==\)](#)

Initial Assessment Plan

Oct
30

Due: Monday, Oct 30 at 12:25 pm

Submit Initial Assessment Plan

CPSE 420 Assessment Plan.2015.docx [Download \(plugins/Upload/fileDownload.php?fileId=6df6964d-GnZ9-AE8d-xS8O-Yfb51fb1b37&pubhash=D8l_GhnYrve1h4tFc8AY-LI03-JY4aDfexV88YX1tSoWQ5F4hn4bXeguKI2xF283iLoWq3JC-PMU17mePWwsrg=\)](#)

Progress Monitoring Assessments and Graph

Nov
06

Due: Monday, Nov 06 at 12:25 pm

Submit your progress monitoring assessments in class and your graph on LS

Final Assessment Plan

Nov
08

Due: Wednesday, Nov 08 at 12:25 pm

Submit a final assessment plan on google docs.

Cut and paste if you haven't already. You can just update your initial assessment plan on your google doc.

CPSE 420 Assessment Plan.2015.docx [Download \(plugins/Upload/fileDownload.php?fileId=6df6964d-GnZ9-AE8d-xS8O-Yfb51fb1b37&pubhash=D8l_GhnYrve1h4tFc8AY-LI03-JY4aDfexV88YX1tSoWQ5F4hn4bXeguKI2xF283iLoWq3JC-PMU17mePWwsrg=\)](#)

Connors Write Up

Nov
13

Due: Monday, Nov 13 at 12:25 pm

CPSE 420 Connors Administration and Write Up.2016.docx [Download \(plugins/Upload/fileDownload.php?fileId=4d727241-XbSH-2BLo-BkOd-JO2a43b866bd&pubhash=AdZeLW-JMeMfh5ZfKsFqLFsQshmnCxBxYIQXdv4RiUVeFBhf3LuLYe-km1Zwerh63c_LztfVWUChOOyneQ==\)](#)

Connors Administration

Nov

13 Due: Monday, Nov 13 at 12:25 pm

CPSE 420 Connors Administration and Write Up.2016.docx [Download \(plugins/Upload/fileDownload.php?fileId=4d727241-XbSH-2BLo-BkOd-JO2a43b866bd&pubhash=AdZeLW-JMeMfh5ZFkSqrLFsQshmnchrCBxYIQXdv4RIUVeFBhf3LulYe-km1Zwerh63c_LztfVWUChOOvneQ==\)](#)

Study Guide Chapter 8

Nov 20 Due: Monday, Nov 20 at 12:25 pm

Chapter 8 Language and Bilingual Assessment

CPSE 420 Study Guide Chapter 8..docx [Download \(plugins/Upload/fileDownload.php?fileId=bc7e37ef-0ZD0-mt9w-rTov-Qq5e54c28716&pubhash=yA2QvGHZ97cE7FHinatAnMEjn4iJMXjr5Hqf10KyBjE3tXkfm7nSv-g9m6KoRG9xWYNYTQa3wq-rXO3Ay7oBpQ==\)](#)

WIDA Out of Class Assignment

Nov 22 Due: Wednesday, Nov 22 at 12:25 pm

Watch the video at <https://vimeo.com/146037475>

Here is the Powerpoint.

WIDA Sample students Individual Factors and WIDA[2].pptx [Download \(plugins/Upload/fileDownload.php?fileId=36732e07-Cb7q-MRXY-RMif-COc92ad4d89c&pubhash=CXleqX5IOqIH9fyGdO8Eo6AYSof-z59A5PJGczkiUw_XlyBdblhRG1NZDXooQLAiEGEiUFQsezawoY_38hrt7w==\)](#)

Complete the video study guide

Study Guide for WIDA Access test.2016.docx [Download \(plugins/Upload/fileDownload.php?fileId=dbdf97a2-I9bo-GnKu-0OwA-YV1ed4249d26&pubhash=0uh1BCb6buloY1A_nCZd6iv-HeE1W1rwXZ5BUJOzTv29fRclR3SvuvEqXU8IHBOPs640dFq0h90MBQB_gOCU3Q==\)](#)

WJIII Achievement Write Up

Nov 27 Due: Monday, Nov 27 at 12:25 pm

CPSE 420 WJ IV Achievement Administration and Write Up.2016.docx [Download \(plugins/Upload/fileDownload.php?fileId=3ddb3db2-Z8io-a2eu-Yxbg-Qcb0a68187ab&pubhash=Tf2cn8NRcqLJ_fC6uBrrlwAkSnd-4F4EJXKydH_sQIFv3sfBrXcv-0ITi7kj9Sma_L-MLvdxgCQwq-1Kopo2nQ==\)](#)

WJIII Achievement Administration

Nov 27 Due: Monday, Nov 27 at 12:25 pm

CPSE 420 WJ IV Achievement Administration and Write Up.2016.docx [Download \(plugins/Upload/fileDownload.php?fileId=3ddb3db2-Z8io-a2eu-Yxbg-Qcb0a68187ab&pubhash=Tf2cn8NRcqLJ_fC6uBrrlwAkSnd-4F4EJXKydH_sQIFv3sfBrXcv-0ITi7kj9Sma_L-MLvdxgCQwq-1Kopo2nQ==\)](#)

CARS 2 Write Up

Nov 29 Due: Wednesday, Nov 29 at 12:25 pm

CPSE 420 CARS Administration and Write Up.2016.docx [Download \(plugins/Upload/fileDownload.php?fileId=dacc5e03-cYG9-N9Lj-wd19-jp77684b9649&pubhash=liwc-BvaeMW_WdewDcU6qLKTfileX7QJhXaeKoTZGPE6_INr5s9-tdubj5LHSejN5VaJdLnEH3IitZJHdng2w==\)](#)

CARS-Administration

Nov 29 Due: Wednesday, Nov 29 at 12:25 pm

CPSE 420 CARS Administration and Write Up.2016.docx [Download \(plugins/Upload/fileDownload.php?fileId=dacc5e03-cYG9-N9Lj-wd19-jp77684b9649&pubhash=liwc-BvaeMW_WdewDcU6qLKTfileX7QJhXaeKoTZGPE6_INr5s9-tdubj5LHSejN5VaJdLnEH3IitZJHdng2w==\)](#)

Study Guide Online LS Chapter

Nov 29 Due: Wednesday, Nov 29 at 12:25 pm

Determining Inadequate Academic Achievement from The RTI Approach for Evaluating Learning Disabilities

Complete for 4 points extra credit.

CPSE 420 Study Guide LS Chapter .docx [Download \(plugins/Upload/fileDownload.php?fileId=1ec774e3-h1Qr-SLKL-OxZw-1m236e789845&pubhash=mQpSa4cai4T7ULITHLDU-6EbIV6HVYLsLusxixpl9TDEKGNv-aCq8qxCUdKCEjuqLYxwmy_LwKMWQUWC-4OXew==\)](#)

KTEA Write Up

Dec 04 Due: Monday, Dec 04 at 12:25 pm

CPSE 420 KTEA Administration and Write Up.2016.docx [Download \(plugins/Upload/fileDownload.php?fileId=dc91f0d6-QGcn-j3sN-TRXz-HK46b689d34f&pubhash=sFDLFDWpYQRkvtzkyPcx94ykheifcZDJRqpJC7i7Bhb4hfnrrt2_ijMzc_G7ukBiIMC3-kAZDRI7pZi_oR_jQ==\)](#)

KTEA Administration

Dec Due: Monday, Dec 04 at 12:25 pm

04

CPSE 420 KTEA Administration and Write Up.2016.docx [Download \(plugins/Upload/fileDownload.php?fileId=dc91f0d6-QGcn-j3sN-TRXz-HK46b689d34f&pubhash=sFDLFDWpYQRkvtzkyPcx94ykheifcZDJRqPJC7i7Bhb4hfrnt2_jiMzc_G7ukBiIMC3-kAZDRI7pZI_oR_jQ==\)](#)

Oral Presentation**Dec 11**

Due: Monday, Dec 11 at 12:25 pm

Oral Presentation

Oral Presentation.docx [Download \(plugins/Upload/fileDownload.php?fileId=57ac3a09-a5TF-1JbQ-Efi3-ol9cc60c2b59&pubhash=GK8hES5z15yY2pqftbBEb7J16gE7VWcHZVYpNkttB6Fbbac3VHbTqz9Epzq8Q7Jjzmz9OYiiV1jU90fTw8-usQ==\)](#)

Comprehensive Educational Assessment**Dec 11**

Due: Monday, Dec 11 at 12:25 pm

Please submit a google doc of your Comprehensive Educational Assessment to heidinelsonbyu@gmail.com

In addition, you should each submit a completed version of the entire Comprehensive Educational Assessment on Learning Suite.

Comprehensive Educational Assessment.2015R.docx [Download \(plugins/Upload/fileDownload.php?fileId=b1506e13-M8ho-0SH8-A8Ha-5De72c1890c7&pubhash=dl6689TCnJwOx6Bdc9hTYRC6XjWLVhk4Xfy-ZFNqvw7il-8T0ngzUUw13ZsHssUbvMri_glCC8Tyw7ql0MHkicg==\)](#)

Educational Assessment Video**Dec 13**

Due: Wednesday, Dec 13 at 12:25 pm

Educational Administration Video

You will video yourself administering an assessment and submit your video through GoReact

<https://byu.goreact.com/join/9f95c128-2785-4ea1-a15f-22c26e920a3b> (<https://byu.goreact.com/join/9f95c128-2785-4ea1-a15f-22c26e920a3b>)

You will be scored on how you administer the assessment and how you score the protocol

Educational Administration Video.2015.docx [Download \(plugins/Upload/fileDownload.php?fileId=9e6bbe4c-4qJl-5H88-CwJu-lkce4d616e41&pubhash=T1RahKT4R4log1BxuYGiM5mNUPSvBzitiNE71XRxO6Q9gHNXQsdHaB75EowPbTQY2BpsKJFN-OCHQ-flZXSvUA==\)](#)

Parents Rights IP&T**Dec 13**

Due: Wednesday, Dec 13 at 12:25 pm

Step 1: Using your knowledge of parent's rights under IDEA, you will post information on your news-page for parents. You may choose to describe one or more of the six provisions of IDEA.

Step 2: Submit a document with your name, and the link to your News-Page.

Rubric

1. Post that includes information for parents on their rights under IDEA and includes a link (2 points)
2. Uses professional language without jargon (1 point)
3. Post includes a link to additional materials (1 point)
4. Link to post submitted through LS by 11/12 (1 point)

Total ___/5

University Policies**Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own

work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Practicum	Class Topics	Reading Assignments	Assignments
Week 1				
W Sep 06 Wednesday	No Practicum	CPSE 420 Introduction Intro to Assessment Discuss Fall Practicum Assignments 1. Observation 2. Informal Assessment 3. Case Study		
Week 2				
M Sep 11 Monday	No Practicum	Review of Key Special Education Principles What is Assessment? Meet the TA Mai Zaru https://www.youtube.com/watch?v=WucAt3jyo-E&feature=youtu.be	Chapter 1 Defining and Describing the Assessment of Students with Special Needs Read Aims of a BYU Education http://aims.byu.edu/aims Highlight three ideas that stick out to you	Optional DIBELS F 11:50-12:25 160 MCKB Bring DIBELS Ben Study Guide Chap Treat Sign Up https://docs.google.com/URcUPEVK72w/e Sign up to meet w https://docs.google.com/usp=sharing
W Sep 13 Wednesday	No practicum	Standards Based IEPs Writing PLAAFP's and Measurable Annual Goals	Read Utah Rules and Regulations p. 21-56 https://www.schools.utah.gov/file/bff61848-ae42-4265-a654-6dae5f398507	
Week 3				

M Sep 18 Monday	Week One Practicum Discuss assessment with mentor teacher for Assessment Observation Assignment.2017.docx Download	Steps in the Assessment Process - RTI/MTSS	Chapter 2 Steps in the Assessment Process	Optional DIBELS F 11:50-12:25 160 MCKB Bring DIBELS Ben Study Guide Chap
W Sep 20 Wednesday		Curriculum Based Measurement Benchmarking and Progress Monitoring	Take the four Easy CBM tests https://app.easycbm.com/heidiabe	
Week 4				
M Sep 25 Monday	Week Two Practicum Observe a formal or informal assessment to complete the Assessment Observation Assignment.2017.docx Download	Measurements - Terminology	Chapter 3 Practical Measurement Concepts	Study Guide Chap
W Sep 27 Wednesday		Professor Nelson at Coaching Academy	Watch IEP Video Segment 1 (4:24) http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351029073001 Segment 2 (5:41) http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351040951001 Segment 3 (1:41) http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351040949001 Segment 4 (7:14) http://players.brightcove.net/1126213333001/default_default/index.html?videoId=5351018355001	IEP Video Reflect
Week 5				
M Oct 02 Monday	Week Three Practicum Give a benchmark assessment for in the Informal Assessment Assignment.2017.docx Download	Test Scores - Terminology - Types of Scores - Interpreting Scores	Chapter 4 Test Scores and What They Mean	Study Guide Chap Confidentiality Fo
W Oct 04 Wednesday		Selecting Assessments	Chapter 5 Selecting and Using Assessment Instruments	Study Guide Chap
Week 6				
M Oct 09 Monday	Week Four Practicum Give a progress monitoring assessment	WJIII Cognitive Administration	Chapter 6 Assessing Intelligence	Study Guide Chap Assessment Obs Benchmark Asses Bring one copy of f Bring one copy of f
W Oct 11 Wednesday		WJIII Cognitive Administration		
Week 7				
M Oct 16 Monday	Week Five Practicum Give a progress monitoring assessment	Developmental Assessment Brigance-Steed Discuss Case Study CPSE 420 Assessment Plan.2015.docx Download	Chapter 7 Developmental Assessment	Study Guide Chap Bring one copy of f Bring 2 copies of f

W Oct 18 Wednesday		WISC Assessment Review Compuscore WJ Cog	WJIV Compuscore Go to https://www.wjscore.com/WJIV 1. sign in (if you don't have sign in access contact diane_hancock@byu.edu) 2. Go to resources 3. Watch the following videos <ul style="list-style-type: none">• Online scoring and reporting dashboard• Add and share an examinee• Add test record and enter test record data• Create reports 3. If you feel comfortable, enter your data and print <ul style="list-style-type: none">• Score report• Parent report 3. Bring any questions you have to class on wed Chapter 6 Pg. 127-132 Adaptive Behavior Bring your WJ-Cog protocols You do not need to have given the test by this date	Brigance Assess Bring one copy of Bring two copies of
Week 8				
M Oct 23 Monday	Week Six Practicum Give a progress monitoring assessment	Assessing Achievement Work on Initial Assessment Plan CPSE 420 Assessment Plan.2015.docx Download	Chapter 11 Assessing Academic Achievement	Study Guide Cha
W Oct 25 Wednesday		Midterm- No CLass Take Midterm online by 11:55 pm	Study for midterm Review all study guides Ch 1-8 and class power points through ch 7 and assessment reviews	WJ Cog Administ WJIII Cognitive W
Week 9				
M Oct 30 Monday	Week Seven Practicum Work on Progress Monitoring Graph	WJIV Achievement Administration		Initial Assessment WISC Assessment Bring one copy of Bring one copy of
W Nov 01 Wednesday		WJIV Achievement Administration		Informal Assessment Turn in your progress monitoring document on LS. Informal Assessment
Week 10				
M Nov 06 Monday	Week Eight Practicum Work on Progress Monitoring Graph	ADHD Assessment Connors Administration		Progress Monitor
W Nov 08 Wednesday		CARS 2 Administration Dr. Gabrielson will present. Professor Nelson in Russia.		Final Assessment
Week 11				
M Nov 13 Monday	Week Nine Practicum Work on Case Study this week	KTEA Administration - Review Instructions		Connors Adminis Connors Write Up Bring one copy of Bring one copy of
W Nov 15 Wednesday		KTEA Administration		
Week 12				

M Nov 20 Monday	Week Ten Practicum (May complete this whenever your IEP occurs) IEP Meetings	Out of Class Assignment 1. Cut and paste this URL into your browser to access this video. 2. Watch the WIDA Video Lecture https://vimeo.com/146037475 3. Use Powerpoint WIDA Sample students Individual Factors and WIDA[2].pptx Download 4. Complete the out of class assignment	Ch. 8 Bilingual Assessment-No Study Guide, but info may be on final. Here is the study guide for your information only CPSE 420 Study Guide Chapter 8.docx Download	Study Guide Chap
T Nov 21 Tuesday	Friday Instruction			
W Nov 22 Wednesday	No Classes			WIDA Out of Clas
Week 13				
M Nov 27 Monday	Work on Case Study this week	KTEA test 18 scoring		WJIII Achievemen WJIII Achievemen
W Nov 29 Wednesday		Making Eligibility Decsions Using RTI	Read online chapter The chapter can be found on the content pages under LS Chapter.	CARS 2 Write Up CARS-Administra Study Guide Onli
Week 14				
M Dec 04 Monday	Work on Case Study this week	Work on Case Study Oral Reports		KTEA Write Up KTEA Administra
W Dec 06 Wednesday		Case Study Oral Reports		
Week 15				
M Dec 11 Monday		Case Study Oral Reports		Comprehensive E Oral Presentation
W Dec 13 Wednesday		No Class Professor Nelson at Coaching Academy		Parents Rights IP Educational Asse
Week 16				
Th Dec 21 Thursday		Final Exam: 341 MCKB 11:00am - 2:00pm		