



**SE2: Assessment for Determination of Education Needs, Curriculum, Services and Programs, Including Augmentative and Alternative Communication and Other Assistive Technologies Course (3 credits)**

**Spring 2014**

**Instructor:**

Nancy L. Murray, Ed.D., Melissa B. Hopkins, M.Ed., C.A.G.S., NCSP, and Kathleen Grossi, M.Ed., Reading Specialist. Along with the following visiting instructors having expertise in the field of Augmentative Communication: Karen Waddill, MA, CCC-SLP, ATP and Melissa Mulvey, MS, CCC-SLP, ATP.

**Telephone Office Hours:**

A minimum of three telephone office hours per week (outside the typical school day) will be available for the primary instructor throughout the course. *In addition*, during periods when the Augmentative Communication piece is being taught, relevant visiting faculty will be available a minimum of three telephone office hours per week (outside the typical school day.)

**E-mail:**

Email addresses of all involved faculty members will be available to all course participants. Faculty responses to emails will be provided *within* 48 hours except during school vacations or long weekends.

**Course Description:**

This course provides teachers working on a waiver with an understanding of the processes and terminology utilized in assessment. Candidates will gain a strong understanding of the evaluation process, including appropriate assessment tools necessary for making eligibility, program, and placement decisions. Teacher candidates will evaluate students, and analyze and synthesize the information obtained from various assessment tools in order to carefully design specialized instruction and to monitor progress that meets the individual needs of students with disabilities including those from culturally and/or linguistically diverse backgrounds. Ongoing assessment of the students' progress monitoring will be used for further instructional purposes. These instructional programs include specific modifications of content, methodology, and environmental considerations that directly correlate with the tiered instructional system of RtI. The appropriate use of augmentative and alternative communication as well as the most current technological supports will be explored and included in the planning of all instructional programs.

A minimum of 10 hours will be spent on each area of the following competencies:

- Preparation, implementation, and evaluation of Individualized Education Programs (IEPs);
- Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities;
- Ways to prepare and maintain students with disabilities for general education classrooms; for example, use of behavior management principles;
- Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.

**PLEASE NOTE:**

- *If you already hold a Massachusetts INITIAL teaching license in any area, you cannot be issued a PRELIMINARY license in special education (or any other area). To receive an INITIAL license in special education, you need to complete a practicum as well as demonstrate knowledge in the seven special education competency areas included in SE1 and SE2. If you already hold a Massachusetts INITIAL teaching license in any area, you cannot be issued a PRELIMINARY license in special education. To receive an INITIAL license in special education, you need to complete a practicum as well as demonstrating knowledge in the required competency areas.*
- *If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.*

**Required Texts**

Salvia, T. & Ysseldyke, J.E. (2013). *Assessment* (12th edition). Boston, MA: Houghton Mifflin Co.

McKenna, M.C. & Stahl, K.A. D. (2009). *Assessment for Reading Instruction*. Second Edition. New York, NY: Guilford Press

**Course Goals:**

- Increased understanding of the processes and terminology utilized in assessment;
- Awareness of the specific purposes of standardized cognitive, communication, sensory, motor, and achievement assessments, as well as information obtained from informal assessments;
- Understanding of the eligibility process, including the required documentation for determining a specific learning disability;
- Demonstrate sensitivity to cultural, linguistic and gender biases in the evaluation and assessment process according to the research and federal regulations;
- Awareness of the implication of assessment results for making determinations of eligibility, program and placements for special education and the importance of a comprehensive evaluation;
- Understanding of progress monitoring and its implications as well as specific technology available to record data;
- Increase knowledge of student placement with mild and moderate disabilities in the

- least restrictive environment in the area of language arts using response to intervention (RtI) Principles;
- Increased ability to reflect on current practices and to implement changes to meet the needs of all students;
  - Increase knowledge of strategies to differentiate instruction within the general education classroom;
  - Increase knowledge of evidence-based programs/instructional techniques in order to modify the curriculum and to provide the appropriate instruction for students with identified disabilities;
  - Awareness of augmentative and alternative communication programs and methods to replace traditional receptive and expressive language conventions, aids and devices;
  - Increase awareness of current technological supports to assist with communication, sensory, cognitive, and motor difficulties.

### Fitchburg State University Teacher Education Conceptual Framework



#### **Candidate Learning Objectives:**

This course will address the dispositions of the Conceptual Framework, the CEC Individualized General Curriculum Referenced Standards

#### **Knowledgeable and Skillful:**

Upon completion of this course the candidates will be able to:

- administer and interpret educational achievement tests ( *CEC Standards 1,2, 3, 6, 7, 8, 9, 10*);
- utilize informal and formal assessments to participate in the planning of an appropriate IEP (*CEC Standards 1, 3, 4, 5, 6, 7, 8, 9, 10*);
- utilize informal and formal assessments as well as progress monitoring data to select and or modify curriculum, the classroom environments, instructional materials, and learning expectations (*CEC Standards 2, 3, 4, 5, 6, 7, 8, 9, 10*);
- Design and implement teaching strategies that are based on research and that meet the individualized needs of students with identified disabilities as well as those from culturally and/or linguistically diverse backgrounds (*CEC Standards 2, 3, 4, 5, 6, 7, 8,*

- 9, 10);
- Select and or modify aids, devices, ipad apps, and other assistive technologies including those especially designed for augmentative and alternative communication (*CEC Standards 3, 4 5, 6, 7, 8, 9, 10*).

### **Caring:**

As a result of the learning experiences in this class, you will become more sensitive to:

- the need for positive learning environments that address the needs of all individuals (*CEC Standards 2, 3, 4, 5, 6, 7, 8*).
- the role that teachers play in the development of the resiliency of children (*CEC Standards 2, 3, 4, 5, 6, 7, 8, 9, 10*).

As a result of the learning experiences in this class you will become more adept at:

- creating learning environments that are welcoming to a diverse student population and responsive to individual needs (*CEC Standards 2, 3, 4, 5, 6, 7*).
- recognizing “islands of competence” from a strengths-based approach (*CEC Standards 2, 3, 4, 5, 6, 7, 8*).

### **Ethical**

As a result of the learning experiences in this class, you will develop an increased awareness of and competence with:

- the ethical guidelines regarding professional practice and issues of confidentiality (*CEC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*).
- the principles and practices of effective professional collaboration to ensure the best outcomes for your students (*CEC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*).

### **Instructional Strategies**

<u>X</u>	Lecture/Presentation	<u>X</u>	Data Collection and Analysis
<u>X</u>	Discussion/Questioning	—	Pre-Practicum
—	Laboratory	—	Role Playing/Simulation
—	Problem Finding/Solving	<u>X</u>	Independent Learning
<u>X</u>	Discovery	—	Field Trip
<u>X</u>	Interviewing	<u>X</u>	Computer Application
<u>X</u>	Collaborative Learning Groups	<u>X</u>	Viewing or Listening to Followed by
<u>X</u>	Reflective Response		Discussing
<u>X</u>	Creating Visual Illustrations of Concepts	<u>X</u>	Other: on-line discussion, interactive video conferencing, online videos, content-rich websites.

A balance of lecture, discussion, hands-on activities, and small group projects will be utilized throughout the semester. A lecture format will be used to present current research, to review topics related to instruction, and to demonstrate assessment techniques. Case studies accompanied by assessment results will be presented for analysis and synthesis of information in order to design specialized instruction and to monitor progress that meets the individual needs of students with disabilities including those from culturally and/or linguistically diverse backgrounds.

**Course Requirements and Description of Assignments:** *Each assignment will be accompanied with a specific description of the requirements and evaluation criteria:*

1. **Attendance, Class Preparation & Participation (5%):** You are a valued member of this class, and the learning experience of all class members is influenced by your level of preparation and class participation. We will be meeting “in-person” only twice during the course, therefore, your preparation for and active participation in these classes is essential.
2. **Posting of, and Responses to, Moodle Forum Items (10%):**

You are expected to check the MOODLE site *very frequently!* Use the schedule to keep track of when **Forum** postings and responses are due, as well as when papers must be submitted through Assignments.

Each week there will be *at least* one assignment/activity/discussion item. Some of these are already included in the overall COURSE SCHEDULE. Others will be added as I get to know your strengths and areas of need. Whenever I add anything new, it will be noted in the ANNOUNCEMENT section of MOODLE, and I will distribute the announcement as an email. Unless you are away, you should plan to check your Fitchburg State email on a daily basis.

In most cases, when you are required to post an item on MOODLE Forum, you will also be asked to respond to the postings of a few other students.

**Links to class content:** For some of the required discussion you will be responsible for reading additional information, viewing videos, and exploring other links.

Your grade for this portion of the course will be based on:

- *number of initial postings*
- *timeliness* of postings and responses
- *content* of responses *Do you introduce a new point or idea into the discussion, or simply praise the content of the original posting?* Simply responding with an affirmation – *I totally agree. Great idea.* – Does not count as a response.
- *relevance* of content posting to course objectives and materials.

**Format for SUBMITTING ELECTRONIC ASSIGNMENTS Through Moodle:**

Please rename your assignment files to include your name and the assignment. Once files are posted to Moodle, this is one way we can identify your work. The following format is requested:

**LAST NAME, FIRST INITIAL NAME OF PROJECT, COURSE**

## Example: MULVEY, M SETT PROJECT SE2

A rubric for evaluating your FORUM postings will be on MOODLE.

3. **Case Studies (10% and 5% see below):** As the course progresses, you will be asked to review **two** separate case studies. Each case study will provide information about a specific student who is struggling academically and/or behaviorally. Pertinent information about the student's age, grade, home/school environment, past history, and assessment results (formal and informal) will be provided. Candidates will be required to analyze the data and, based on information learned in class and from the assigned readings, discuss the following:
  - The student's areas of academic **strength** and **weakness**
  - Behavioral issues (if applicable)
  - Specific academic (and/or behavioral) research-based interventions that you would recommend
  - Two measurable goals that align with the interventions being recommended for implementation
  - A plan for progress-monitoring that will determine if the interventions are effective
  - A plan for follow-up to determine future goals/interventions for the student

For each case study, candidates will be asked to initially post a draft on the MOODLE Forum and provide constructive feedback to at least two classmates. After receiving feedback from the instructor and classmates, candidates will then make the necessary changes and submit a final case study analysis for grading. A rubric will be provided which fully outlines each requirement for the case study analysis along with a sample for guidance.

4. **Administration of the WJIII (20%):** You will be given direct instruction in the administration of the Woodcock Johnson III during a face-to-face meeting. Candidates are to then administer the WJIII-Achievement to a student, record their findings, and write a formal report (following the required report format) that reflects their findings including specialized instructional recommendations in parent-friendly language. You will be asked to borrow this assessment tool from your school or district. If you are unable to, you need to let Dr. Nancy Murray know right away and make arrangements to borrow it from Fitchburg State University in a timely manner. The grading of this report will follow the rubric.
5. **IEP Assignment (15%):** You will be given a complete case study on a student with multiple assessment results. You are to analyze and synthesize the information obtained from the case study, indicate the student's areas of strength and weaknesses with supporting evidence. You will then develop objective and measurable goals and benchmarks for the student following the IEP guidelines as well as incorporate specific strategies and accommodations from what you have learned in this course. The rubric outlines the requirements and points for this project.
6. **Tool Kit Project: (5%):** Research 3 categories of tools for AT—communication tools,

writing tools, and tools to support one content area—list and describe 5 tools for each category area ranging from low tech tools to high tech tools. The rubric outlines the requirements and points for this project.

7. **SETT Project (10%)** Based on provided articles, complete a SETT framework and a trial plan for a student described in a case study (provided). The rubric outlines the requirements and points for this project.
8. **Post-Test (20%):** You will be required to complete the post-test at the end of this course on-line to assess your understanding of the concepts, strategies, and skills taught throughout the entire course.

**Formative Assessment:** Participants will be assessed for their understanding of the course content and their ability to apply this knowledge to “real life” situations through the analysis of given case studies, Forum topics, the administration of the WJIII, and their professional report.

**Summative Assessment:** Participants will be given a final that assesses their ability to integrate all the knowledge they have gained through the course by analyzing and synthesizing multiple assessments given to an individual child. They will then need to determine the student’s strengths, weaknesses, make and support placement decisions, as well as recommend instructional strategies.

ASSIGNMENTS	POINTS	Percentage
Case Study 1	50 points	10%
Case Study 2	50 points	5%
Forum Postings	100 points	10%
IEP Assignment	150 points	15%
Woodcock-Johnson Assignment	200 points	20%
AT Toolkit	50 points	5%
SETT Project	100 points	10%
Attendance	50 points	5%
Post-Test	200 points	20%
Course Total	<b>1000 points</b>	<b>100%</b>

### Grading Scale

Fitchburg State University Grade	Letter Grade Equivalency	% Range
4.0	A	95-100
3.7	A-	92-94
3.5	A-/B+	89-91
3.3	B+	86-88

3.0	B	83-85
2.7	B-	80-82
2.5	B-/C+	77-79
2.3	C+	74-76
2.0	C	71-73
0.0	F	0-70
W	Withdraw	
IN	Incomplete	
IP In-Progress		

Independent assignments should be completed by the individuals receiving credit for the assignment. All resources—people and materials—must be cited appropriately.

**Note: All assignments, including forum postings, must be submitted no later than the following Sunday unless otherwise specified in the syllabus. For example, all work for the 9/23/13 module must be posted no later than 9/29/13 to receive full credit.**

### Topical Outline:

<i>Course Meeting Dates</i>	<i>Course Topics</i>	<i>Readings Due</i>	<i>Assignments</i>
Module 1 Week of 1/20/14 Hopkins	Review of Syllabus, Introduction to the Course, & Orientation to Assessment, Special Education Regulations, Legal Issues with Assessment  Pre-test	Salvia & Ysseldyke-Chapters 1-3 1: Context for Assessment and Decision-Making 2: Assessment and Decision-Making in Schools 3: Legal and Ethical Considerations in Assessment Read through online document addressing Special Education Regulations, Legal Issues with Assessment.	1. Complete the Orientation to Moodle 2. Complete the On-line pre-test 3. Forum Topic: Special Education Regulations, Legal Issues with Assessment  All assignments are due no later than midnight on <b>1/26/14</b>
Module 2 Week of 1/27/14 Hopkins	Review of the characteristics and modifications helpful for students with (ADHD, CAP-D, Visual Processing, Dyscalculia, Abstract Reasoning)  Basic Measurement Concepts and Testing Ethics & Statistical	Harwell & Jackson-Chapters 1-2 (on-line)  Special Education Classification: <a href="http://nichcy.org/disability/categories">http://nichcy.org/disability/categories</a>  Salvia & Ysseldyke-Chapter 4: Test Scores and How to Use Them. Chapters 10: How to Evaluate a Test	Forum Topics: 1. Concepts and Testing Ethics 2. Learning Disabilities 3. Normed Tests  All assignments are due no later midnight on <b>2/2/14</b>



	Understanding of Assessment	Deficits Matrix-online file	
Module 3 Week of 2/3/14 Hopkins	Direct and formative assessments, Reading Assessment  Reading Comprehension & Oral and Written Language Assessment	Salvia & Ysseldyke-Chapter 11  Hudson, R.F., Lane, H.B., & Pullen, P.C. (2005) <i>Reading fluency assessment and instruction: What, why, and how?(on-line)</i>  McKenna & Stahl's Chapter 7: Comprehension (on-line) Assessment video-online  Salvia & Ysseldyke-Chap. 14	Forum Topics: 1.Fluency interventions 2.Comprehension instruction 3. Test Selection & referral questions. 4. What SPECIFIC <a href="#">spelling strategies</a> can you put in your evaluation report recommendations?  All assignments are due no later than midnight on <b>2/9/14</b>
Module 4 Week of 2/10/14 Murray	Math Assessments  Assessment using alternative tests, adaptive scales.  Differentiating Instruction for Math (Evidence based approaches for students with disabilities and ELL students)	Ysseldyke & Salvia-Chap. 18: Adaptive  Chapters Posted on Moodle	Forum Topic: 1.How can an <a href="#">informal math inventory</a> be used by educators in the classroom?  2.Alternative Assessments  All assignments are due no later than midnight on <b>2/16/14</b>
Face to Face counts for the week of 2/17/14			
Saturday 2/22/14  Face to face meeting at FSU  9-12 Grossi  and  1-4 Murray	Administration and Analysis of the Woodcock Johnson III      Informal/Observational Assessment of Sensory, communication, and	Discussion of WJIII Administration/Report Writing Assignment  <b>Final Copy to be submitted at the final face-to-face meeting on 1/19/13</b>  <i>Materials to be distributed in class</i>  Forum Topic: Information on differentiated instruction and behavior management will be used for future assignment.	Review assessment results given from the WJIII and determine students strengths and weakness. Indicate recommended instructional strategies.   Forum Topic: Discuss the <a href="#">meaning</a> and importance of <a href="#">differentiated instruction</a> .

	<p>motor difficulties and colleague supports.</p> <p>Assessing and understanding behaviors.</p> <p>How behaviors impact learning.</p>	<p>Review information on the ABLLS and the Brigrance and answer forum questions.</p>	<p>Forum question due by <b>2/23/14</b></p>
<p>Module 5</p> <p>Week of 3/3/14</p> <p>Grossi</p>	<p>Progress Monitoring And RtI (Response to Intervention)</p> <p>Assessment of Bilingual and ELL students</p>	<p>Salvia &amp; Ysseldyke-Chapter 8: Curriculum-based Approaches to Monitoring Student Progress</p>	<p><b>Case Study 1</b></p> <p><b>Rough Draft Due 11/25/12</b></p> <p><b>Final Copy Due ??????</b></p> <p>Forum Topic:</p> <ol style="list-style-type: none"> <li>1. What are the benefits of CBM and how do they impact specialized instruction in relation to RtI?</li> <li>2. How can <a href="#">error analysis</a> benefit <a href="#">teachers</a>?</li> <li>3. Explain the impact of CALP on assessment results and class performance.</li> </ol> <p><b>Forum Response Due by midnight on</b></p> <p><b>3/9/14</b></p>
<p>Module 6</p> <p>Week of 3/10/14</p> <p>Grossi</p>	<p>Meeting the Needs of Struggling Adolescent Learners: Best Practices in Assessment and Instruction</p> <p>Report Writing &amp; Review of Sample Reports</p>	<p>Salvia &amp; Ysseldyke-Chapter 23: Communicating Assessment Information</p> <p><i>Reading Next</i> (online article to be provided by professor)</p> <p><i>Writing Next</i> (online article to be provided by professor)</p> <p>McKenna &amp; Stahl-Chapter 10: Preparing a Reading Clinic Report</p>	<p>Forum Topics:</p> <ol style="list-style-type: none"> <li>1. What are best practices for the assessment and instruction of struggling adolescent learners?</li> <li>2. How are the needs of adolescent learners different from younger students?</li> <li>3. How do we motivate struggling adolescent students to do well academically?</li> <li>4. Discuss the assessment/instruction relationship. How will you align your assessment and <a href="#">instructional recommendations for</a></li> </ol>

			<a href="#">students?</a> <b>Forum Response Due by midnight on</b> <b>3/16/14</b>
Module 7  Week of 3/17/14 Grossi	Pre-Referral Process  Identification for Special Education  IEP Writing: Steps 1 & 2	Materials and links to be provided on-line  Gibb, G. S., & Dyches, T. T. (2007). <i>Guide to Writing Quality Individualized Education Programs</i> . Boston, MA: Pearson (on-line)	Forum Topic: 1. What is the pre-referral process and how is it implemented in schools? 2. What are the responsibilities of the teacher and Special Educator in the pre-referral process? 3. How can I write effective IEP goals? (Activity) <b>Forum Response Due: 3/23/14</b>
Module 8  Week of 3/24/14 Murray	Differentiating Instruction to meet the needs of all students (including ELLs).	Kranowitz & Silver (2005) The out-of-sync child (on-line) Handouts Salvia & Ysseldyke -Chapter 21-22: Using Test Adaptation and Accommodations Cultural and Linguistic Considerations  Information from face to face meeting should be used to complete the assignment.	Case Study 2: Given specific information regarding a students learning needs, identify specific ways to differentiate instruction to meet the needs of the individual students. Forum Topic: Due by midnight on <b>3/30/14</b>
Module 9  Week of 3/31/14 Mulvey & Waddill	Assistive Technology (AT) and Augmentative Communication (AAC):  1) SETT Framework 2) Developing Competence 3) Continuum of Support AT Tools	Read: Zabala, 1999. SETT and Bowser and Zabala, 2009 RE-SETT  Read: Parette and Murdick, 1998 Assistive Technology and IEP's for Young Children with Disabilities  Watch: The Case Against Assistive Technology and Pay Attention  Lecture/PowerPoint: UDL, SETT and 21 <sup>st</sup> Century Learners: Can we do it all?	Tool Kit Project: research 3 categories of tools for AT—communication tools, writing tools, and tools to support one content area—list and describe 5 tools for each category area ranging from low tech tools to high tech tools  Forum Topic: Discuss- The infusion of technology into daily life has changed significantly since Assistive Technology and IEPs for Young Children with Disabilities was written in

			<p>1998. (Did Moodle even exist in 1998?) Does the concept of "life necessities" hold true? Have the 10 categories been impacted?</p> <p>All assignments due by midnight on <b>4/6/14</b></p>
<p>Module 10</p> <p>Week of 4/7/14</p> <p>Mulvey &amp; Waddill</p>	<p>AT and AAC continued:</p> <p>Expressive and receptive language</p> <p>Core Language</p> <p>Continuum of support for AAC</p> <p>Competence and LOSS</p> <p>Data collection and trials</p>	<p>Read: Light, 1989. "Toward a Definition of Competence"</p> <p>Read: Cannon &amp; Edmond, 2009. "A Few Good Words: Using Core Vocabulary to Support Non-Verbal Students"</p> <p>Watch: One Voice, The Language Stealers and Using AAC to Discuss a Life Problem</p> <p>Lecture/PowerPoint: AAC 101</p>	<p>Forum Topic: NO FORUM</p> <p>Complete a SETT framework and a trial plan based on a case study</p> <p>All assignments due by midnight on <b>4/13/14</b></p>
<p>Module 11</p> <p>Week of 4/14/14</p> <p>Grossi</p>	<p>Using Technology to Enhance Measurement, Progress Monitoring, and instruction.</p>	<p>Materials and links to be provided online</p> <p>-Apple Apps -Nook Apps -Kindle Apps</p> <p>-DIBELS data management video -AIMSweb data management video -EasyCBM data management video -Measures of Academic Progress (MAP) program overview video</p>	<p>Forum Topic:</p> <ol style="list-style-type: none"> <li>1. How can technology be used to assess students? How do I know of technology is effective and research-based?</li> <li>2. Research new apps (Ipad, Nook, and Kindle). Review and provide colleagues with a careful description and critique of the program, including the intended population</li> </ol> <p><b>Forum Response Due:</b> <b>4/20/14</b></p>
Face to Face counts for the week of 4/21/14			
<p>Saturday 5/3/14</p> <p>Face to face at FSU</p> <p>9:00 to</p>	<p>IEP writing</p> <p>Accountability decisions, instructional decisions based on the current research.</p>	<p>Salvia &amp; Ysseldyke: Chap. 26-28</p> <p>Making instructional Decisions</p> <p>Making Eligibility Decisions</p> <p>Making Accountability Decisions.</p> <p>McKenna &amp; Stahl: Appendix- Case Studies</p>	<p><b>WJIII Assignment DUE</b></p> <p>In Class:</p> <p>Utilize case studies/ assessments to plan and write an appropriate and effective IEP (partner</p>

12:00 Grossi	Reflection on course experience. Evaluating their acquisition of course goals/competencies.	<i>Please bring your text to class</i>  Sample IEP (To be provided in class)	work)  <b>FINAL COPY OF IEP DUE NO LATER THAN ????</b>
<b>Final Exam</b>	<b>The final exam will be posted online on Wednesday, 5/7/14 and must be completed no later than Friday, 5/9/14.</b>		

## **COURSE POLICIES**

### **Policy on Academic Integrity**

Academic integrity is an essential component of the educational experience. Individual or group work submitted to fulfill course requirements should be solely that of the individual student or collaborative group seeking credit for that work. The College Academic Dishonesty Policy outlined in the College Catalogue will be followed in cases where students do not conform to this expectation.

### **Grade Appeal**

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the FSU Grade Appeal Policy in your Student Handbook.

### **Policy on Writing**

Students preparing to be teachers must serve as role models of good oral and written communication. The grade will reflect the quality of the written material.

### **Computer Literacy Requirement**

All assignments must be typed, doubled-spaced and formatted in APA style when appropriate, using computer word processing for all assignments (unless otherwise instructed). Candidates are encouraged to use email as a method of communication. Use of the Internet to obtain information, ideas, and resources is also encouraged. Candidates are also strongly encouraged to access the Moodle system, as course documents will be posted on the site for your convenience.

### **Copyright Policy**

You are reminded that, in preparing materials for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See "Student Handbook" for more details.

### **Cellular Telephones**

Turn off cellular telephones during class time and during your pre-practicum. For emergency messages please set the telephone device to vibrate and inform the instructor of your need to do so. Thank you in advance for your consideration of the classroom environment both at the university and in your pre-practicum placement.

### **Contacting the Professor**

Email is the preferred method of communication. Contacting the professor via email allows you to maintain a written record of correspondence. Please allow 24 hours for the professor to respond to your email. If you do not receive a response within 24 hours, please resend your original email.

### **Office Hours**

Students are encouraged to utilize the instructor's office hours for assistance. Should you encounter a scheduling conflict with the instructor's office hours, please do not hesitate to call or email for an appointment.

### **OTHER IMPORTANT INFORMATION!**

**Timely submission of assignments:** All written assignments must be submitted by midnight on the day it is due (the Sunday before the next class starts). You are expected to submit all assignments on the dates listed on the course schedule. The only exceptions to this policy occur when:

- (1) a revised due date has been given to the entire class, OR
- (2) you request, and I approve, a change in the due date **in advance**.

**When an assignment is late, and you have not received approval from me in advance, your grade for the assignment will be reduced .5 for each day it is late.**

**Assignments**-Must contain your last name, first initial, and the project title Example: MULVEY, M SETT PROJECT SE2

**Email Communication** – In addition to communication via MOODLE, I will be communicating with you via EMAIL using your FSU email address. If you have problems with your FSU account, please contact IT at 978-665-4500. To access your email using a web browser go to <http://student.fitchburgstate.edu>.

### **Plagiarism:**

All use of another's work in whole or part is considered a serious offense and will result in failure of the course. Give sources for both ideas and direct quotations. **APA formatting must be used for references.** Since most students taking this class are Education majors, my preference would be for you to use APA formatting.

### **Course Accommodations for Disabilities:**

If you require course alterations or accommodations because of a disability or an emergency medical condition, or if you need any special accommodations in the event of classroom evacuation, please make an appointment with me as soon as possible.

In order to expedite matters, you should have previously contacted the Campus Disability Services Office on the third floor of the Hammond Building (campus ext. 4020 or 3427; [dstevenson@fitchburgstate.edu](mailto:dstevenson@fitchburgstate.edu)) to document a disability/medical emergency as per the recommended FSU process. The Disability Services Office will review your specific needs and will determine appropriate accommodations. The Disabilities Services Office will then give you the necessary accommodation forms that you will make available to your instructors in order that we can know what the appropriate accommodations are. It is the policy in this course that the recommended FSU process will be followed.

## **Links and Articles:**

### **Assessment:**

The Value of Assessment: [http://www.youtube.com/watch?v=7OK\\_F4JwFyU&feature=related](http://www.youtube.com/watch?v=7OK_F4JwFyU&feature=related)  
Assessing Phonemic Awareness: <http://www.youtube.com/watch?v=NdCTUe-v4ls>  
Phonemic Awareness Segmentation: <http://www.youtube.com/watch?v=ELUDbsGWTi0&NR=1>  
Using Word Lists: (Decoding issues) Reading Rockets-  
<http://www.youtube.com/watch?v=tDZlUXUwRYk&feature=related>  
The Moodle Graded Reader for Comprehension:  
<http://www.youtube.com/watch?v=PBn2HlgBy50>  
[www.wcer.wisc.edu/cce/reading.html](http://www.wcer.wisc.edu/cce/reading.html)  
[www.dibels.uoregon.edu](http://www.dibels.uoregon.edu)

### **Differentiated Instruction:**

[aim.cast.org/learn/historyarchive/backgroundpapers/differentiated\\_instruction\\_udl](http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl)  
[www.youtube.com/watch%3Fv%3DFJMcL6Do0Q](http://www.youtube.com/watch%3Fv%3DFJMcL6Do0Q)  
<http://www.internet4classrooms.com/di.htm>  
<http://differentiatedresources.com/>  
<http://caroltomlinson.com/>  
<http://www.ldonline.org/>  
<http://texasreading.org/3tier/>  
[www.interventioncentral.org](http://www.interventioncentral.org)  
[www.fcrr.org](http://www.fcrr.org)  
[www.wcer.wisc.edu/cce/reading.html](http://www.wcer.wisc.edu/cce/reading.html)  
[www.dibels.uoregon.edu](http://www.dibels.uoregon.edu)  
[www.aimsweb.com](http://www.aimsweb.com)  
How can teaching strategies used with [English Language Learners](#) benefit all students in a classroom.

### **RtI:**

**What is Response to Intervention? Click on this link and view the PowerPoint: [Responsiveness-to-Intervention: A New Method of Identifying Students with Disabilities](#) - PowerPoint presentation from the Council for Exceptional Children Annual Convention.**

### **Evidence Based Practices:**

[www.fcrr.org/FCRRReports/allreports.asp](http://www.fcrr.org/FCRRReports/allreports.asp)  
[www.nationalacademic.org/core/focus\\_of\\_core.html](http://www.nationalacademic.org/core/focus_of_core.html)  
[www.cal.org/drede](http://www.cal.org/drede)  
[www.cecdr.org/](http://www.cecdr.org/)

### **Augmentative Communication:**

Mirenda, P. (2008). A Back Door Approach to Autism and AAC. *Augmentative and Alternative*

*Communication*, 24 (3), 220–234.

[AAC Technologies for Young Children with Complex Communication Needs: State of the Science and Future Research Directions](#) (Janice Light and Kathryn Drager, *Augmentative and Alternative Communication*, September 2007 VOL. 23 (3), pp. 204 – 216)

McSheehan, M., & Sonnenmeier, R. (2001). Developing augmentative communication to support participation in general education classrooms. *2000 TASH Conference Yearbook*.

Sonnenmeier, R.M., McSheehan, M., Jorgensen, C.M. (2005). A Case Study of Team Supports for a Student with Autism's Communication and Engagement within the General Education Curriculum: Preliminary Report of the Beyond Access Model. *Augmentative and Alternative Communication*, 21 (2), 101 – 115.

McSheehan, M., & Sonnenmeier, R. (2001). The science and art of AAC and general education curriculum supports: AAC, assessment, and cognitive labels. *2000 TASH Conference Yearbook*.

Sonnenmeier, R., & McSheehan, M. (2000). Inclusive education practices for supporting students who use augmentative communication. *1999 TASH Conference Yearbook*.

### **Suggested DVD's and Videos:**

Including Samuel -

<http://www.includingsamuel.com/home.aspx>

**You're Going to Love this Kid** – (has accompanying professional guide and easily broken into short clips)

**Short Films on Independent Typing and Wretches and Jabberers** - available through

[http://soe.syr.edu/centers\\_institutes/institute\\_communication\\_inclusion/about\\_the\\_ici/Videos.aspx](http://soe.syr.edu/centers_institutes/institute_communication_inclusion/about_the_ici/Videos.aspx)

### **Local Resources/Possible Speakers:**

Easter Seals of Massachusetts

[www.ma.easterseals.com](http://www.ma.easterseals.com)

Boston:

89 South Street, 1<sup>st</sup> Floor

Boston, MA 02111

617-226-2640

Worcester:

484 Main Street

Worcester, MA 01608

800-244-2756

800-564-9700 (tty)

[info@eastersealsma.org](mailto:info@eastersealsma.org)



New Bedford:  
256 Union Street  
New Bedford, MA 02740  
508-992-3128

Easter Seals delivers customized workshops at schools and other professional settings. To arrange for a workshop call (800) 244-2756 ext. 328 or e-mail [at@eastersealsma.org](mailto:at@eastersealsma.org)

### **Services:**

#### [Assistive Technology](#)

Recognized nationally as a leader in assistive technology, our services are an excellent resource for children and adults with disabilities who need high and low technology solutions for home, work or school in order to increase their independence.

#### [Assistive Technology Regional Center](#) (ATRC)

People with disabilities can see, touch and borrow assistive technology devices to make more informed decisions regarding the technology that will meet their needs.

#### [Assistive Technology Loan Program and Long-Term Device Loan Program:](#)

The Massachusetts Assistive Technology Loan Program offers low-interest loans to help people with disabilities purchase the technology they need to become more independent and productive members of the community. Low-cost assistive devices also are available through its Long-Term Device Loan Program.

### **Vendors:**

#### **Apple**

<http://www.apple.com/accessibility/>

<http://www.apple.com/education/special-education/>

#### **DynaVox**

<http://www.dynavoxtech.com> Offers a variety of customizable training options, including Implementation Workshops, Professional Development Training, Hands-On Labs and Personalized Online Sessions.

#### **Mayer-Johnson** (creators of Boardmaker)

<http://www.mayer-johnson.com/>

#### **Spectronics**

<http://www.spectronicsinoz.com/>

#### **TOBII** (formerly Assistive Technology, Inc.)

<http://www.tobii.com>

#### **Ablenet**

<http://www.ablenetinc.com/Assistive-Technology/Communication>

### Useful websites:

<http://www.asha.org/public/speech/disorders/AAC/>

Wisconsin Assistive Technology Initiative - <http://www.wati.org> (The goal is to improve the outcomes and results for children with disabilities birth to 21 through the use of assistive technology to access services, curriculum, and school and community activities.)

Georgia Project for Assistive Technology - <http://www.gpat.org/> (The mission of GPAT is to improve student achievement, productivity, independence and inclusion by enhancing educator knowledge of assistive technology and increasing student access to appropriate assistive technology devices and services.)

<http://www.prentrom.com>

<http://www.aaclanguagelab.com/> - (several useful resources under “teaching resources”)

<http://www.aacandautism.com/>

<http://www.tech4autismnow.org>

<http://www.pecsusa.com/pecs.php>

<http://www.hanen.org>

<http://aac.unl.edu/yaack/b2.html>

### **References and Suggested Readings: Books**

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2004). *Words Their Way: Word study for phonics, vocabulary, and spelling instruction (3<sup>rd</sup> Ed.)*. Upper Saddle River, NJ: Pearson.

Beukelman, & Miranda, (2005). *Augmentative and alternative communication: Supporting children & adults with complex communication needs (3rd Ed.)* Baltimore, MD: Brookes Publishing Co. (\*\* premier text).

Biancarosa, C., & Snow, C. E. (2006). *Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.)*. Washington, DC: Alliance for Excellent Education.

Bilken D., [Attfield](#) R. (2005) *Autism and the Myth of the Person Alone*. New York: NYU Press

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Downing, June E. (2005). *Teaching communication skills to students with severe disabilities*, 2/e. Paul H. Brookes Publishing Company, Baltimore, MD.

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- Glennen, S. & DeCoste, D. (1997). Handbook of augmentative and alternative communication. San Diego: Singular Publishing Group, Inc. ([www.singpub.com](http://www.singpub.com))
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- Hartwell, J. M.& Jackson, R. W. (2008). *The complete learning disabilities handbook: Ready-to-use strategies and activities for teaching students with learning disabilities (3<sup>rd</sup> Ed.)*. San Francisco, CA: Jossey-Bass.
- Hudson, R.F., Lane, H.B., & Pullen, P.C. (2005). *Reading fluency assessment and instruction: What, why and how?* International Reading Association, pp. 702-714
- Klotz, M.B. & Nealis, L. (2006) *The New IDEA: A Summary of Significant Reforms*. National Association of School Psycholgists, website [www.nasponline.org](http://www.nasponline.org)
- Kluth, P. (2003). *"You're going to love this kid!": Teaching students with autism in the inclusive classroom*. Baltimore: Brookes Publishing.
- \*Lloyd, L., Fuller, D., & Arvidson, H. (1997). *Augmentative and alternative communication: A handbook of principles and practices*. Needham Heights, MA: Allyn & Bacon. ([www.abacon.com](http://www.abacon.com))
- Massachusetts Department of Elementary and Secondary Education. (2011). *Common Core State Standards*. Malden, MA: <http://www.doe.mass.edu/candi/commoncore/> (when relevant)
- Rhodes, R.L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing Culturally and Linguistically Diverse Students: A Practical Guide (Chapter 4)*. New York. Guilford Press.
- McSheehan, M., Sonnenmeier, R.M., & Jorgensen, C.M. (2009). Membership, participation, and learning in the general education classroom for students with autism spectrum disorders who use AAC. In P. Mirenda & T. Iacono (Eds.). *Autism spectrum disorder and AAC* (pp.413-442). Baltimore: Paul H. Brookes Publishing Co.
- Mirenda, P. (1999). Augmentative and alternative communication techniques in inclusive classrooms. *Disability Solutions*, 3 (4) 2-16.

Mukhopadhyay, T.R. (2000). *Beyond the silence: My life, the world and autism*. London: National Autistic Society.

\*Von Tetzchner, S. & Martinsen, H. (2000). *Introduction to augmentative and alternative communication* (2nd ed.). London: Whurr Publishers.(Currently distributed in the U.S. by the Taylor & Francis Group in Philadelphia.)

### **“MOODLE” Forums Grading Rubric**

1. Your participation in discussion forums will be graded based on **QUALITY** of your posts. The minimum number of posts will vary between assignments.
2. You are expected to participate in forums for **EVERY** posting in a timely manner (all posts are due by the following Sunday).
3. You must respond to at least 2 other classmate’s posts
4. You must use complete sentences, spell check your work, use facts and experience to build your responses and reactions to the topics as well as all of the information from the instruction and readings etc. that week. Please remember to be respectful of other’s opinions.
5. Points maybe split between more than one topic each week therefore this rubric is presented at a percent of the available points.

<b>100%</b>	<b>80%</b>	<b>70%</b>	<b>0 points</b>
Comments reflect analysis of concepts and issues AND raise relevant examples not previously addressed OR cite related research or references	Apply previously learned information, ask further related questions OR compare/contrast similar concepts or issues.	Comments reflect vague or limited knowledge and comprehension of topic. Comments deal factually with or summarize information without adding to the discussion.	Number of posts is less than required on topic within stated timeframes or comments are off topic or inappropriate.

### **IEP Grading Rubric**

<b>Competency/CEC Standards 150 points total</b>	<b>Meets Expectations 12.5 points</b>	<b>Approaching Expectations 7 points</b>	<b>Does NOT meet expectations 3 points</b>
1.Student Strengths and Key Evaluation Results Student interest areas Type of Disability is Identified 2.Vision	Clearly defined, uses information from the assessment results to support the strengths , disability matches the state defined category (based on the evidence from the assessment results), and interest areas are specific and stated clearly Vison-Incorporates the overarching goal for the student behaviorally and academically to be successful and show progress	Vague and unsupported information is included, abbreviations are used and not readable by unfamiliar readers Missing 1 key element. Vision statement-Limited description of what the child's 1-5 year goal and vague.	Missing 2 of the 3 elements Vision statement-Does not incorporate academic or behavioral expectations for the student in the 1-5 years.
2.PLEP A-How does the disability affect progress in curriculum areas?	Comprehensive and clearly defines the impact of the disability across specific curriculum areas	General and not specific but ties the results from the assessments to the disability.	Does not answer the question or only addresses 1 aspect of the disability.
3.PLEP A-Accommodations	Use of standard and or non-standard accommodations that are reasonable and not just "best teaching practices" from the reading, resources and instruction of this course.	Only includes 3-4 accommodations	Not present or includes information not appropriate for this section of the IEP or excessive, non-specific list
4.PLEP A-Specially	Clear and specific;	Content may not	Does not address all

Designed Instruction	reflects integration of instructional strategies and skills to be taught; does not include commercial product names	reflect the student needs, too vague or list commercial products or programs	aspects of disability or vague, non-specific, or names a commercial program/product
5.PLEP B-How does the disability affect progress in areas specified	Thorough, clear, and concise; answers question for all aspects of student's disability; relevant to student age	Question is not addressed directly although solid info. provided; may be vague or not address all aspects of the student's disability	Does not answer the question or only addresses a very limited aspect of the student's disability
6.PLEP B-Accommodations	Addresses all aspects of the disability; clearly stated and specific, beyond best teaching practices	Does not address all aspects of the disability; may be vague or only best practices	Does not address all aspects of the disability or excessive and non-specific list
7.PLEP B-Specially Designed instruction	Clear, specific and fully addressing PLEP B areas identified for student; commercial product names are not used	Content may not fully reflect student needs or PLEP B areas identified for student; may be vague or list commercial product	Does not address all aspects of the disability or vague, non-specific
8.Current Performance	Detailed picture of student performance in goal area is provided; includes baseline data specific to goal area	Student performance described but without adequate quantitative information to give detailed picture of baseline	Description is vague or without quantitative information; fails to provide clear picture of baseline
9.Measurable Annual	Clear and concise; all	Missing one	Does not reflect

Goals	components included from critical IEP elements; measurable and meaningful for student's age and ability	component or not measurable; relevant to student's age or ability	student skills or do not include required components; not relevant to student's age or ability
10.Objectives/Benchmarks	Clear, concise and measurable; at least 2 and no more than 4; build on CPL; directly related to the goal	Clear and specifically related to relevant goal area but difficulty to measure	Do not reflect student skills (CPL) or do not include required components or not linked to goal
11. Grammar/Spelling/Mechanics	Four or more errors	Two or more errors	No more than one error
12. Overall style/ Understandable to all audiences/respectful	Lacks cohesion or excessive jargon or disrespectful to student	Complete document; may include some jargon or use of disability first language	Cohesive and complete document; respectful to student; written without jargon so that it is understandable to all team matters

## WJIII GRADING RUBRIC

<b>Report Criteria 200 points</b>	<b>Meets Expectations 25 points each</b>	<b>Approaching Expectations 15 points each</b>	<b>Does not meet expectations 5 points</b>
1. Identifying information formatted	All identifying information is included at the top of the report: student name (fictitious), grade, DOB, date of testing, name of evaluator/examiner, teacher's name of test(s), etc.	Missing 1-2 identifying information	Missing more than 2 pieces of identifying info.
2. "Reason for Referral" Statement or Purpose	Clear "Reason for Referral" statement that describes what the purpose and questions to be answered with the test (this may need to be made up to match the WJ-III Achievement test if the student is not a child of concern academically or not identified with any area of disability, but make sure the statement matches the purpose of selecting the WJ-III Achievement as if it were a real case)	Statement is too general and/or vague but describes an area of concern for the student.	Statement is unclear or missing areas of concern for the child and purpose of the WJ-III test
3. Testing Observations and Error Analysis	There are relevant and objective observations made about the student's behaviors, mistakes made, attitude, and meaningfulness of results. Additionally, the errors or mistakes that the student demonstrates are used to inform recommendations and next steps for instruction.	Observations are objective but don't transfer well to meaningfulness for the parents/teachers working with the child. Error analysis is limited.	Observations are subjective and error analysis is lacking or limited.
4. Testing Methods	Describe how you assessed the specific skills you are measuring (describe the cluster scores and subtests clearly and concisely/methods of testing the child/what did the test entail)	The subtests and clusters are not described thoroughly.	The description is limited or not in parent friendly terms.
5. Formatting of the report-Tables of score results are included: Cluster areas, subtests, percentile ranks, standard scores, RPI scores, and Descriptors	Adherence to outline/format with tables for scores (including Percentile ranks, Standard Scores, Descriptors, and RPI scores). Do not use any Age-Equivalent Scores or Grade Equivalent scores. The reader is able to clearly	Table and format is confusing or missing a key element.	Table is missing important scores or disorganized without average references and uses abbreviations that are not described; or AE or GE scores are



	identify what the scores mean, what the “average” range is and abbreviations are not used unless clarified in the report.		included.
6. Summary of all the results and conclusions	The results are summarized clearly and concisely for the parents and educators to clearly understand what the results mean. Strengths and weaknesses are described briefly and help build the recommendations section (tied closely to the recommendations)	The results are not clearly summarized, parent-friendly terms are not always used and/or strengths/weaknesses are not described.	Too vague or limited in tying everything together for the parents/teachers. Strengths and weaknesses are not discussed.
7. Recommendations based on the results about the student’s strengths and weaknesses and/or next steps for his/her teacher	The recommendations are based on the instructional learning from this course, readings from this course, and tied directly to the students strengths and weaknesses. They are clearly stated for the parents and teachers to easily understand, specific programs are not recommended but can be described in terms of strategies and content that the child may need, and school and home recommendations are included.	Prior knowledge and instruction/reading/resources were used limitedly in the recommendations, or not all areas of weakness are addressed with the recommendations.	Recommendations don’t match the child’s weaknesses academically and behaviorally. Too vague and incomplete.
8. Grammar/Spelling/Mechanics	Nor more than one error	2-3 errors	4 or more errors