

**UNIVERSITY OF WISCONSIN-EAU CLAIRE
DEPARTMENT OF SPECIAL EDUCATION**

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Course: Special Education 775
Advanced Seminar and Practicum in Assessment



Course Description:

This is a seminar course so it is discussion driven rather than lecture driven. In addition there is a requirement for participation in all facets of an interdisciplinary educational assessment.

Required Readings:

Gleckel, E.K. & Koretz, E.S. (2008) Collaborative Individual Education Process: RSVP to IDEA. Pearson. Upper Saddle River: NJ.

Supplemental readings that correspond to discussion topics:

Domscheit-Chaleff, C. (1996). From assessment to instruction: Sharing assessment data effectively. *Volta Review* 98(1).

Dunn, Lloyd. (1968). Special education for the mildly retarded – Is much of it justifiable? *Exceptional Children*, 35(1), 5-22.

Friend, M. (2000). Myths and misunderstandings about professional collaboration. *Remedial and Special Education* 21(3), 130-2

Fuchs, D. & Fuchs, L. (1998) Competing visions of educating students with disabilities: inclusion vs. full inclusion. *Childhood Education* 4(5), 309-316.

Fuchs, D., & Young, C. L. (2006). On the irrelevance of intelligence in predicting responsiveness to reading instruction. *Exceptional Children*, 73(1), 8-30.

Hallahan, D., Keller, C.E., Martinez, E.A., Byrd, E.S., Gelman, J.A., & Fan, X. (2006). How variable are the interstate prevalence rates of learning disabilities and other special education categories? A longitudinal comparison. *Exceptional Children*, 73(2), 136-146.

Hargrove, L. J. (2000). Assessment and inclusion: a teacher's perspective. *Preventing School Failure* 45(1), 18-21.

Mastropieri, M. & Scruggs, T. (1997). What is special about special education? A cautious view toward full inclusion. *Educational Forum* 61, p. 206-211.

Odom, S. L., et. al., (2005). Research in Special Education: Scientific Methods and Evidence-Based Practices. *Exceptional Children* (71) 2, 137-48.

Skiba, R. J., L. Poloni-Staudinger, et al. (2006). Disparate Access: The disproportionality of African American students with disabilities across educational environments. *Exceptional Children* 72(4), 411-424.

Valenzuela, J. S. d., S. R. Copeland, et al. (2006). Examining educational equity: Revisiting the disproportionate representation of minority students in special education. *Exceptional Children* 72(4), 425.

Walker, H. M. (2000). Investigating school-related behavior disorders: lessons learned from a thirty-year research career. *Exceptional Children* 66 (2), 151-61.

Ysseldyke, J. (2001). Reflections on a research career: Generalizations from 25 years of research on assessment and instructional decision making. *Exceptional Children*, 67(3), 295-309.

Course Objectives:

Course Objectives	Wisconsin Teaching Standards	Evidence
Candidates will:		
1) Accurately articulate assessment terminology and concepts.	WTS 8	Test and teach activity. HDC Case Study
2) Integrate and interpret information from a variety of sources and disciplines.	WTS 8	Test and teach activity. HDC Case Study
3) Produce an assessment plan for an HDC referral based on in-depth review of referral information.	WTS 8	HDC Case Study
4) Synthesize assessment results and the development of high quality recommendations for school and home-based intervention.	WTS 6 & 8	HDC Case Study
5) Present assessment findings in oral and written formats that evidence cross-validation of findings from other disciplines.	WTS 6, 8 & 10	HDC Case Study

6) Increase knowledge and accountability procedures through the development of ongoing measurement systems for IEP targeted skills.	WTS 6 & 8	Chapter discussions
7) Identify, investigate, and share knowledge of current trends and issues in the assessment of children with disabilities.	WTS 6 & 9	Test and teach activity Chapter discussions

Course Requirements: (course requirements may be modified)

1. Attend and actively participate in all class discussions.
2. Lead at least one seminar topic.
3. Contribute to the seminar discussions by completing reading(s) in advance of the discussion topic.
4. Complete test and teach activity.
5. Conduct at least one client assessment in the Human Development Center. This involvement is fully described in a separate document.

This syllabus will be finalized using information gathered in the first class meeting. This is a graduate level seminar, which assumes a professional level of motivation, commitment, and scholarship.

Seminar Sequence and Important Dates:

Dates	Topic	Preparation
Jan. 28	<ol style="list-style-type: none"> 1. Overview of 775 and HDC service cycle and case assignments. 2. Chapter leaders 	
Feb. 4	<ol style="list-style-type: none"> 3. What are the contexts in which special education decisions are made in schools today? Do they resonate with the spirit of IDEA? 4. HDC prep 	Chapter 1
Feb. 11	<ol style="list-style-type: none"> 5. Pre-referral practices in general education: elementary, middle and high school. 6. HDC prep 	Chapter 2
Feb. 18	Clinical substitute - No whole-class scheduled on this date	
Feb. 25	<ol style="list-style-type: none"> 7. An examination for collaborative opportunities. How authentic are they in the schools? 8. HDC prep 	Chapter 3
March 4	<ol style="list-style-type: none"> 9. Planning, collecting and analyzing assessment data. What are some good practices? 10. Terminology test and teach 11. HDC prep 	Chapter 4
March 11	<ol style="list-style-type: none"> 12. IEP meetings. Do they work the way they should? What can we do about it as special education leaders? 13. Terminology test and teach 14. HDC Case 1 presentation 	Chapter 5
March 25	<ol style="list-style-type: none"> 15. IEP writing. What are some efficiencies we can use without sacrificing the spirit of the document? 16. Terminology test and teach 17. HDC Case 2 presentation 	Chapter 6
April 1	<ol style="list-style-type: none"> 18. IEP Implementation. Does the letter of the law match the reality? Can we do it better? Does collaboration really work? 19. Terminology test and teach 20. HDC Case 3 presentation 	Chapter 7
April 8	Clinical substitute - no whole-class session on this date	

April 15	<p>21. Disproportionality. What is it? How do we know it exists? What can we do about it? How is assessment practice implicated?</p> <p>22. Terminology test and teach</p> <p>23. HDC Case 4 presentation</p>	<p>Valenzuela et al. Skiba et al. Walker</p>
April 22	<p>24. Current best evidence. Does it inform our practice?</p> <p>25. Terminology test and teach</p> <p>26. HDC Case 5 presentation</p>	<p>Odom et al.</p>
April 29	<p>27. How is the field of special education perceived by other professions including general education teachers? By parents? By the public?</p> <p>28. Terminology test and teach</p> <p>29. HDC Case 6 presentation</p>	<p>Dunn Fuchs & Young Mastropieri & Scruggs</p>
May 6	<p>30. Reflecting on the HDC experience.</p> <p>31. Terminology group test.</p>	
May 13	No Class Session	