EDSE 512
ASSESSMENT, IEP DEVELOPMENT
AND INSTRUCTIONAL PLANNING
3 Credit Hours

Instructor: Ann M. Sebald, Ed.D.

Office hours (F2F/ Phone/ Skype): By appointment

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A. COURSE DESCRIPTION:

Students gain knowledge and skills for selecting, adapting, and using assessments, developing Individualized Educational Programs, and planning instruction within a continuum of service delivery models

B. PREREQUISITES: None

C. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE:

The faculty of the School of Special Education shall facilitate the development of educators who are able to implement professional standards, advocate for children and youth with exceptionalities and their families, and adhere to the following beliefs and values:

- Children and youth with exceptionalities are part of a larger community of diverse learners;
- Children and youth with exceptionalities can learn when provided with effective and/or differentiated instruction, the adaptation of the learning environment, and culturally responsive pedagogy and curriculum;
- Children and youth with exceptionalities excel when they are held to high standards and expectations;
- The larger mission of education is best served when special educators collaborate with families, general educators, and related services professionals;
- Children and youth with exceptionalities develop lifelong attitudes and behaviors when responsibility, self-determination, and ownership of their education are expected.
This course prepares teacher candidates to assess children/youth, plan educational services, and develop instruction in collaboration with parents, professionals and students that supports achievement.

D. PROFESSIONAL STANDARDS MET:

Colorado Department of Education (CDE) Standards for the Special Education Generalist: 9.06(3)(b-e), 9.06(3)(h); 9.06(5)(c), (5)(g-h(i)); 9.06(6)(a)(i), (6)(a)(ii), (6)(b)(i), (6)(c), (6)(d)(i), (6)(d)(iii), (6)(d)(iv-v), (6)(e)(i)-(g); 9.06(7)(b)(i)-(c); 9.06(8)(c)(ii)

CEC Standards Common Core:
CEC4S1-6, CEC7K1-5, CEC7S1-14, CEC8K1-5, CEC8S1-10
CEC Standards Individualized Generalist Curriculum:
GC1K1, GC1K7, GC7K3, GC8K1-2, GC10K3, GC

E. COURSE GOALS AND OBJECTIVES:

1. Teacher candidates will gain an understanding of assessments and their use in identifying students for special education services and planning Individual Education Programs (IEP).
   a. understand basic assessment terminology, descriptive statistics, and assessments used with students with exceptionalities
   b. understand and communicate about legal and ethical issues related to assessment, IEP development, and service delivery models related to individuals with exceptionalities
   c. demonstrate how to accommodate and modify assessment procedures based on the needs of the learner, including learners with culturally and linguistically diverse backgrounds
   d. use technology to conduct assessments and maintain student assessment data records
   e. report assessment results and progress to all stakeholders using effective communication skills

[CDE: 9.06 (3)(c-e), (5)(g), (i)(i), (6)(a)(i-ii), (6)(d)(i), (6)(d)(iii), (6)(d)(v)(f) (i), (7)(b)(i), (8)(c)(ii)]
[CEC: CC8K0-5, CC8S1-10] [CEC: GC8K1-2, GC10K3]

Initial

2. Teacher candidates will learn how to develop an IEP in collaboration with other school professionals based on legal and ethical practices and assessment data.
   a. involve the individual and family in setting and evaluating goals/objectives and progress
   b. use formal and informal assessments to develop the content of the IEP
   c. use data to gain access to related services that meet the needs of the student

[CDE 9.06 (3)(c(ii),(e),(h),(5)(h-(i)(i)), (6)(a)(i-ii), (6)(b)(ii),(6)(d)(i)(iii-v), (6)(e)(i-g), (7)(b)(i)–(c), (8)(c)(ii)]
[CEC: CC7S1-9]
3. Teacher candidates will learn how to plan and monitor instruction based on formal and informal assessments, Colorado Academic Standards and the Individualized Education Program.
   a. link learner characteristics with instructional strategies and materials that have a high likelihood of success, resulting in student learning
   b. facilitate activities that positively impact student self-awareness, self-management, self-control, self-reliance, and self-esteem
   c. identify general education curricular scope and sequence across grades K-12
   d. use technology to develop, plan and manage the teaching/learning environment

[CDE: 9.06 (3)(a-c), (h); (4)(b-c); (5)(h); (6)(a)(i); (7)(b)(ii-c)]
[CEC:CC4S1-6, CC7K1-5, CC7S1]

4. Develop and implement lesson plans that…
   a. are consistent with the IEP
   b. use differentiated instruction to meet the needs of diverse learners
   c. are well organized
   d. are based on Colorado Academic Standards
   e. reflect optimal use of instructional time
   f. reflect adjustments to instruction based on observation
   g. incorporate assistive technology appropriate to student needs
   h. evaluate student progress
   i. integrate affective and social skills into other areas of skill development
   j. identify how to support integration of students evidencing a range of exceptionalities into inclusive settings to facilitate academic progress and socialization.

[CDE: 9.06 (3)(a-c), (h), (4)(b-c), (5)(h), (6)(a)(i), (7)(b)(ii-c)]
[CEC: CC7S10-14]

F. CONTENT OF THE COURSE:

Course delivery will be accomplished through lecture, discussion, case studies, role playing, simulations, videos, readings.

1. Assessment
   a. Assessment as a process
   b. Legal mandates
   c. Assessment design, descriptive statistics, and terminology
   d. Types of formal and informal assessments
   e. Use of assessments for comprehensive evaluations
   f. Use of technology in assessment

2. Individualized Educational Programs (IEP)
   a. Screening, pre-referral
   b. Collaboration and teamwork in developing the IEP
c. Essential components of the IEP
d. Indicating present levels of performance
e. Meeting the educational needs
f. Goals and short-term objectives/benchmarks
g. Supports and services
h. Least restrictive environment
i. Test accommodations
j. Functional behavior assessment
k. Use of technology

3. Planning for Instruction
   a. Colorado Academic Standards
   b. Lesson planning formats
   c. IEP-based lesson plans
   d. Adaptation of general education lesson plans
   e. Use of technology
   f. Data collection
g. Accommodations and modifications

G. COURSE REQUIREMENTS:

**Graded Assignments** *(more guidelines and rubrics are provided for each of these assignments under Assignments on Blackboard; [www.blackboard.unco.edu](http://www.blackboard.unco.edu))*

Refer to due dates in the schedule

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<th>Assignments</th>
<th>Points</th>
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| Participation assignments. Extending understanding of readings to their applicability in special education intervention settings through participation in:
  a. Quizzes (4 quizzes X 20 pts each)
  b. Reflections (5 X 15 pts each).                 | 155    |
| Assessment Instrument Review: Review a published assessment that has a manual and complete the technical and procedural information about the tool. A matrix of required information will be provided. | 50     |
| Critique an IEP Provide critique on a completed IEP. [3 X 15]                                               | 45     |
| Case Study:                                       |        |
| a. Assessment Plan: Select formal and informal assessment data needed for IEP development and develop assessment report. | 70     |
| b. IEP: Develop an IEP based upon the assessment report developed by the team. The IEP will be uploaded into your iWebfolio portfolio. | 100    |
| c. Intervention Plan: Develop lesson plans in two areas of need as identified on the IEP. This will be based upon the IEP and the Colorado Academic Standards, appropriate adaptations will be made for a general education lesson plan. At least one of the lesson plans will be used in a general education class. | 80     |
H. GRADING CRITERIA:

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<th>Percentage</th>
<th>Grade</th>
<th>Score</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>475 or more</td>
<td>95-100</td>
<td>C</td>
<td>400-419</td>
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<tr>
<td>A-</td>
<td>465-474</td>
<td>93-94</td>
<td>C-</td>
<td>390-399</td>
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<td>B+</td>
<td>455-464</td>
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<td>D+</td>
<td>380-389</td>
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<tr>
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<td>88-90</td>
<td>D</td>
<td>360-379</td>
<td>72-75</td>
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<tr>
<td>B-</td>
<td>430-439</td>
<td>86-87</td>
<td>D-</td>
<td>350-359</td>
<td>70-71</td>
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<tr>
<td>C+</td>
<td>420-429</td>
<td>84-85</td>
<td>F</td>
<td>349 or less</td>
<td>Less than 70</td>
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</tbody>
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I. REQUIRED READINGS:

**SPED Generalist Majors Required Text:**


**MA SPED Majors (ECE, GT, Deaf, BVI):**


*OR* Above Overton (2012) text.

**ALL MAJORS:**

IEP Manual (Course Pack), Colorado Department of Education. Course Pack is available at the UNC bookstore. Alternately, you may print the IEP manual at [http://www.cde.state.co.us/cdesped/IEP_Eng.asp](http://www.cde.state.co.us/cdesped/IEP_Eng.asp) (164 pages)

Colorado Academic Standards [http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html](http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html)

**J. RECOMMENDED TEXT/ READINGS:**


Colorado Exceptional Students Leadership Unit: [http://www.cde.state.co.us/cdesped/](http://www.cde.state.co.us/cdesped/)

Colorado SLD guidelines [http://www.cde.state.co.us/cdesped/SD-SLD.asp](http://www.cde.state.co.us/cdesped/SD-SLD.asp).


SIED guidelines [http://www.cde.state.co.us/cdesped/SD-SIED.asp](http://www.cde.state.co.us/cdesped/SD-SIED.asp)


**K. ACCOMMODATIONS STATEMENT**

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

**L. ACADEMIC HONESTY**

Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at [http://www.unco.edu/dos/docs/StudentHandbook.pdf](http://www.unco.edu/dos/docs/StudentHandbook.pdf). Also see guidance related to plagiarism at [http://www.unco.edu/dos/student_plagiarism.html](http://www.unco.edu/dos/student_plagiarism.html).

**M. INCLUSIVITY STATEMENT**

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.