Course Number: MSE 7403

Course Title: Assessment, Diagnosis, and IEP Development (3 Credits)

Faculty Contact:

Course Description: Informal and formal assessments used in identifying exceptionalities are analyzed in detail. An emphasis is placed on the selection, administration, and interpretation of test results along with understanding the legal policies and ethical principles of measurement and assessment. Measurement theory and practices for addressing issues of validity, reliability, norms, and bias are also discussed. Concepts related to the use and limitations of various types of assessments are examined. The implementation of correction techniques for assessed weaknesses is explored. The formally evaluated strengths and weaknesses are developed into an Individualized Education Program (IEP). Standardized and informal test results are evaluated and analyzed in relation to student achievement, curriculum development, and instructional improvement, as well as an understanding of the legal policies and ethical principles of measurement and assessment.

Minimum Time Requirements (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>25</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one’s daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

Program Standards: Interstate Teacher Assessment and Support Consortium (InTASC)

Specialized Professional Association Standards: Council for Exceptional Children (CEC)

Wilmington University Graduation Competencies: Graduate Educational Competencies

Delaware Performance Appraisal System II: DPAS II Evaluation Rubrics
Learning Methods: A variety of teaching methods including inquiry–based learning, game-based learning, personalized learning, differentiated instruction, collaborative projects, and class participation will be used in a student-centered approach to learning. Candidates are encouraged to move from passive receivers of information to active participants in their own learning.

Learning Outcome 1 – Develop and implement a variety of individual education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and team. (InTASC Standards, 2, 3, 6, 7, 8; CEC 4, 5, 7)

Learning Activities/Performance Tasks:
1. Candidates obtain knowledge on educational implications of characteristics of various exceptionalities.
2. Candidates demonstrate knowledge of the rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities.
3. Candidates use strategies that promote successful transitions for individuals with exceptionalities and identify resources, and techniques used to transition individuals with exceptionalities into and out of school and post-school environments.
4. Candidates demonstrate knowledge of the issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
5. Candidates understand the importance of planning and conducting collaborative conferences with individuals with exceptionalities and their families.
6. Candidates demonstrate an understanding of the process of identifying, assessing, and providing services to students with disabilities.
7. Candidates display knowledge of family systems and the role of families in the educational process.
8. Candidates will display knowledge of roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program.
9. Candidates use knowledge of model career, vocational, and transition programs for individuals with exceptionalities.
10. Candidates design and implement instructional programs that address independent living and career education for individuals.
11. Candidates collaborate with team members to plan transition to adulthood that encourages full community participation.

Assessments: Candidates will create a chart reflecting the changes and revisions from the Education for Handicapped Children Act (P.L. 94-142) to the current Individuals with Disabilities Education Act. Candidates will also examine how an IEP team works collaboratively to meet the needs of students with exceptional learning needs. Candidates will reflect in writing on common issues encountered when creating IEPs, as well as how such issues can be avoided. Candidates will explain how to ensure that parents are aware of their procedural safeguards. Candidates will complete the course SEA, where they will prepare a Transition TIP for a student with a mild disability in a middle or high school placement.

Learning Outcome 2 – Administer and analyze informal and formal assessments used in identifying students with special needs and develop plans to meet educational goals and objectives. (InTASC Standard 6; CEC 4, 7; DPAS II 2)

Learning Activities/Performance Tasks:
1. Candidates demonstrate an understanding of the process of identifying, assessing, and providing services to students with disabilities.
2. Candidates describe ways to use informal and formal assessment results to create a supportive and appropriate learning environment for students with disabilities.
3. Candidates demonstrate knowledge of various forms of formal and informal assessment.
4. Candidates demonstrate knowledge of data base applications to prepare an IEP.
5. Candidates select and use technically sound formal and informal assessments that minimize bias.
6. Candidates administer nonbiased formal and informal assessments.
7. Candidates collaborate with families and others in assessment of individuals with exceptionalities.

Assessment: Candidates will discuss issues surrounding eligibility and placement of students with disabilities and create a written reflection that focuses on MTSS, RTI, progress monitoring and formal assessments.

**Learning Outcome 3 – Use multiple methods of assessment and data-sources in making educational decisions.** (InTASC Standard 6; CEC 4, 5)

Learning Activities/Performance Tasks:
1. Candidates select and use technically sound formal and informal assessments that minimize bias.
2. Candidates use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
3. Candidates use exceptionality-specific assessment instruments with individuals with exceptionalities.
4. Candidates select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities.
5. Candidates use technology to conduct assessments.
6. Candidates interpret information from formal and informal assessments.

Assessments: Candidates will construct a written reflection that will explore issues surrounding the assessment of young children. Candidates will create a presentation highlighting how technology can be used to assist in the IEP process.

**Learning Outcome 4 – Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.** (InTASC Standard 6; CEC 4, 5)

Learning Activities/Performance Tasks:
1. Candidates will demonstrate an understanding of basic terminology and specialized terminology used in the assessment of individuals with exceptionalities.
2. Candidates will demonstrate knowledge of definitions and issues related to the identification of individuals with exceptionalities.
3. Candidates will demonstrate an understanding of procedures for early identification of young individuals who may be at risk for exceptionalities.
4. Candidates will interpret information from formal and informal assessments.

Assessments: Candidates will examine a psychological report case study and using the data provided, create three SMART IEP goals for their selected student. Candidates will complete an article review that explores issues related to assessing and providing services to eligible children ages 0-5.

**Learning Outcome 5: Examine language development and its relationship to students with disabilities.**
(InTASC Standard 1; CEC 2; DPAS II 2)

Learning Activities/Performance Tasks:
1. Candidates examine typical and atypical language development for students with disabilities.
2. Candidates examine the impact of delayed language development on students with disabilities.
3. Candidates demonstrate knowledge of terms used by language development professionals.
Assessments: Candidates will compare appropriate language services for young children (prior to school age) with those appropriate for school-age children. Candidates will analyze a case study to determine if a student’s placement is correct, with careful attention given to the student’s language development.

Additional Course Information and Schedule of Class Activities will be posted on the course blackboard site

Assignments and Grading

1. Class Discussions
2. Essays
3. Blog
4. Article Reviews
5. Case Study
6. Technology in Assessment Presentation
7. Additional Activities as Assigned
8. SEA: Assessment/Diagnosis/IEP Development

College of Education Attendance Policy:

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

Course Materials and Reading List:

2. Center on Response to Intervention
3. Curriculum-Based Measurement Module
4. Delaware Eligibility Guidelines
5. Delaware Procedural Safeguards
6. Delaware Transition Guidelines
7. Delaware Information on Students with Disabilities
9. Education Shifts at Ages 3 & 5
10. Finding Age-Appropriate Transition Assessments
11. IDEA’s Regulations on Discipline
12. IFSP Guidelines
14. Learning Disabilities Association of America
15. Procedural Safeguards & Parent Notice
16. Special Education Rights and Procedural Safeguards
17. Response to Intervention (RTI)
18. Testing Terminology
19. The Importance of the Assessment Process
Understanding Your Child's Scores: Percentile Ranks and Standard Scores

US Department of Education: FAPE


What an IEP Must Contain

What are DIBELS?

What is FAPE and What Can It Mean to My Child?

Understanding Learning - Links

- Blueprint for Personalized Learning in Delaware
- Bloom’s Taxonomy
- Classroom Management
- Group work: Using cooperative learning groups effectively
- Increasing Inclusivity in the Classroom
- How People Learn
- Metacognition
- Mindfulness in the Classroom
- Motivating Students
- Personalized Learning
- The IRIS Center (Vanderbilt University)

Supporting Resources


Structured External Assignment:

Transition Plan SEA Instructions:
The SEA for this course is to prepare a Transition TIP for a student with a mild disability in a middle or high school placement. You will identify a student, gain permission to conduct a transition interview with the student and discuss the student’s needs with the current special education teacher to determine appropriate levels and preferences in the following areas:

1. Employment
2. Independent Living
3. Education/Training

You will create an instructional goal that will support a course of study that focuses on improving the academic and functional achievement of the student to facilitate her/his movement from school to post-school for each area. You will base your TIP on the information you learn from the student and teacher interviews and a transition assessment that you complete with the student. You may include information from other transition assessments if you have access to this information. All information that you see from a current or past IEP is confidential.

Complete the following portions of the DE Transition Template based on your recommendations and information learned:

- Student Information: You will give the student initials or pseudonym, grade, and disability.
- Data Considerations
- Other Factors to consider
- Student’s Post-High School Goals
- Course of Study
- Activities and Services to Reach Goal
  - At least 2 for each goal
- Post School Employment Goal
- Unique Needs
- Services, Aids & Modifications
- PLAAFP related to goals
- Any related services
- Current LRE

Submit the transition assessment you administered, and a short discussion of collaboration related to writing the TIP and the TIP.
# MSE 7403 Assessment, Diagnosis, and IEP Development

<table>
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<th>Data Considerations</th>
<th>Unsatisfactory (1)</th>
<th>Emerging (2)</th>
<th>Basic (3)</th>
<th>Proficient (4)</th>
<th>Distinguished (5)</th>
</tr>
</thead>
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<tr>
<td>Data Considerations</td>
<td>Candidate does not reference student strengths related to the design of each area of the data consideration section of the TIP OR does not address each area.</td>
<td>Candidate references student strengths related to the design of the data consideration section of the TIP, providing minimal information.</td>
<td>Candidate identifies student strengths to design each area of the data consideration section of the TIP, providing some information to formulate the TIP.</td>
<td>Candidate describes the student strengths to design each area of the data consideration section of the TIP, providing information to formulate the TIP.</td>
<td>Candidate captures and expands upon student strengths to design each area of the data consideration section of the TIP, providing rich information to formulate the TIP.</td>
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<td>Transition Assessments</td>
<td>Candidate does not record all the information from transition assessments given to create the TIP.</td>
<td>Candidate records the information from transition assessments given to create the TIP, listing results of student's responses.</td>
<td>Candidate organizes the information from transition assessments given to create the TIP, briefly discussing the results of student's responses.</td>
<td>Candidate compiles the information from given transition assessments to create and justify the TIP, discussing or referencing student responses.</td>
<td>Candidate explains the information from given transition assessments to create and justify the TIP, explaining how student responses influenced development of the TIP.</td>
</tr>
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<td>Other Factors to Consider</td>
<td>Candidate does not complete the Other Factors to consider section,</td>
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</tr>
<tr>
<td>Student’s Post-High School Goals</td>
<td>Candidate does not complete student's Post-High School Goals.</td>
<td>Candidate lists the student’s post-high school goals for some areas, which are not aligned with the course of study and activities OR services needed to achieve that goal.</td>
<td>Candidate lists the student’s post-high school goals, which are somewhat aligned with the course of study and activities OR services needed to achieve that goal.</td>
<td>Candidate provides the student’s post-high school goals for all areas, and these are aligned with the course of study and activities and services needed to achieve that goal.</td>
<td>Candidate describes the student’s post-high school goals for all areas, and these are directly aligned with the course of study and activities and services needed to achieve that goal.</td>
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<td>Course of Study</td>
<td>Candidate does not address course of study needed to meet student's goals.</td>
<td>Candidate addresses only current year course of study OR provides a 'typical' 4-year plan that is not aligned with student goals or plans.</td>
<td>Candidate provides recommendations for course of study that are in line with student's goals, but do not appear to consider DE graduation guidelines.</td>
<td>Candidate provides recommendations for course of study that are in line with DE graduation guidelines and student’s goals.</td>
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<td>Activities and Services to Reach Goal</td>
<td>Un satisfactory (1)</td>
<td>Emerging (2)</td>
<td>Basic (3)</td>
<td>Proficient (4)</td>
<td>Distinguished (5)</td>
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<tr>
<td>InTASC 2, 7 CEC 3, 5</td>
<td>Candidate does not address all 3 goals or complete at least 2 services for each goal.</td>
<td>Candidate provides at least 2 activities for each goal that are somewhat aligned with student’s goals and plans.</td>
<td>Candidate provides at least 2 activities for each goal that are aligned with student’s goals and plans to transition targeted student into and out of school and post-school environments.</td>
<td>Candidate provides 2 activities for each goal that are directly aligned with student’s goals and plans and build upon each other to transition targeted student into and out of school and post-school environments.</td>
<td>Candidate provides more than 2 activities for each goal that are directly aligned with student’s goals and plans, address community partnerships or resources and build upon each other to transition targeted student into and out of school and post-school environments.</td>
</tr>
<tr>
<td>Unique Needs</td>
<td>InTASC 2, 7 CEC 1, 3, 5</td>
<td>Candidate does not provide a statement of the unique needs of the student.</td>
<td>Candidate provides a statement of the unique needs of the student and addresses the special education and related services, modifications or supports for school personnel to enable targeted student to advance toward goals, be involved in general education and participate in academic &amp; nonacademic activities with student with and without disabilities which are somewhat aligned with the unique needs and characteristics of the student.</td>
<td>Candidate addresses the special education and related services, modifications or supports for school personnel to enable targeted student to advance toward goals, be involved in general education and participate in academic &amp; nonacademic activities with student with and without disabilities which are aligned with the unique needs and characteristics of the student.</td>
<td>Candidate addresses the special education and related services, modifications or supports for school personnel to enable targeted student to advance toward goals, be involved in general education and participate in academic &amp; nonacademic activities with student with and without disabilities which are aligned with the unique needs and characteristics of the student and align with student’s goals.</td>
</tr>
<tr>
<td>PLAAFP Related to Goals</td>
<td>InTASC 2 CEC 1, 5</td>
<td>Candidate does not provide a PLAAFP related to student’s goals or doesn’t provide benchmarks.</td>
<td>Candidate provides a generalized PLAAFP and benchmarks that are somewhat aligned and are somewhat measurable.</td>
<td>Candidate provides PLAAFP that is aligned with student’s goals and needs and benchmarks that are mostly measurable and specific</td>
<td>Candidate provides PLAAFP that is aligned with student’s goals and needs and benchmarks that are mostly measurable and specific and related to annual goal.</td>
</tr>
<tr>
<td>Related Services and Community Providers</td>
<td>InTASC 2, 7, CEC 5</td>
<td>Candidate does not identify community resources for service providers.</td>
<td>Candidate lists resources related to community-based service providers that may or may not be appropriate to student’s goals.</td>
<td>Candidate identifies service providers, and personnel from community agencies appropriate to student’s goals OR related services are not required.</td>
<td>Candidate identifies and justifies choice of related service providers and personnel from community agencies appropriate to student’s goals.</td>
</tr>
<tr>
<td>Least Restrictive Environment Placement</td>
<td>CEC 1, 5</td>
<td>Candidate does not provide or provides an incorrect LRE based upon services.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Collaboration Reflection</td>
<td>Candidate’s reflections do not include an explanation</td>
<td>Candidate’s reflections briefly discuss how they</td>
<td>Candidate’s reflections discuss how they collaborated with</td>
<td>Candidate reflections comprehensively discuss how</td>
<td></td>
</tr>
<tr>
<td>InTASC 10 CEC 7</td>
<td>Unsatisfactory (1) as to how collaboration with educational colleagues, related service providers, and the individual student with exceptionalities promote the well-being of the individual student.</td>
<td>Emerging (2) collaborated with their educational colleagues, related service providers, and the individual student with exceptionalities.</td>
<td>Basic (3) collaborated with their educational colleagues, related service providers, and the individual student with exceptionalities. Candidate reflects on the use of collaboration to facilitate personalized instruction planning and transitions of individuals with exceptionalities. Reflections include how the candidate collaborated with or included outside community resources.</td>
<td>Proficient (4) team members to plan transition to adulthood that encourages full community participation. Candidate reflects on the use of collaboration to facilitate personalized instruction planning and transitions of individuals with exceptionalities. Reflections include how the candidate collaborated with or included outside community resources in planning the TIP.</td>
<td>Distinguished (5) they collaborated with team members to plan transition to adulthood that encourages full community participation. Candidate reflects on the use of collaboration to facilitate personalized instruction planning and transitions of individuals with exceptionalities. Reflections include how the candidate collaborated with or included outside community resources in planning the TIP.</td>
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