



University of North Texas  
College of Education  
Department of Educational Psychology  
Educational Assessment of Exceptional Learners  
EDSP 4320

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## Welcome to the Course!

Hello and welcome to our course! My name is Dr. Pamela Peak (she/her/hers), and I am delighted to be your instructor this semester.

A little about me: I have a background in elementary special education, where I taught for 7 years. Over the past 35 years, I've taught both online and face-to-face courses at the University of North Texas and other universities. I also collaborate with area schools to assess and create educational plans for students with special needs. Beyond teaching, I'm proud to be the developer and author of two standardized assessments: *Test of Early Written Language – 3* and *Young Children's Achievement Test – 2*.

When I do find spare time (a rarity!), I enjoy traveling, skiing, hiking, scuba diving, and spending time with my wonderful family. My husband, David, and I have been married for 34 years. Our daughter Kara and her husband Rashed live in Minnesota, where she is pursuing a postdoctoral position in Biomedical Engineering. Our son Evan and his wife Rachel live nearby, where both work as registered nurses in a Level 1 Trauma Center, and he prepares for medical school.

### Office Hours:

- Tuesdays: 8:00 AM–9:30 AM
- Thursdays: 8:00 AM–9:30 AM and 11:00 AM–2:00 PM
- Additional times available by appointment

I look forward to getting to know each of you throughout the semester and helping you succeed in this course. Feel free to stop by during office hours in Matthews Hall, Room 322H, or schedule an appointment if you need assistance.

Let's have a fantastic semester together!

## Course Description

3 hours. Knowledge of basic testing procedures and terminology as related to the exceptional learner. Interpretation and utilization of test data in developing individual educational plans. Introduction to norm-referenced assessment, curriculum-based assessment, and informal or alternative assessment practices.

## Course Objectives

By the end of this course, students will be able to

1. Acquire a basic knowledge and skills of educational assessment,
2. Administer and interpret informal and formal data to guide instructional decisions, and
3. Develop a respect and appreciation of educational assessment and how the issues of diversity and social justice impact individuals with exceptionalities, their families, and service providers

## Required Materials

All readings and resources are provided online on Canvas at no cost.

**Technology Requirements**

- Microsoft Word will be used for all word processing. Do not submit assignments using Pages.
- Adobe Acrobat Reader (available here: <http://www.adobe.com/uk/products/acrobat/readstep2.html>)

**Identity-First and/or Person-First Language**

During the last years, the neurodiversity field has come a long way in using language that avoids reinforcing vulnerabilities and/or dehumanizing/stigmatizing people. This includes being mindful in how we refer to neurodiverse individuals (e.g., child with autism [person-first language], autistic child [identity-first language], child on the autism spectrum). This also includes avoiding language that may be perceived as stigmatizing (e.g., high-/low-functioning, high-risk for autism). In this course, I have chosen to use both identity- and person-first language throughout to embrace the range of preferences among our stakeholders (Vivanti 2020; Botha et al., 2021). Please be informed, mindful of the preferences of the people we talk about (and their loved ones), and choose your language intentionally.

Botha, M., Hanlon, J. & Williams, G.L. (2021). Does language matter? Identity-first versus person-first language use in autism research: A response to Vivanti. *Journal of Autism and Developmental Disorders* (2021). <https://doi.org/10.1007/s10803-020-04858-w>

Vivanti, G. (2020). Ask the editor: What is the most appropriate way to talk about individuals with a diagnosis of autism? *Journal of Autism and Developmental Disorders*, 50(2), 691–693. <https://doi.org/10.1007/s10803-019-04280-x>.

**Course Expectations**

As the instructor in this course, I am responsible for

- providing course materials that will assist and enhance your achievement of the stated course objectives,
- providing timely and helpful feedback within the stated guidelines, and
- assisting in maintaining a positive learning environment for everyone.

As a student in this course, you are responsible for

- reading and completing all requirements of the course in a timely manner,
- contacting the instructor if an issue should arise,
- working to remain attentive and engaged in the course and interact with your fellow students in a professional manner, and
- assisting in maintaining a positive learning environment for everyone.

**Attendance**

Attending class regularly is essential for your success in this course. Please make every effort to arrive early, as class will begin promptly. Arriving 15 or more minutes late, leaving 15 or more minutes early, or demonstrating chronic tardiness will negatively affect attendance. You are allowed two absences throughout the semester to use for personal reasons, such as illness, family matters, or other obligations. Any additional absences will be considered unexcused and will impact your course grade. To encourage consistent attendance:

- No absences: One point will be added to your total points at the end of the semester.
- One absence: Half a point will be added to your total points.
- More than two absences: For each additional absence beyond the two allowed, half a point will be deducted from your total points.

For example, if your total points for the course equal 91 (an A average) but you have five absences, 1.5 points will be deducted (0.5 points for each absence beyond the two allowed), leaving you with 89.5 points, resulting in a B. Students are required to sign in at each class meeting. It is your responsibility to ensure you sign in. Failing to do so will result in an unexcused absence.

This policy is in place to promote engagement, accountability, and success. If you anticipate a legitimate issue with attendance, please communicate with me as soon as possible to discuss your situation.

## EDSP 4320 Class Schedule

WEEKS		MODULE	ASSIGNMENT	DUE DATE
Jan 12 - 25	1-2	Module 1: Data-Based Decision Making to Improve Student Outcomes (HLP 6)	RAT #1 Assessment Kit Check Out	Jan 20, 2026 Jan 22, 2026
Jan 26 - Feb 8	3-4	Module 2: Multiple Sources of Information (HLP 4)	RAT #2 Data-Based Decision-Making Assignment (Parent Meeting/Annual ARD) Key Math Model (Bring KM to class) Key Math Triads (Bring KM to class)	Jan 27, 2026 Jan 29, 2026  Feb 3, 2026 Feb 5, 2026
Feb 9 - 22	5-6	Module 3: Interpreting and Communicating Assessment Results (HLP 5)	RAT #3 WRMT Model (Bring WRMT to class) WRMT Triads (Bring WRMT to class)	Feb 10, 2026 Feb 12, 2026 Feb 17, 2026
Feb 23 - March 8	7-8	Module 4: Cognition and Behavior	RAT #4 Field Day Field Day	Feb 24, 2026 Feb 26, 2026 March 5, 2026
SPRING BREAK – MARCH 9-15, 2026				
March 16- 29	9-10	Module 5: Written and Oral Language	RAT #5 Field Day Field Day	March 17, 2026 March 19, 2026 March 26, 2026
March 30 – April 12	11-12	Module 6 Dyslexia and Law	RAT #6 Procedural Safeguards assignment	March 31, 2026 April 9, 2026
April 13 - 26	13-14	Module 7: Families, Early Identification, and Transition	RAT #7 Podcast: The Misidentification of Larry P Guest Lecture by Lola Aneka Assessment Report	April 14, 2026 April 16, 2026 April 21, 2026 April 23, 2026
April 27 - May 3	15	Module 8: Culturally Responsive Assessment Practices	RAT #8 Assessment Kit Return	April 28, 2026 April 28, 2026
May 4 - 10	16	Final Exams	None	

**Late Work Policy**

Timely submission of assignments is crucial to your success in this course. Late work is not acceptable unless you have communicated with me before the assignment is due to request an extension. Extensions are not guaranteed and will be granted at the instructor's discretion. If a late submission is accepted, the following point penalties will apply:

- Immediately after the due time – 24 hours late: 20% deduction
- 24 hours – 48 hours late: 40% deduction
- 48 hours – 72 hours late: 60% deduction
- 72 hours – 96 hours late: 80% deduction
- More than 96 hours late: The assignment will not be accepted, and you will receive a zero.

## Assignments/Quizzes

**Add this statement to every assignment submitted:** *By signing and submitting this project, I affirm that all work contained herein is entirely my own and has been completed in accordance with the ethical and academic standards set forth by the University of North Texas. I have not used unauthorized assistance, including other students' work, commercially available materials, or generative AI tools such as ChatGPT, Claude, Gemini, DALL·E, Grammarly, or similar programs in a way that replaces my own thinking or produces content submitted as my own. Any use of AI has been clearly documented in assignment appendices, including the tool used, the extent of use, and how it was applied to support but not replace my own work. I have not fabricated, altered, or misrepresented any data or information, and I have not allowed or encouraged others to engage in any form of academic dishonesty related to this project. I understand that any violation of academic integrity policies may result in disciplinary action, including failure of the assignment, course penalties, or further consequences as determined by the University of North Texas academic conduct guidelines.*

### Quizzes/RAT

Quizzes in this course are administered through a team-based learning format using Individual Readiness Assurance Tests (i-RATs) and Team Readiness Assurance Tests (t-RATs), completed during class sessions. On scheduled quiz days, the i-RAT will begin promptly at the start of class. Students who arrive late will only have the remaining class time to complete the assessment. To receive credit for the t-RAT, students must be present and actively participate in the full team-based portion. The quiz grade is composed of the best 7 out of 8 i-RAT scores (worth up to 31.50 points, 60% of the quiz grade) and the best 7 out of 8 t-RAT scores (worth up to 21.00 points, 40% of the quiz grade), for a combined total of 52.50 possible points. This structure is intended to promote consistency, fairness, and collaboration. Due dates for all assessments are listed on the course schedule.

### Professional Learning Communities

This semester, you will engage in a small Professional Learning Community (PLC), a collaborative structure grounded in research on effective adult learning. PLCs are designed to foster shared inquiry, mutual accountability, and collective responsibility for deepening content knowledge and improving practice. Within your PLC, you will co-construct understanding through active dialogue, critically analyze readings, co-develop observation tools and strategies, and offer structured feedback on major assignments. This shared learning process strengthens your ability to apply course concepts meaningfully and supports continuous improvement through reflection and collaboration.

Each week, you will sit with your PLC during class to participate in focused group discussions and complete collaborative learning tasks. Your PLC serves as a vital peer support system—your first resource for clarifying assignments, asking questions, and receiving early feedback on your work. Research shows that sustained, structured collaboration improves both individual and group outcomes, which is why your consistent engagement is crucial. Should interpersonal challenges emerge, please communicate with me promptly so we can maintain a positive and productive learning environment.

### Data-Based Decision-Making Assignment (Parent Meeting/Annual ARD)

In this assignment, you will receive a student data set via email and use it to simulate a portion of an Annual ARD (Admission, Review, and Dismissal) meeting. Your task is to analyze student progress, interpret the academic, behavioral, and functional data, and communicate findings in a clear, strengths-based narrative appropriate for a family audience.

You will write a data-informed Present Levels of Academic Achievement and Functional Performance (PLAAFP) statement and develop one measurable IEP goal aligned to grade-level TEKS. Additionally, you will record a brief simulated ARD meeting with another person acting as the parent or guardian. This exercise emphasizes clarity, professionalism, collaboration, and the use of family-friendly language when sharing assessment findings and instructional decisions.

Submit the following as a single assignment (via Canvas):

- A Word document that includes:
  - A parent-friendly narrative of the student's progress
  - A clearly written, data-driven PLAAFP statement
  - One measurable, four-part IEP goal aligned with grade-level TEKS

- Color-coded goal components with a labeled key
  - An embedded data graph or visualization
  - A completed academic integrity statement
- A video recording of your simulated ARD meeting that demonstrates:
  - Clear explanation of the narrative, data, PLAAFP, and goal
  - Use of accessible, family-centered language
  - A response to at least one parent/guardian question
  - Professional tone, organization, and collaborative communication

Recordings may be conducted via Zoom, Teams, or another platform, but using personal cell phones is most likely easiest. Submit the file or an accessible link (with permissions enabled) in the Canvas assignment dropbox.

This assignment supports essential competencies you will revisit in the final Assessment Report, including interpreting data, articulating instructional impact, and writing effective goals. Refer to the detailed assignment guide and rubric in Canvas for full expectations.

#### Assessment Report

This assignment requires a written report that integrates multiple sources of evaluation data. Students will administer four assessments: the Slosson Intelligence Test (SIT), KeyMath, the Woodcock Reading Mastery Tests (WRMT), and the Scales of Independent Behavior (SIB). All subtests within each assessment battery must be administered according to standardized procedures. Each testing session must be video recorded, and the submitted video must clearly show the full administration of the SIT, KeyMath, WRMT, SIB, and all required interviews. Visual and audio quality must be sufficient to observe standardized procedures, student responses, and examiner behavior, with all sessions recorded in their entirety and submitted in an accessible format.

Scoring accuracy will be reviewed carefully, including raw scores, standard or scaled scores, percentiles, confidence intervals, basals, ceilings, and chronological ages. Students must also provide thoughtful documentation of behavioral observations and test session data, such as engagement, cooperation, persistence, and response time. Please note that the SIB is a structured interview that must be conducted in person with a teacher or parent and may not be emailed or completed independently.

After all assessments are completed, students will write a data-informed evaluation report that integrates teacher/parent and student interviews, behavioral observations, and test results. The report must follow the sample format posted on the course homepage and include at least five measurable IEP goals derived from clearly written PLAAFP statements. Each PLAAFP must be directly linked to assessment data and must describe the student's academic, behavioral, and functional strengths and needs. The narrative section should include standard scores, percentiles, and confidence intervals with clear educational interpretations.

All assessment materials, including scoring protocols, student workbooks, observation forms, and interviews, must be scanned in full-sized 8.5 by 11 inch format, upright, and fully legible. Scans must be in sequential order and free from cropping, distortion, or missing pages. Final projects must be submitted through the Canvas assignment dropbox by the stated deadline and must include no more than four attachments, such as the written report, KeyMath scans, WRMT scans, and SIT and SIB forms. All written reports must also be submitted through Turnitin for originality verification. Many students find it helpful to compile all materials into a single Word or PDF file of approximately 50 pages, with scanned materials appended after the written report. Submissions should be well organized, complete, and professional in both content and presentation.

To ensure success, begin early and allow time for potential technical issues. This is an integrative assignment that reflects the culmination of learning and will be evaluated using the updated rubric posted in the Canvas assignment dropbox. The rubric specifies expectations for evaluation procedures, PLAAFP quality, narrative analysis, IEP goal alignment, organization, and academic integrity. Please review the Canvas assignment page regularly for required forms, deadlines, and grading criteria.

### Procedural Safeguards

Procedural safeguards spell out what the school can—and can't—do when evaluating and providing special education and related services for children. See questions posted to the Canvas quiz drop box titled, "Procedural Safeguards." This is not a team application assignment. It must be completed individually. Review the Procedural Safeguards document found at TEA's website, answer each question and document each with a page number of where the answer was located in the document. [https://fw.escapps.net/Display\\_Portal/publications](https://fw.escapps.net/Display_Portal/publications).

- The electronic answers to each question (80% of assignment) will be entered in Canvas.
- The worksheet with page number documentation (20% of assignment) will be submitted via Canvas and "Verification Submission."

### **Video Submission Procedures**

1. Record the entire meeting required for the *Data-Based Decision-Making Assignment (Parent Meeting/Annual ARD)* and testing sessions and administration of four assessments required of *Assessment Report: Integrating Assessment Data to Support Individualized Educational Planning*. Make sure the volume is clear and that both you and the student are visible throughout the recordings.
2. Upload the video to YouTube and set it to Private. You will then receive a shareable link that can be submitted in Canvas. Further directions can be found at <https://www.youtube.com/watch?v=FB-ibMSAGh0>.
3. Copy and paste the YouTube link into your written assignment and upload the combined materials to the Canvas dropbox.
4. After your assignment has been graded, you may delete the video from YouTube.

### **Policy on Using Generative AI (GenAI)**

Generative Artificial Intelligence (GenAI) includes tools like ChatGPT, Claude, Gemini, DALL·E, Grammarly, and other similar programs that can create text, images, or help with writing. These tools can help you brainstorm, explore ideas, or edit your work, but they **cannot replace your own thinking or understanding** of the course material. In this class, AI can be used in limited ways, but you must clearly explain how you used it.

Allowed uses of AI include:

- Checking spelling, grammar, or clarity (e.g., Grammarly)
- Editing, rewording, or proofreading your own writing
- Getting ideas that you then develop with your own thinking

If you use AI, you must document it in an assignment appendix. Your documentation must include:

1. Identify the Tools Used: List every AI tool you used (for example, ChatGPT, Grammarly, DALL·E).
2. Describe the Extent of Use: Explain how much you relied on the tool (e.g., for brainstorming ideas, for grammar checking, or minor editing).
3. Explain How AI Was Used: Describe exactly how you used the tool, and how it helped your work (e.g., suggested rewording of sentences, generated ideas that you then developed). Include any prompts, instructions, or outputs in an appendix.

You are always fully responsible for your work. If you use AI, you must carefully check and revise its output. If the instructor thinks AI was used too much, you may be asked to explain your work in a meeting during office hours. Your grade will reflect both your written work and your understanding in that discussion.

Not allowed:

- Submitting AI work without explaining how it was used
- Pretending AI output is entirely your own work
- Using AI to create an entire or large portions of an assignment

Doing any of these could result in a zero on the assignment and be treated as a violation of academic honesty.

AI use is a new and evolving practice. You are encouraged to ask questions and speak up if you are unsure. No matter what tools you use, you are expected to understand and be able to explain your work.



**Grading**

Final course grades will be based on the following scale:

90-100 points = A  
80-89.99 points = B  
70-70.99 points = C  
60-60.99 points = D  
9.99 points and below = F

Grading Scale	
iRATs (best 7 of 8 and 31.50 possible points)	52.50 points
tRATs (best 7 of 8 and 21.00 possible points)	
Procedural Safeguards Assignment	17.50 points
Data-Based Decision-Making Assignment – Annual ARD	10.00 points
Assessment Report	20.00 points

**Syllabus Change Policy**

While all attempts will be made to adhere to the syllabus, some circumstances may require mid-semester changes. As such, the instructor reserves the right to make schedule changes given unusual circumstances and/or at her discretion.

**Technical Support**

Having multiple computers and Wi-Fi options is recommended. It is unlikely I will be able to help with issues related to technical support but can direct you to UNT's technology support. You are responsible for technical issues on your end, but please contact the Student Helpdesk for assistance when technical issues arise:

UNT Helpdesk  
Sage Hall 130  
940-565-2324  
[helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Technical Skill Requirements**

To be successful in this course, you will need the following technical skills:

- Sending and receiving email
- Creating, sending, and receiving Microsoft Word documents
- Posting to discussion boards
- Printing Word documents OR opening and printing pdf files (using free Adobe Acrobat Reader)
- Navigating Canvas

**Academic Integrity**

Academic integrity policies at UNT clearly state expectations for original and honest work to be submitted in all courses. UNT has a zero-tolerance policy towards plagiarism. The Department of Educational Psychology values academic integrity and supports the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, dual submission of a paper/project, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Cases of Academic Dishonesty will be handled in accordance with UNT policies and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations, including dismissal from the university. A link to the UNT Academic Policy on Student Standards for Academic Integrity is available on the "Academic Integrity and Netiquette" page in the Start Here Module for this class.

**Netiquette**

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and your instructor. Students engaging in unacceptable behavior may be referred to the UNT Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. UNT's expectations for student conduct apply to all instructional forums, including electronic classroom, labs, discussion groups, etc. Please remember to remain respectful of your instructor and fellow classmates. Links to information re: netiquette and the UNT Code of Student Conduct can be found on the "Academic Integrity and Netiquette" page in the Start Here Module for this class.

**ADA Policy**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and make arrangement with each faculty member prior to implementation in each class. Please communicate directly via email or phone with your instructor regarding your accommodations. For additional information see the Office of Disability Access website at <http://www.unt.edu/oda>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

**Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [seo@unt.edu](mailto:seo@unt.edu) or at (940) 565 2759.

**Personal Distress**

If at any point in the semester you are struggling- physically, emotionally, mentally, or academically, please do not hesitate to reach out to me. As a UNT student you have access to many supports and services ([CARE Team](#)) to help get you back on track. I am happy to help connect you with the appropriate resources.

**Basic Needs**

UNT has a [Food Pantry](#) on campus. Any current UNT student in need can visit the UNT Food Pantry 8am- 6pm Monday-Thursday and 8pm-5pm on Fridays. Students will check-in at the Dean of Students Office front desk in the Union, Suite 409. Students may go directly to room 366 from 5PM-6PM, Monday- Thursday. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing during the hours of 8am-5pm. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. In addition, there is a pantry located at the Discovery Park Location in the Engineering Library (M130) next to the Career Center, as well as a Food 4 Pantry located at UNT's Frisco campus, which can be accessed by visiting the information desk.

**Important Notice for F-1 Students taking Distance Education Courses****Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://ecfr.gpoaccess.gov>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)" and can be found buried within this document: <http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT>

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the



class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

### **University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

### **Student Perceptions of Teaching (SPOT)**

Student feedback is important and an essential part of participation in this course. The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to address issues in definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;

### **Texas Educator Standards – Special Education EC–12**

#### **EC-12 special education teacher must:**

- (1) use a variety of assessment data to write annual measurable goals and present levels of academic achievement and functional performance and identify appropriate accommodations (academic, behavior, state, and district testing) and modifications based on individual student needs, and contribute to drafting the IEP;
- (2) demonstrate knowledge of the role and responsibilities of the special education teacher in preparing for an Admission, Review, Dismissal (ARD) committee meeting, including collecting required data, interpreting the results of progress monitoring and classroom assessment data, and visually representing and interpreting data to show student progress;
- (3) interpret the results of a variety of assessment data (i.e., classroom, state and district transition assessment) in plain language to explain present levels of student academic achievement and functional performance, student progress on annual IEP goals, and mastery of grade level TEKS to the ARD committee members;
- (4) prepare and support students in leading ARD committee discussion regarding progress on IEP goals, mastery of grade level standards, appropriate accommodations (academic, behavior, state, and district assessment), transition needs and goals, and other supplements as needed;
- (5) demonstrate knowledge of different forms, purposes, and applications of assessment to inform development of the IEP and plan instruction;
- (6) assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction;

- (7) use data from variety of formative and summative assessments to identify learning goals and plan and adapt instruction and monitor progress toward the learning goals;
- (8) demonstrate knowledge of how to implement, collect data from, and keep records of ongoing formative assessment;
- (9) use the results of multiple assessments to determine if a student is making adequate progress toward measurable outcomes;
- (10) use assessment results to design, adjust, plan, and inform instruction or intervention;
- (11) accurately interpret the results of various forms of assessments, including state assessments and district benchmark assessments;
- (12) accurately analyze, interpret, and discuss the results of a variety of evaluation data for an individual student;
- (13) interpret a variety of evaluation data, including measures of student functioning and educational, physical, and medical needs;
- (14) identify, recommend, and implement appropriate accommodations and/or modifications for classroom, behavior, state, and district testing or other assessments as determined by the ARD committee;
- (15) provide feedback to stakeholders regarding student performance on assessments and interpret assessment results in plain language for parents and students;
- (16) administer, interpret, and gather baseline data from screening instruments and diagnostic reading, mathematics, and behavior assessments;
- (17) use the results of multiple assessments to determine students' transition needs;
- (18) support students to understand and use their assessment data to self-monitor and self-regulate;
- (19) collaborate with professionals with additional expertise as needed (e.g., English as a second language specialists, bilingual specialists, translators, speech and language pathologists, behavior specialists) to ensure an appropriate and valid assessment process.
- (20) adapt instruction and make regular changes based on data from assessments;