Hello and welcome to our course! My name is Dr. Pamela K. Peak (she/her/hers), and I will be the instructor on this course. My background includes teaching elementary special education for 7 years and both online and face-to-face courses at the University of North Texas and other universities for almost thirty-five years. I collaborate with area schools assessing students with special needs. Also, I am developer and author of two standardized assessments, Test of Early Written Language - 3 and Young Children’s Achievement Test – 2. In my spare time, yes, that is an oxymoron, I enjoy traveling, snorkeling, scuba diving, and spending time with my family, David, Kara (27) and Evan (25). I look forward to getting to know each of you this semester! Come visit me in Matthews Hall 322H.

Office hours on Tuesdays 8:00am-9:30am and Thursdays 8:00am-9:30am and 11:00am-2:00pm virtually by appointment.

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.

Person-First Language

Use person-first language when referring to individuals with disabilities in class discussions and written assignments (and ideally in your professional practice).

- Example: A student with a learning disability
- Non-example: A learning disabled student
## EDSP 4320 Class Schedule

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>MODULE</th>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 21 –</td>
<td>1-2 Module 1: Data-Based Decision Making to Improve Student Outcomes (HLP 6)</td>
<td>RAT #1 Assessment Kit Check Out</td>
<td>August 29, 2023</td>
</tr>
<tr>
<td>September 3</td>
<td>3-4 Module 2: Multiple Sources of Information (HLP 4)</td>
<td>RAT #2 CBA Data Interpretation</td>
<td>September 5, 2023</td>
</tr>
<tr>
<td>September 17</td>
<td>5-6 Module 3: Interpreting and Communicating Assessment Results (HLP 5)</td>
<td>RAT #3</td>
<td>September 19, 2023</td>
</tr>
<tr>
<td>October 2 –</td>
<td>7-8 Module 4: Cognition and Behavior</td>
<td>RAT #4 Field Day Field Day</td>
<td>October 3, 2023</td>
</tr>
<tr>
<td>October 15</td>
<td>9-10 Module 5: Written and Oral Language</td>
<td>RAT #5 Field Day</td>
<td>October 17, 2023</td>
</tr>
<tr>
<td>October 29</td>
<td>11-12 Module 6 Dyslexia and Law</td>
<td>RAT #6 Procedural Safeguards (Canvas)</td>
<td>October 31, 2023</td>
</tr>
<tr>
<td>November 12</td>
<td>13-14 Module 7: Families, Early Identification, and Transition</td>
<td>RAT #7 Assessment Report</td>
<td>November 14, 2023</td>
</tr>
<tr>
<td>November 26</td>
<td>15 Module 8: Culturally Responsive Assessment Practices</td>
<td>RAT #8 Assessment Kit Return</td>
<td>November 28, 2023</td>
</tr>
</tbody>
</table>

### THANKSGIVING BREAK (November 20 – 26, 2023)

### 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

You must attend class regularly. Please arrive early, as class will start promptly. Students are allowed two absences to use for illness, personal business, family affairs and such. Students earn extra credit for excellent attendance. One point will be added to the total points if no classes are missed. A half point will be added to the total points if one class is missed. After two absences, your course grade will be reduced by one half point for each subsequent absence.

Late Work & Make-Up Policy:

Assignment due dates are noted on the course schedule. They are due at end of day, and the time key on Canvas will be used as the time stamp. No assignment will be accepted after the due date.

Dress Code

Students will be completing projects at North Texas Collegiate Academy (NTxCA). Following professional and ethical behaviors outlined by the Council for Exceptional Children, University of North Texas, and North Texas Collegiate Academy (NTxCA) is expected. Pay close attention to dress code policy.

Assignments

Learning Communities

You will participate in a working small group with several students this semester. In these learning communities, you will have opportunities to work together to make sense of readings, develop tools and strategies for observing and analyzing learning, respond to reflection questions, discuss and reflect on your observations, and provide feedback to one another as you develop your major assignments. Each class, you will sit together to facilitate working as learning communities. Your learning community members are the first people you text/email/call when you are not sure what is due next, how to complete an assignment, or need someone to provide feedback on a draft of an assignment. You also will have collaborative tasks to complete together each week. Active participation is required of every team member, and issues or concerns about interpersonal dynamics of your learning communities should be communicated with the instructor early and often. Some additional expectations include:

• Each student must arrive in class already having read the assigned readings.
• Reading Assurance Tests (RATs) will be administered to individuals (i-RATs).
• After taking the test as an individual, each student will re-take the test with his/her team (t-RATs).
• Students will participate in a mix of discussions and activities that require problem-solving and/or examination of specific concepts. Mini lectures will be given by the instructor as needed.
• Students will be asked to make specific recommendations or decisions and will practice applying the concepts they are learning as individuals and as learning communities.
• Remaining positive about learning and in personal interactions will lead to greater success.

Assessment Report

Students are required to complete one assessment report by testing a student at the North Texas Collegiate Academy (NTxCA). Students will be assigned to those who have parent permissions on file at NTxCA. When administering the assessments, examinees must administer all subtests within the battery. Protocols will be graded for calculating raw scores, standard/scaled scores, percentiles, confidence intervals, basals, ceilings, and chronological ages correctly; documenting behavioral observations; noting correct and incorrect answers; and general standardization assessment procedures. One student must be used for all four assessments. The Slosson, Key Math, Woodcock Reading Mastery Tests and Scales of Independent Behavior will be administered. The entire project must be legible, so scanning
documents and/or using CamScanner must ensure all are readable including the sides and bottoms of pages. Each scanned page must be full sized (8 ½” by 11”). What is submitted to the CANVAS assignment dropbox will be graded; unreadable, upside-down, out of sequence or missing pages will be graded accordingly.

Students will write one assessment report based on the assessments administered. Reports should integrate information from the teacher questionnaire, student interview, behavioral observations, and testing data and interpretations. Students will follow the sample report located on our course homepage. Use proper spelling, grammar and sentence structure. Much more information will be discussed during class. Specific lectures are scheduled focusing on effective assessment practices, administration of these assessments and report writing. Review evaluation rubric and submit written report to Turn-It-In before submitting project.

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

Data will be provided to you in class (or sent to you via email attachment). Use this data and interpret the results using strengths-based writing. Write in parent-friendly terms as if you were discussing the student's progress towards specific goals and objectives at a parent meeting or an annual ARD. This is not a team application assignment – work individually.

You will submit in a Word document the narrative you would share with a parent at an annual ARD. Consider if your parent is not in attendance but participating via Zoom. You are still required to share the information effectively. Submit data/graph, written discussion/script, grade level TEKS, LTG and STO to Turn-It-In via Canvas assignment dropbox. Looking at your data, and as if you are describing the results to a parent at an annual ARD, address the following in strengths-based and parent friendly writing:

- What "story" does this data tell us of your student? Story must be clearly outlined using the data. Parents could unmistakably understand the beginning, middle, and end of this individual remedial instruction.
- Linking to the grade level TEKS, what is an appropriate four-part LTG? Data must be used to guide instruction. Include specific TEKS and write a new four-part annual LTG. Include accurate color-coding with key.
- What are appropriate four-part STO? Data must be used to guide instruction. Write new four-part STO appropriate for the written long-term goal. Include accurate color-coding with key.

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 dropdown titled, "Procedural Safeguards." This is not a team application assignment. It must be completed individually. Review the 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://childfindtx.tea.texas.gov/documents/ProSafe_ENG.pdf. The electronic answers to each question (8 points) will be entered in Canvas. The paper copy with page number documentation will be submitted in class (2 points).

Grading

Final course grades will be based on the following scale:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89.99</td>
<td>B</td>
</tr>
<tr>
<td>70-79.99</td>
<td>C</td>
</tr>
<tr>
<td>60-69.99</td>
<td>D</td>
</tr>
<tr>
<td>9.99 points and below</td>
<td>F</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>iRATs</td>
<td>36</td>
</tr>
<tr>
<td>tRATs</td>
<td>24</td>
</tr>
<tr>
<td>Procedural Safeguards Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Data-Based Decision-Making Assignment – Parent/Annual ARD Meeting</td>
<td>10</td>
</tr>
<tr>
<td>Assessment Report</td>
<td>20</td>
</tr>
</tbody>
</table>

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 computer 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. Ultimately, 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

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.
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 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 neo@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 don’t hesitate to reach out. 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 you 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, referrals 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 Library (M130) next to the Career Center, as well as a Food 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, or 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) 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 evaluate how this course is taught.