Hello and welcome to our course! My name is Dr. Pamela K. Peak, and I will be the instructor of 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 years. I collaborate with area schools assessing and creating educational plans for 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, boating, and spending time with my family, David, Kara (26) and Evan (23). 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.

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 in Canvas at no cost.

Technology Requirements

- Microsoft Word will be used for all word processing. You can access Office 365 on the course home page.

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>1-2</td>
<td>Module 1: Data-Based Decision Making to Improve Student Outcomes (HLP 6)</td>
<td>RAT #1 Assessment Kit Check Out</td>
<td>January 27, 2022</td>
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<td>January 27, 2022</td>
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<td>3-4</td>
<td>Module 2: Multiple Sources of Information (HLP 4)</td>
<td>RAT #2 CBA Data Interpretation</td>
<td>February 3, 2022</td>
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<td>February 8, 2022</td>
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<td>5-6</td>
<td>Module 3: Interpreting and Communicating Assessment Results (HLP 5)</td>
<td>RAT #3</td>
<td>February 15, 2022</td>
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<tr>
<td>7-8</td>
<td>Module 4: Cognition and Behavior</td>
<td>RAT #4 Field Day:</td>
<td>March 1, 2022</td>
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<td>March 10, 2022</td>
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<td>9-10</td>
<td>Module 5: Written and Oral Language</td>
<td>RAT #5 Field Day</td>
<td>March 22, 2022</td>
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<td>March 29, 2022</td>
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<tr>
<td>11-12</td>
<td>Module 6 Dyslexia and Law</td>
<td>RAT #6 Procedural Safeguards (Canvas)</td>
<td>April 5, 2022</td>
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<td>April 12, 2022</td>
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<tr>
<td>13-14</td>
<td>Module 7: Families, Early Identification, and Transition</td>
<td>RAT #7 Field Day Assessment Report</td>
<td>April 19, 2022</td>
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<td>April 28, 2022</td>
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<td>15</td>
<td>Module 8: Culturally Responsive Assessment Practices</td>
<td>RAT #8 Assessment Kit Return</td>
<td>May 3, 2022</td>
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<td>May 3, 2022</td>
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<tr>
<td>Finals</td>
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<td>Optional RAT #9</td>
<td>May 12, 2022 @ 8:00am</td>
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### 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. It is mandatory. Please arrive early, as class will start promptly. Students are allowed two absences to use for illness, personal business, family affairs and such. Any other absence is considered unexcused. 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. However, after two absences, your course grade will be affected negatively. One half point will be deducted from the total points for each day absent after the two allowed absences. In other words, should your total points for this class equal 91 (an A average) with 5 absences, you would have 1.5 points deducted from the total points earned. With 89.5 points, you would receive a B for this course. Students will sign in each class day. You are responsible for signing in. Forgetting to do so will result in a class absence. Any student arriving fifteen or more minutes late to class will be considered absent for that class period. Using cell phones and laptops during class (i.e., texting, searching Internet) will result in an 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. On the days that you have a RAT, the RAT will be given at the beginning of the class period. If you arrive after the individual RAT has been distributed, you will be able to take the RAT with your team, but you will not be able to complete or make up the i-RAT. However, if you arrive after the t-RAT has been distributed, you will not be able to complete or make up the t-RAT. During finals week, an optional RAT will be administered that will replace the lowest RAT grade.

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

Assignments
Team-Based Learning

Team-Based Learning™ (TBL) is a research-based learning and teaching strategy that helps you learn to do something with the information as you are learning it. Therefore, when you come to class prepared, you will be rewarded by having the opportunity to see why the concepts are important to you. Your pre-class preparation will be assessed by Reading Assessment Tests (RATs) over larger conceptual blocks of content.

You will be placed in a team with 5 or 6 other students. Each class, you will sit together to facilitate working as a team. All team-work will occur during the class period. TBL requires active participation by everyone in the team. The following is a list of what will occur in the teams:

- Each student must arrive to class having already read the assigned reading.
- 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 teams.

Assessment Report

Students are required to complete one assessment report by testing a student at the North Texas Collegiate Academy (NTCA). Students will be assigned who have parent permissions on file at NTCA. 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. 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 before submitting project.
CBA Data Interpretation (Annual ARD)

Data will be provided to you in class (or sent to you via email attachment). Use this data and interpret the results. Write in parent-friendly terms as if you were discussing the student's progress towards specific goals and objectives at 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 and written discussion/script to 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:

• 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 instruction.
• What is an appropriate four-part LTG? Data must be used to guide instruction. Write a new four-part LTG appropriate for the next 10 hours of literacy instruction (Sessions 11-20) to be completed over a minimum of six weeks. Include accurate color-coding with key.
• What is an appropriate four-part STO? Data must be used to guide instruction. Write a new four-part STO appropriate for the next 1 hour of literacy instruction (Session 11). 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 dropbox 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.

http://framework.esc18.net/Documents/Pro_Safeguards_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</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89.99</td>
<td>B</td>
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<tr>
<td>70-70.99</td>
<td>C</td>
</tr>
<tr>
<td>60-60.99</td>
<td>D</td>
</tr>
<tr>
<td>9.99 points and below</td>
<td>F</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>iRATs</td>
<td>36</td>
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<tr>
<td>iRATs</td>
<td>24</td>
</tr>
<tr>
<td>Procedural Safeguards Assignment</td>
<td>10</td>
</tr>
<tr>
<td>CBA Data Interpretation – Annual ARD</td>
<td>10</td>
</tr>
<tr>
<td>Assessment Report</td>
<td>20</td>
</tr>
</tbody>
</table>

COVID Statements

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a webcam and microphone to participate in fully remote portions of the class. Additional required classroom materials for remote learning include computer, scanner/CamScanner app, and course materials. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn.

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor prior to being absent, so you, the professor, can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any symptoms of COVID-19, please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to
contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

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, and 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 oeo@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 support services (CARE Team) to help you stay 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, 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 Location in the Engineering 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&TYPETEXT

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.