Course Syllabus:
Assessment-Undergraduate
Midwestern State University
Gordon T. & Ellen West College of Education
SPED 4123-201
Tuesday & Thursday 11:00-12:20
Bolin Hall Room 311
Spring 2022

Contact Information
Instructor: Dr. Dennis Cavitt
Office: BH 309
Office hours: M 1:00-3:00 P.M., Tuesday 9-10:00 A.M., Wednesday 10-12, & . Other times can be
        scheduled as needed.
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Instructor Response Policy
I will read and respond to your email within 24 hours unless it is the weekend or holidays. If you send me an email during the weekend or a holiday, I will respond to you no later than on the first business day after the weekend or holiday.

Textbook & Instructional Materials
Overton, T. (2015). Assessing learners with special needs. Pearson. ISBN-13: 9780133856415,
        Digitial ISBN-13:9780134019512.

Hosp, M. K., Hosp, J. L., & Howell, K.W. (2016). ABC's of CBM: Practical guide to curriculum-
        based measurement. Guilford Publications. ISBN-13: 9781462524662 Digital ISBN-13:
        9781462524679.

Yell, M., Bateman, D. F., & Shriner, J. G. (2021). Developing educationally meaningful and legally
        sound IEPs (Special education law, policy, and practice). Roman & Littlefield. ISBN-13: 978-
        1538138014

Course Description
Introduction to data-based decision making through monitoring student progress and designing scientifically based-instruction through the use of formative assessment strategies. Includes statistical concepts, norm –referenced and summative assessment, standardized test interpretation, and the development of Individualized Education Plans.

Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the Pedagogy and Professional Responsibilities (EC-12), The Council for Exceptional Children Initial Preparation Standards, and the Texas SBEC standards/Test Frameworks. This course provides undergraduate students with a knowledge base of the environment in which they may serve as a teacher. Satisfactory completion of the course will document that students have demonstrated the ability to:

1. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment (PPR Standard I): The teacher candidate knows and understands:
    a. use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives (PPR 1.24s)
    b. the role of assessment in guiding instructional planning (PPR 1.25k
    c. the importance of creating assessments that are congruent with instructional goals and objectives (PPR 1.26k)
    d. design assessments, where appropriate, that reflect real-world applications of knowledge and understanding (PPR 1.26s)
    e. the characteristics, uses, advantages, and limitations of various assessment methods and strategies (PPR 1.27k
    f. the role of technology in assessing student learning (PPR 1.28k)
    g. analyze assessment results to aid in determining students' strengths and needs (PPR 1.28s)
    h. the benefits of and strategies for promoting student self-assessment (PPR 1.29k)
    i. the benefits of and strategies for promoting student self-assessment (PPR 1.29s)
    j. Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning and assessment. (TExES Pedagogy and Professional Responsibilities EC-12 Domain I, Competency 002A,)
    k. Accepts and respects students with diverse backgrounds and needs. (TExES Pedagogy and Professional Responsibilities EC-12 Domain I, Competency 002B,)
    l. Knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests and learning needs, including the needs of English-language learners and students with disabilities. (TExES Pedagogy and Professional Responsibilities EC-12 Domain I, Competency 002E)
    m. Understands cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students. (TExES Pedagogy and Professional Responsibilities EC-12 Domain I, Competency 002F)
    n. Understands the instructional significance of varied student learning needs and preferences. (TExES Pedagogy and Professional Responsibilities EC-12 Domain I, Competency 002G)
2. Demonstrates how to create a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.
    a. Explains how to Establish a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences and active engagement in learning by all students. (TExES Pedagogy and Professional Responsibilities EC-12 Domain 2, Competency 005B)

  b. Uses a variety of means to convey high expectations for all students. (TExES Pedagogy and Professional Responsibilities EC-12 Domain 2, Competency 005E)

3. understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
  a. Communicates directions, explanations and procedures effectively and uses strategies for adjusting communication to enhance student understanding (e.g., by providing examples, simplifying complex ideas, using appropriate communication tools). (TExES Pedagogy and Professional Responsibilities EC-12 Domain 2, Competency 007C)
  b. Practices effective communication techniques and interpersonal skills (including both verbal and nonverbal skills and electronic communication) for meeting specified goals in various contexts. (TExES Pedagogy and Professional Responsibilities EC-12 Domain 2, Competency 007D)

4. Demonstrates appropriate instruction that actively engages students in the learning process.
  a. Applies criteria for evaluating the appropriateness of instructional activities, materials, resources and technologies for students with varied characteristics and needs. (TExES Pedagogy and Professional Responsibilities EC-12 Domain 2, Competency 008D)
  b. Engages in continuous monitoring of instructional effectiveness. (TExES Pedagogy and Professional Responsibilities EC-12 Domain 2, Competency 008E)

5. understands and applies knowledge of ethnic, cultural, linguistic and socioeconomic diversity and the significance of individual diversity for evaluation, planning and instruction.
  a. Demonstrate knowledge of issues related to the identification of disabilities in individuals from ethnically, culturally, linguistically and/or socioeconomically diverse backgrounds.
  b. Recognize how the ethnic, cultural and environmental background of students and their families, including linguistic and socioeconomic diversity, may affect evaluation, planning and instruction.
  c. Demonstrate awareness of issues related to the representation in special education of populations that are culturally and linguistically diverse.

2. understand and apply knowledge of professional practices, roles and responsibilities and the philosophical, legal and ethical foundations of evaluation related to special education.
  a. Apply knowledge of state and federal laws, rules and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs.
  b. Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers and other professionals in relation to individual learning needs.
  c. Know organizations and publications relevant to the field of educational diagnosis and demonstrates awareness of the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families and/or colleagues.

3. Engaging in Professional Learning and Practice within Ethical Guidelines (CEC Initial Preparation Standard 1.0)
  a. practice within ethical guidelines and legal policies and procedures. (CEC Initial Preparation Standard 1.0, component 1.1)
  b. advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds. (CEC Initial Preparation Standard 1.2)
  c. Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices. (CEC Initial Preparation Standard 1.3)

4. Supporting Social, Emotional, and Behavioral Growth (CEC Initial Preparation Standard 6.0)
   a. Describes how to use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being. (CEC Initial Preparation Standard 6.0, component 6.2)
   b. Describes how to systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments. (CEC Initial Preparation Standard 6.0, component 6.3)
5. Demonstrates how to Collaborate with Team Members (CEC Initial Preparation Standard 7.0)
   a. utilize communication, group facilitation, and problem–solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs. (CEC Initial Preparation Standard 7.0, Component 7.1)

See Appendix A for a complete list of standards/competencies
Student Handbook
Refer to: Student Handbook-2019-20

Academic Misconduct Policy & Procedures
Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
Office of Student Conduct
Grading/Assessment

Assignments/Tests	Points
Module Tests 4 x 100	400
Ordeal by Check Story Board Assignment	25
IRIS Reflection	25
Case Study Assignment	25
Standards Based IEP Case Study-Final	400

Table 2: Total points for final grade.

Grade	Points
A	787.5 and above
B	700 - 787
C	612.5-699
D	525-612
F	524 or less

Exams
Module tests are a combination of T/F, Multiple Choice, and Short Answer questions. Each test is worth 100 points which is about 11% of the total grade. Together the module tests make up about 46% of your final grade. The tests are not timed.

Extra Credit
I do not offer extra credit in this course.

Late Work

The official policy for this class is that NO late work is accepted. However, I do understand that life events can throw you a curve ball. Therefore, if you see that you will be having difficulty turning your work in by the deadline, you MUST contact me and I will determine what extension will be provided. Often it is an additional 5 days and there will be a late grade consequence. The consequence is that the best grade you can receive would be 70% of the maximum points (i.e. if an assignment is worth 10 points, the maximum grade you could receive is 7 points). If you do not submit the assignment by the extended time you will receive a 0 for the assignment.

Make Up Work/Tests

Make up work is determined by a case by case basis.

Important Dates

Last day for term schedule changes: January 13th
Deadline to file for graduation: March 21st
Last Day to drop with a grade of "W:" March 21st at 4 PM.
Refer to: Drops, Withdrawals & Void

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Attendance Policy
Absence Policy - Professional teachers are dependable, reliable, and responsible professional disposition. Therefore, candidates are expected to be on time and prepared for **every** class, and to stay for the **entire** class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. **Candidates will receive a full grade reduction after 3rd absence and again on the 6th absence after the 9th absence the student will be given a failing grade and dropped from the course.**
Instructor Drop. An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.
 A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Computer Requirements

This class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not***

be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings. Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our classes can be accessed from any computer in the world which is connected to the internet. Contact me immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

Instructor Class Policies
Change of Schedule
A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy
A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities
In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

Universal Design for Learning (UDL) Principles*
UDL is a set of instructional practices that provide all students the ability to access information, interact with the information, and demonstrate learning that best meets their unique needs. According to CAST, "UDL is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (2021, para. 1). The UDL guidelines are based on the why, what, and how of learning. The guidelines are various evidenced based strategies that help scaffold student's learning.

The course was developed using the UDL principles in mind. Therefore, you are provided multiple means of Representation through books, journals, videos, recorded webinars, etc. I also believe that I offer you multiple means of engagement as best as we can in an online course. I do believe that we can do better and I am in the process of identifying some options.

Regarding multiple means of expression, you will be able to select which ever process best meets your unique needs in submitting your work. All the assignment dropboxes are set up to accept a wide variety of files. Everything from Word documents, PDF files, audio files and video files.

Therefore, for every assignment that has a dropbox, you may choose how you will be able to share with me what you learned from the assignment. It can be a drawing, an audio describing what you learned, A video describing what you learned. I am allowing you to turn in whatever is best for you to describe what you learned and your reflection of how you will use the information in your current and/or future practice.

Tests are another issue. If you need me to set up a time to make the test oral, I will need you to schedule a time to do that. With Written response questions I have added the opportunity for you to either add a file or to record an audio or a video to answer those questions.

College Policies

Campus Carry Rules/Policies
Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Classes Begin: 1/10/22
Holiday 1: 1/17/22
Spring Break 3/12-3/19
Spring Holiday 2 4/13-17
Last day of classes 4/29/22
Finals 5/2-5/6
Commencement 5/7/22

SPED 4123 Sped Assessment Course Calendar

Module 1- Introduction to Assessment Dates 1/10/22 – 2/4/22
- Module Topics:
  - What is assessment?
  - Why do we need assessment?
  - Legal issues.

- Activities:
  - Ordeal by check-Story Board Creator Assignment-25 Points
  - Reading Assignments-These will be assessed in the module test.
    - Chapter 1-Introduction
    - Chapter 2-Laws, Ethics, and Issues
    - Chapter 3-Descriptive statistics
    - Chapter 4-Reliability and Validity
    - Chapter 5-An Introduction to Norm-Referenced Assessment
  - Module 1 Test-100 Points (The module test will open on 2/4/22 at 5 PM and close 2/10/22 at 11:59 PM).

Module 2-Assessing Students-Dates: 2/7/22 – 3/4/22
- Understanding MTSS/RTI
- Giving Notice and obtaining consent-in class activity
- Progress Monitoring
- Collecting Data
  - Writing measurable goals
  - Collecting data
  - Graphing data
  - Using the data to make decisions
- Intensifying Interventions
- Activities
  - IRIS Activities-Create a single 1000 word reflection over the 5 RTI modules from IRIS-25 points.
    - RTI (Part 1): An Overview
    - RTI (Part 2): Assessment
    - RTI (Part 3): Reading Instruction
    - RTI (Part 4): Putting It All Together
    - RTI (Part 5): A Closer Look at Tier 3
  - Reading Assignments-These will be assessed in the module test.
    - Chapter 6-Curriculum Based Assessment and Other Informal Measures
    - Chapter 7-Response to Intervention and Progress Monitoring
    - Chapter 8-Academic Assessment
    - Chapter 9-Assessment of Behavior
  - Out-of-Class Activities
    - Writing objectives and Collecting Data
    - Module 2 Test – 100 points (The module test will open on 3/4/22 at 5 PM and close 3/10/22 at 11:59 PM).
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Module 3-Curriculum-Based Assessment Dates: 3/7/22 – 4/8/22 (Includes Spring Break, March 14-19 and Easter Break, April 14 to 18).
- Introduction to CBM
- What is the difference between CBA & CBM?
- CBM for Assessment and Problem Solving
  - Case study assignment – 25 points
  - Module 3 test (The module test will open on 4/8/22 at 5 PM and close 4/14/22 at 11:59 PM).

Module 4-Interpreting Assessment Results and developing IEP Goals and objectives Dates: 4/11/22 – 4/28/22

- Reading Assignments Read the Chapters out of Developing Educationally Meaningful and Legally Sound IEPs – The reading assignments will be assessed in the module 4 test.
- Interpreting results and developing measurable goals
  - Standards Based IEP Case study - Final– 400 Points
  - Module 4 Test (The module test will open on 4/28/22 at 5 PM and close 5/4/22 at 11:59 PM).

References/Scientifically-Based Research/Additional Readings:

Andrews, E. F. (2019). *Disability as diversity: Developing cultural competence.* Oxford University Press.

Brown-Chidsey, R. & Bickford, R. (2016). *Practical handbook of multi-tiered systems of support: Building academic and behavioral success in schools.* Guilford Press.

Byrnes, J. P. (2021). Cognitive development for academic achievement: Building skills and motivation. Guilford Press.

Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR). (2021, August, 1). *High leverage practices in special education.* CEEDAR Education. https://ceedar.education.ufl.edu/high-leverage-practices/.

Council for Exceptional children (2021, August, 1). *Professional preparation standards.* CEC. https://exceptionalchildren.org/professional-preparation-standards.

Council for Exceptional Children (2021, December, 1). Assessment and accountability-Draft. https://exceptionalchildren.org/sites/default/files/2021-12/Assessment%20and%20Accountability%20-%202021.pdf.

Education Service Center Region 18. (2021, August, 1). Legal framework for the child-centered special education process. ESC18. http://framework.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx.

Ferris, S. J. (2014). "Revoicing: A Tool to Engage All Learners in Academic Conversations." The reading teacher, 67(5), pp. 353–357. International Literacy Association, Inc.

Fletcher, J., Lyon, R., Fuchs, L., & Barnes, M. A. (2019). Learning disabilities: From identification to intervention. (2nd Ed.) Guilford Press.

Hosp, M. K., Hosp, J. L., & Howell, K.W. (2016). ABC's of CBM: Practical guide to curriculum-based measurement. Guilford Publications. ISBN-13: 9781462524662 Digital ISBN-13: 9781462524679.

Howard, T. C. (2019). Why race and culture matter in schools: Closing the achievement gap in America's classrooms, (2nd Ed.) Teachers College Press.

International Dyslexia Association. (2018). *Knowledge and practice standards for teachers of*

reading, (2nd Ed.). International Dyslexia Association.
https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk.

Longmore, P. K. & Umansky, L. (Eds.) (2001). *The new disability history: American perspectives.* New York University Press.

Mather, N., Goldtein, S., & Exlund, K. (2019) *Learning disabilities and challenging behaviors: Using the building blocks model toguide intervention and classroom management.* (3ʳᵈ Ed.). Brookes Publishing.

McLeskey, J., Barringer, M., Billingsley, B., Brownell, M., Jackson, D. Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017). *High-leverage practices in special education.* CEC & CEEDAR Center.

Murawski, W. W. & Scott, K. L. (Eds.). (2017). *What really works with exceptional learners.* Corwin & CEC.

Murawski, W. W. & Scott, K. L. (Eds.). (2019). *What really works with universal design for learning.* Corwin

National Institutes of Health, Child Development and Behavior Branch. (2019) National reading panel U.S. Department of Health and Human Services. https://www.nichd.nih.gov/research/supported/nrp.

Overton, T. (2015). Assessing learners with special needs, 8th Edition. Pearson. ISBN-13: 9780133856415, Digitial ISBN-13:9780134019512.

Rodriquez, J. A. & Murawski, W. W. (Eds.) (2022). *Special Education law and policy: From foundation to application.* Plural Publishing.

Sousa, D. A. (2016). *How the Special Needs Brain Learns. (*3ʳᵈ Ed). Corwin.

Texas Education Agency. (September 23, 2021). Updates to Dyslexia Handbook: Procedures concerning Dyslexia and related disorders (Dyslexia Handbook 2018). https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/updates-to-dyslexia-handbook-procedures-concerning-dyslexia-and-related-disorders-dyslexia-handbook.

Texas Education Agency. (2018). The dyslexia handbook: procedures concerning dyslexia and related disorders. https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook_Approved_Accomodated_12_11_2018.pdf.

Yell, M. (2019). *The law and special education.* Pearson.

Yell, M., Bateman, D. F., & Shriner, J. G. (2021). Developing educationally meaningful and legally sound IEPs (Special education law, policy, and practice). Roman & Littlefield. ISBN-13: 978-1538138014

Wright, J. (2007). *RTI toolkit: A practical guide for schools. National Professional Resources.*

Vaughn, S. R., Bos, C. S. & Schumm, J. S. (2018). Te*aching students who are exceptional, diverse, and at risk in the general education classroom*, (7th Ed.). Pearson.

Appendix A: Standards/Competencies
Initial Practice based Professional Standards for Special Education 2020

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines:
Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.
Component 1.1: Candidates practice within ethical guidelines and legal policies and procedures.
Component 1.2: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.
Component 1.3: Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.

Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs:
Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
Component 2.1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.
Component 2.2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge:
Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

Component 3.1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.
Component 3.2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.

Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making:
Candidates 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.

Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

Component 4.1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

Component 4.2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

Component 4.3: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

Standard 5: Supporting Learning Using Effective Instruction Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction:

Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

Component 5.1: Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.

Component 5.2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.

Component 5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.

Component 5.4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.

Component 5.5: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.

Component 5.6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

Standard 6: Supporting Social, Emotional, and Behavioral Growth:

Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development. **Component 6.1:** Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities. **Component 6.2:** Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.

Component 6.3: Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

Standard 7: Collaborating with Team Members:
Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.
Component 7.1: Candidates utilize communication, group facilitation, and problem–solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.
Component 7.2: Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.
Component 7.3: Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.
Component 7.4: Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

The TExES Special Education EC–12 Standards ©2019 Domain I—Understanding Individuals with Disabilities and Evaluating Their Needs

Competency 001—The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.
The beginning teacher:
  A. Knows characteristics of individuals with different types of disabilities, including individuals with different levels of severity and multiple disabilities across eligibility categories, and analyzes the impact of various disabilities on learning and experience.
  B. Knows how the developmental, academic, social, career and functional characteristics of individuals with disabilities relate to levels of support needed and applies knowledge of human development and disabilities to plan and implement appropriate curriculum.
  C. Knows theoretical explanations for behavioral disorders and analyzes the varied characteristics of behavioral disorders and their effect on learning.
  D. Knows the different ways that students with and without disabilities learn.
  E. Applies knowledge of human development and the effects of various types of disabilities on developmental processes in order to identify the needs of individuals with and without disabilities.
  F. Understands the effects of cultural and environmental influences (e.g., linguistic characteristics, socioeconomic issues, abuse/neglect, substance abuse) on the child and family.
  G. Understands normal, delayed and disordered communication patterns, including nonsymbolic communication, and the impact of language development on the academic and social skills of individuals with disabilities.
  H. Knows aspects of medical conditions affecting individuals with disabilities, including the effects of various medications on behavior and functioning and the implications of medical complications for student support needs (e.g., seizure management, tube feeding, catheterization, cardiopulmonary resuscitation [CPR]).
  I. Understands ways in which physical disabilities and health impairments relate to development and behavior, and knows the etiologies and effects of sensory disabilities and other conditions affecting individuals with disabilities.

Competency 002—The special education teacher understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.
The beginning teacher:
  A. Applies knowledge of basic terminology used in assessment and evaluation, the uses and limitations of various types of instruments and techniques and methods for monitoring the progress of individuals with disabilities.

B. Understands ethical concerns related to assessment and evaluation, including legal provisions, regulations and guidelines regarding unbiased evaluation and the use of psychometric instruments and instructional assessment measures with individuals with disabilities.

C. Identifies appropriate evaluation strategies for individual students with diverse characteristics and needs (e.g., related to culture, language, personal beliefs, nature, severity of disabilities).

D. Applies knowledge of procedures for screening, prereferral intervention, referral and determining eligibility, including criteria used to determine eligibility.

E. Knows how to gather back ground information regarding academic, medical and family history, collaborate with parents/guardians and with other professionals to conduct assessments and evaluations, document ongoing student assessment and maintain accurate records.

F. Knows how to interpret and apply information from formal and informal assessment and evaluation instruments and procedures, including interpreting various types of scores (e.g., standard scores, percentile ranks, age/grade equivalents).

G. Knows how to communicate assessment and evaluation results appropriately to individuals with disabilities, parents/guardians, administrators and other professionals.

H. Understands the reciprocal nature of assessment and instruction; applies skills for developing individualized assessment strategies to evaluate the results of instruction; and knows how to use assessment and evaluation results to design, monitor and modify instruction for individuals with disabilities.

I. Knows how to design and use ecological assessments, portfolio assessments, task analysis and functional assessments (e.g., behavioral, social, communication) to accommodate the unique abilities and needs of individuals with disabilities.

J. Applies skills for using assessment and evaluation information from various sources (e.g., teachers, other professionals, parents/guardians, individuals with disabilities) to make instructional decisions, plan effective programs for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds, and identify supports needed for integration into various program placements.

Domain II—Promoting Student Learning and Development

Competency 003—The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.

The beginning teacher:

A. Knows how to select, develop and apply instructional content, materials, resources and strategies that are responsive to cultural and other factors (e.g., language, religion, gender, personal beliefs, nature and severity of disability).

B. Knows curricula for developing cognitive, academic, social, language, affective, motor, functional, transition and career life skills for individuals with disabilities.

C. Knows the role of the Texas Essential Knowledge and Skills (TEKS) in developing Individualized Education Programs (IEPs) for students with disabilities and applies skills for sequencing, implementing and evaluating individual learning objectives.

D. Applies procedures for developing and using Individualized Education Program (IEP) objectives to plan instruction for individuals with disabilities.

E. Prepares, adapts and organizes materials to implement developmentally appropriate and age- appropriate lesson plans based on Individualized Education Program (IEP) objectives for individuals with disabilities.

F. Applies knowledge of issues, resources and appropriate strategies for teaching students with disabilities in specialized settings (e.g., alternative schools, special centers, hospitals, residential facilities), including transitions to and from school- and community-based settings.

G. Knows how to collaborate with other professionals to interpret and use sensory, mobility, reflex and perceptual information to create appropriate learning plans (e.g., sensory stimulation, physical positioning, lifting).

H. Understands the reciprocal nature of assessment and instruction; applies skills for effective instruction in the least restrictive setting for individuals with disabilities.

I. Knows how the general or special classroom and other learning environments (e.g., home, job site, cafeteria, transportation, community) impact student learning and behavior and applies strategies for planning educational environments that promote students' learning, active participation, communication, self-advocacy, increased independence and generalization of skills.

J. Identifies ways in which technology can assist in planning and managing instruction for individuals with disabilities.

K. Knows how to use local, state and federal resources to assist in programming for individuals with disabilities.

Competency 004—The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.

The beginning teacher:

A. Applies procedures for ensuring a safe, positive and supportive learning environment in which diversities are valued and knows how to address common environmental and personal barriers that hinder accessibility for and acceptance of individuals with disabilities.
B. Knows how to use instructional time efficiently and effectively for individuals with disabilities.
C. Knows how to design, structure and manage daily routines, including transition time, for students in a variety of educational settings and applies procedures for monitoring behavior changes across activities and settings.
D. Applies knowledge of basic classroom management theories, methods and techniques for individuals with disabilities, research-based best practices for effective management of teaching and learning and management procedures that are appropriate to individual needs.
E. Identifies ways in which technology can assist in managing the teaching and learning environment to meet the needs of individual students.
F. Knows various types of assistive technologies, devices, services and resources and their role in facilitating students' educational achievement, communication, positioning, mobility and active participation in educational activities and routines.
G. Knows how to make informed decisions about types and levels of assistive technologies, devices and services for students with various needs, collect and analyze information about a student's environment and curriculum to identify and monitor assistive technology needs and support the use of assistive technologies, devices and services.
H. Understands the reciprocal nature of assessment and instruction; applies skills for technologies, devices and services for students with various needs.
I. Applies procedures for coordinating activities of related services personnel and directing the activities of paraprofessionals, aides, volunteers and peer tutors.
J. Under the direction of related services personnel, applies knowledge of appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning and seating.

Competency 005—The special education teacher knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.
The beginning teacher:
A. Analyzes cultural factors and perspectives that affect relationships among students, parents/guardians, schools and communities with regard to providing instruction for individuals with disabilities.
B. Knows how to serve as a resource person for families, general education teachers, administrators and other personnel in recognizing the characteristics of and meeting the needs of individuals with learning differences in the general education classroom.
C. Knows how to use assessment results to design, monitor and adapt instruction to enhance student learning and applies skills for selecting, adapting and using effective, research-based instructional strategies, practices and materials that are developmentally appropriate and age appropriate and that meet individual needs.
D. Knows instructional, compensatory, enrichment and remedial methods, techniques and curriculum materials and applies strategies for modifying instruction based on the differing learning styles and needs of students.
E. Applies knowledge of techniques for motivating students, including the effects of high teacher expectations on student motivation.
F. Knows life-skills and self-help curricula and strategies for providing students with life-skills instruction relevant to independent or assisted living and employment.
G. Knows how to select and use appropriate technologies to accomplish instructional objectives and applies skills for appropriately integrating technology into the instructional process.
H. Applies strategies for integrating affective, social and career/vocational skills with academic curricula, teaching students with disabilities to solve problems and use other cognitive strategies to meet their individual needs and facilitating maintenance and generalization of skills across learning environments.
I. Knows how to adapt lessons to maximize the physical abilities of individuals with specialized needs.
J. Knows how to integrate related services into all types of educational settings.
K. Knows how to provide community-referenced and community-based instruction as appropriate.
L. Knows how to design and implement instruction in independent living skills, vocational skills and career education for students with physical and health disabilities and how to promote the use of medical self-management procedures for students with specialized health care needs.

Competency 006—The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.
The beginning teacher:
A. Applies knowledge of how culturally and/or linguistically diverse back grounds of students impact behavior management and social skills instruction.
B. Recognizes ways in which teacher attitudes and behaviors and personal cultural biases influence the behavior of students.

C. Applies knowledge of ethics, laws, rules and procedural safeguards related to planning and implementing behavior management and discipline for individuals with and without disabilities.

D. Knows theories relating to student problem behavior (e.g., noncompliance, self-stimulation, self-injury, withdrawal, aggression, defiance) and the theoretical basis of behavior management techniques (e.g., positive behavioral support, reinforcement, proactive strategies, reductive strategies that decrease negative behaviors).

E. Develops and/or selects social skills and behavioral curricula and strategies that promote socially appropriate behavior and prepares individuals to live cooperatively and productively in society.

F. Incorporates social skills instruction across settings and curricula and knows how to design, implement and evaluate instructional programs that enhance an individual's social participation in family, school and community activities.

G. Identifies realistic expectations for personal and social behavior in various settings and applies procedures for increasing an individual's self-awareness, self-control, self-management, self-reliance and self- confidence.

H. Knows strategies for modifying learning environments (e.g., schedule, physical and instructional arrangements) to promote appropriate behaviors.

I. Knows the impact of language on an individual's behavior and learning and knows how the communication skills of nonspeaking/nonverbal individuals affect their behavior.

J. Understands functional behavior assessments and evaluations and their role in developing behavior intervention plans.

K. Knows strategies for crisis prevention, intervention and postvention; applies procedures for developing, implementing and evaluating individual behavior crisis-management plans in educational settings; and implements the least intensive intervention consistent with individual needs.

Competency 007—The special education teacher understands and applies knowledge of transition issues and procedures across the life span.
The beginning teacher:

A. Knows how to plan, facilitate and implement transition activities as documented in Individualized Family Services Plans (IFSPs) and Individualized Education Programs (IEPs).

B. Knows how to plan for and link students' current and previous developmental and learning experiences, including teaching strategies, with those of subsequent settings.

C. Knows programs and services available at various levels and how to assist students and families in planning for transition.

D. Knows how to teach students skills for coping with and managing transitions.

E. Knows sources of unique services, networks and organizations for individuals with disabilities, including career, vocational and transition support.

F. Applies knowledge of procedures and supports needed to facilitate transitions across programs and placements.

G. Knows how to collaborate with the student, the family and others to design and implement transition plans that meet identified student needs and ensure successful transitions.

H. Applies skills for communicating with families about issues related to transition and strategies for helping their children make successful transitions.

Domain III—Promoting Student Achievement in English Language Arts and Reading and in Mathematics

Competency 008—The special education teacher promotes students' performance in English language arts and reading.
The beginning teacher:

A. Applies knowledge of developmental processes associated with communication systems (e.g., listening, speaking, writing), including emergent and preliteracy skills, and knows how to provide a variety of opportunities for students with disabilities to learn communication skills.

B. Knows how to use a variety of assessment practices and procedures to plan and implement instruction in English language arts and reading that is responsive to the strengths and needs of individuals with disabilities.

C. Knows the nature and stages of literacy development, and various contexts and methods for promoting students' literacy development.

D. Applies knowledge of phonological and phonemic awareness and strategies for promoting the phonological and phonemic awareness of students with disabilities.

E. Applies knowledge of the alphabetic principle and word analysis skills (e.g., decoding, structural analysis, sight word vocabulary) and knows how to provide students with disabilities with systematic instruction that promotes their ability to apply the alphabetic principle and word analysis and decoding skills.

F. Applies knowledge of reading fluency and the relationship between reading fluency and reading comprehension and knows how to provide students with disabilities with systematic instruction that promotes their reading fluency.

G. Knows the importance of comprehension in reading and knows how to provide students with disabilities with instruction in the use of skills and strategies (e.g., critical/creative thinking) to promote their reading comprehension.

H. Knows how to provide students with disabilities with systematic instruction to develop skills in writing conventions and competence in written communication.

I. Knows the relationship between learning and effective study, critical-thinking and inquiry skills and knows how to use various methods and strategies to teach students with disabilities to apply study, critical- thinking and inquiry skills.

J. Knows skills for interpreting, analyzing, evaluating and providing visual images and messages and knows how to provide systematic instruction that helps students with disabilities learn to interpret, analyze, evaluate and create visual images and messages in various media and technologies.

Competency 009—The special education teacher promotes students' performance in mathematics.

The beginning teacher:

A. Knows how to use a variety of assessment methods to monitor the mathematical understanding of students with disabilities and adapt mathematics instruction to address individual strengths and needs.

B. Knowshowtoprovidemathematicsinstructionthatisbasedonprinciplesofchildren'slearningand development and that reflects recognition of common misconceptions and sources of error in mathematics.

C. Knows how individuals learn and develop mathematical skills, procedures and concepts.

D. Understands numbers, number systems and their structure, operations and algorithms and quantitative reasoning and uses various instructional strategies and resources, including technology, to help students with disabilities understand and apply related content and skills.

E. Understands patterns, relations, functions and algebraic reasoning and analysis and uses various instructional strategies and resources, including technology, to help students with disabilities understand and apply related content and skills.

F. Understands geometry, spatial reasoning and measurement concepts and principles, and uses various instructional strategies and resources, including technology, to help students with disabilities understand and apply related content and skills.

G. Understands principles and applications of probability and statistics and uses various instructional strategies and resources, including technology, to help students with disabilities understand and apply related content and skills.

H. Applies knowledge of methods, strategies and resources for teaching students with disabilities to engage in mathematical reasoning and problem solving, apply mathematics in a variety of contexts and communicate mathematically.

Domain IV—Foundations and Professional Roles and Responsibilities

Competency 010—The special education teacher understands the philosophical, historical and legal foundations of special education.

The beginning teacher:

A. Knows the historical foundations of special education, major contributors to the literature, major legislation relevant to knowledge and practice in the education of individuals with disabilities and current issues and trends in special education.

B. Applies knowledge of models, theories and philosophies that provide the basis for special education practice.

C. Applies current educational terminology and definitions regarding individuals with disabilities, including professionally accepted classification systems and current incidence and prevalence figures.

D. Analyzes issues relating to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds.

E. Understands factors that influence the overrepresentation of culturally and/or linguistically diverse students in programs for individuals with disabilities.

F. Recognizes various perspectives (e.g., medical, psychological, behavioral, educational) regarding definitions and etiologies of disabilities.

G. Understands cultural variations in beliefs, traditions and values and their effects on the relationships among child, family and school.

H. Applies knowledge of the continuum of placement and services for individuals with disabilities.

Competency 011—The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

The beginning teacher:

A. Knows how to exercise objective professional judgment, maintain a high level of competence and integrity in professional practice and participate in professional activities and organizations that may benefit individuals with disabilities, their parents/guardians and/or colleagues.
B. Knows consumer and professional organizations, publications and journals relevant to individuals with disabilities and knows how to access information on cognitive, communicative, physical, cultural, social and emotional characteristics and needs of individuals with disabilities.
C. Applies skills for participating effectively in identifying, diagnosing, placing and developing programming for students with disabilities, including using advocacy skills and competencies to support the education of students in least restrictive environments.
D. Applies knowledge of assurances and due process rights related to assessment, eligibility and placement and knows the rights and responsibilities of parents/guardians, students, teachers, other professionals and schools.
E. Knows legal and ethical issues (e.g., liability) relevant to working with individuals with disabilities and knows how to conduct instructional and other professional activities consistent with the requirements of laws, rules and regulations and local district policies and procedures, including complying with local, state and federal monitoring and evaluation requirements.
F. Knows the roles of and relationships among federal, state and local entities with regard to the regulation and provision of special education and related services, including specialized health care services.
G. Applies knowledge of practices that conform to standards and policies of the profession, including the Code of Ethics and Standard Practices for Texas Educators and the Council for Exceptional Children (CEC) Preparation Standards.
H. Demonstrates awareness of persona lcultural biases and differences that may affectone's teaching and knows how to demonstrate respect for the culture, gender and personal beliefs of individual students.
I. Applies procedures for safeguarding confidentiality with regard to students with disabilities (e.g., by maintaining the confidentiality of electronic correspondence and records, ensuring the confidentiality of conversations) and recognizes the importance of respecting students' privacy.
J. Knows laws, regulations and policies related to the provision of specialized health care in the educational setting.

Competency 012—The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.
The beginning teacher:
A. Understands the collaborative roles of students, parents/guardians, teachers and other school and community personnel in planning and implementing an individualized program and applies effective strategies for working collaboratively in various contexts.
B. Applies knowledge of factors that promote effective communication and collaboration with students, parents/guardians, teachers, paraprofessionals and other school and community personnel.
C. Knows how to foster respectful and beneficial relationships between families and professionals in the school and community.
D. Knows typical concerns of families of individuals with disabilities and appropriate strategies to support families in dealing with these concerns.
E. Applies knowledge of strategies for encouraging and assisting parents/guardians in their role as active participants in their children's education and applies procedures for planning and conducting collaborative conferences with parents/guardians.
F. Applies knowledge of effective communication in various professional contexts and knows ethical practices for confidential communication regarding individuals with disabilities.
G. Knows the types of information generally available from parents/guardians, school officials, the legal system and community service agencies.
H. Applies knowledge of the collaborative and consultative roles of special education teachers, paraprofessionals and other school personnel in integrating individuals with disabilities into general educational settings.
I. Knows how to collaborate with teachers in the general educational setting and other school and community personnel to integrate individuals with disabilities into various learning environments.
J. Knows how to serve as a resource person for families, general education teachers, administrators and other school personnel regarding the characteristics and needs of individuals with disabilities.

Appendix B
Assignment Instructions

Universal Design for Learning (UDL) Principles*

UDL is a set of instructional practices that provide all students the ability to access information, interact with the information, and demonstrate learning that best meets their unique needs. According to CAST, "UDL is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (2021, para. 1). The UDL guidelines are based on the why, what, and how of learning. The guidelines are various evidenced based strategies that help scaffold student's learning.

The course was developed using the UDL principles in mind. Therefore, you are provided multiple means of Representation through books, journals, videos, recorded webinars, etc. I also believe that I offer you multiple means of engagement as best as we can in an online course. I do believe that we can do better and I am in the process of identifying some options.

Regarding multiple means of expression, you will be able to select which ever process best meets your unique needs in submitting your work. All the assignment dropboxes are set up to accept a wide variety of files. Everything from Word documents, PDF files, audio files and video files. Therefore, for every assignment that has a dropbox, you may choose how you will be able to share with me what you learned from the assignment. It can be a drawing, an audio describing what you learned, A video describing what you learned. I am allowing you to turn in whatever is best for you to describe what you learned and your reflection of how you will use the information in your current and/or future practice.

Tests are another issue. If you need me to set up a time to make the test oral, I will need you to schedule a time to do that. With Written response questions I have added the opportunity for you to either add a file or to record an audio or a video to answer those questions.

Ordeal by Check
This assignment you must create a storyboard and is therefore exempt from the UDL multiple means of expression option.
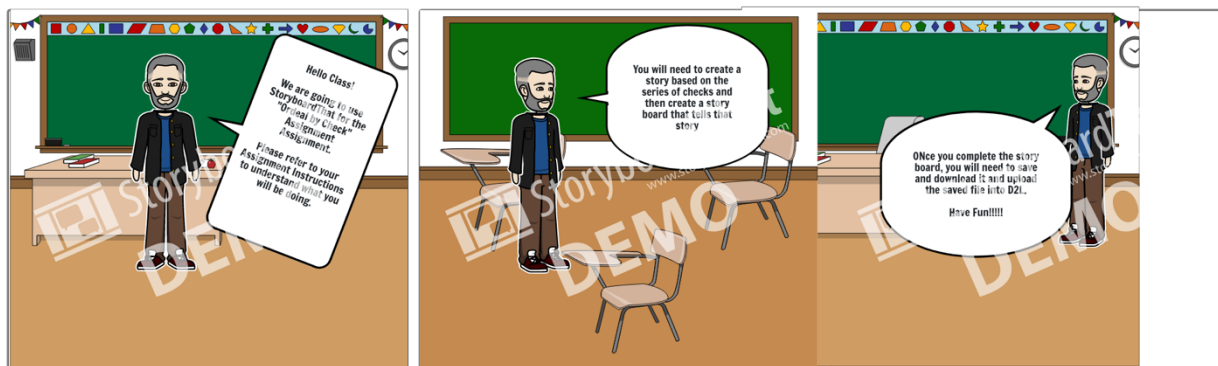**"Storyboard That"™ Assignment**

Understanding what assessment is, is very important. A very basic definition of assessment is a collection of information in order to understand the individual's story and then to make decisions about the next steps. Assessment is a critical piece in a problem-solving decision model such as Response to Intervention or progress monitoring and developing IEP goals and objectives.

You will need to review and analyze the series of checks and then you are to develop a story with all the elements and a conclusion. Once you create the story, you will need to create a story board at the "StoryboardThat"™ website/assignment:
https://www.storyboardthat.com/code/hjcn0n

Example:

Create your own at Storyboard That

Once you complete the story board, upload it to D2L.
This assignment is worth 25 points.
This Assignment assesses the learner's development of the following Standards:

CEC: **Initial Practice based Professional Standards for Special Education 2020**

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines:
Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.
Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs:
Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making:
Candidates 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. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
Component 4.1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.
Component 4.2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.
Component 4.3: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

IRIS Modules for Module 2
You will need to work through the 5 modules on RTI listed below. The list are hotlinks that will take you directly to the specific module. Once you have worked through the modules you will need to do the following:

IRIS Activities-Create a single 1000-word reflection over the 5 RTI modules from IRIS-25 points. The reflection must include specific information that you learned from each of the modules. You may use an alternate UDL means of expression for this assignment. Remember that it must include what you learned from each module

- RTI (Part 1): An Overview
- RTI (Part 2): Assessment
- RTI (Part 3): Reading Instruction
- RTI (Part 4): Putting It All Together
- RTI (Part 5): A Closer Look at Tier 3

Writing objectives and Collecting Data Assignment (25 points):
During class we will learn why it is important to write clear objectives that are measurable.
Then I will ask you to write an observable objective and you will then need to create a data sheet where you will take data on your objective. Once you have completed the data sheet, you will need to upload you objective and data sheet into D2L for grading. An example may be: you are interested in observing how many people will hold the door for someone entering a building such as the student center during lunch time. So your objective cold be written:
How many people will hold the door for someone else as they enter the student center during lunchtime?
Then you will need to collect data by watching a particular door at the student center and count the number of occurrences.

Module 3:
CBA Case Study.
You will be given a specific case where you will need to determine if a student is progressing in order to master a specific academic/curricular objective by the given time. You will need to create a graph that shows the student progress identify the goal ine and then identify the students learning rate. Once you have done that you will then need to determine if the student is expected to meet the objective or not and determine what the next steps would be. When completed, upload to D2L for grading. This is worth 25 points.

Module 4:
Standards Based IEP Case study – Final Assignment– 400 Points

You will be given a case study in which you will be given all the assessment data for a particular student you will need to do the following:

- Conduct an analysis of the assessment data and create an assessment statement of the information (100 points)
- Identify the PLAAFP's for the student. (100 Points)
- Write at least one academic goal and three short-term objectives that is based on the identified PLAAFP's (100 Points).
- Write at least one functional goal and three short-term objectives based on the identified PLAAFP's (100 Points)
- Total points for the final assignment will be 400 points.