SPE 5675.930
Assessments, Programs, and Services for Students with Exceptionalities and English Language Learners

Spring 2020

Instructor: Dr. Melissa Jones-Bromenshenkel
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Office/Phone: 1212 Buzzard, (217) 581-5315

Appointments: Contact Instructor for days/times

Location/Time: Online
Course Description:
This course focuses on administrative selection and use of assessments and assessment strategies and use of data, including RtI data, to provide assistance to teachers and other school personnel in addressing the curricular and behavioral needs of learners with exceptionalities and English Language Learners (ELL). Specific administrative understandings to be developed in this course include: requirements for and development of individualized education programs (IEP) and individual family service plans (IFSP); curricular needs of learners with exceptionalities and English Language Learners; use of data and methods to assist teachers in addressing the curricular needs of learners with exceptionalities and English Language Learners; and curricular modification strategies, including Universal Design for Learning, and evidence-based/research-based instructional strategies to meet the needs of each learner, including those with an IEP/IFSP and English Language Learners. Each candidate will develop a data based plan which focuses on the needs of a school to support services required to meet the needs of students with IEPs; IFSPs; and Section 504 plans; ELL; students at tier two or three in the RtI process; and learners with exceptionalities, including those identified as gifted. This plan will be developed utilizing a collaborative process.

Pre-requisites/Co-requisites
EDL 5600, Introduction to Organization and Administration, and enrollment in, or completion of, an approved “principal preparation program” or permission of the Special Education Department Chairperson.

Learning Model

Textbooks


NOTE: Additional course readings including research articles will be available on D2L and/or through Booth Library e-reserves.
Course Outline:

I. Requirements for and development of individualized education programs (IEP), individual family service plans (IFSP) and Section 504 plans (4 weeks)

   A. Legislation Regarding Students with Disabilities (IDEA, ADA, ESSA)
      1. Federal
      2. State
      3. Documentation for Services, on-going Documentation, and Data (IFSP, IEP, Section 504 Plans)
      4. ESSA and Students with Disabilities

   B. Program Models/Continuum of Services in Special Education

   C. Collaborative Strategies and Related Issues
      1. Planning for support services
      2. Delivery of support services
      3. Grading Practices
      4. Diplomas and Graduation Practices
      5. Discipline, Suspension, and Expulsion
      6. Impartial Hearing/Litigation
      7. Family/Environmental Considerations
      8. Transition Planning for Students with Disabilities and Families

II. Administrative selection and use of assessments and assessment strategies and use of data, including RtI data (2.5 weeks)

   A. Nondiscriminatory assessments
      1. Impact of disabilities
      2. Primary Language

   B. Formal and informal assessments

   C. RtI process and data collection

   D. Modifications and adaptations
E. Use of data, including RtI data, in decision making and provision of services

F. Positive Behavior Supports

III. Measures of K-12 Student Growth (1.5 weeks)

A. Reliable and valid measures of student growth
   1. Student level
   2. District-wide
   3. State

B. Use of student growth measures as indicators of principal and teacher effectiveness

IV. Curricular and behavioral needs of learners with exceptionalities and English Language Learners (4 weeks)

A. Data based determination of curricular and behavioral needs

B. Curricular adaptation strategies, including Universal Design for Learning
   1. Curricular adaptations
   2. Curriculum modification strategies
   3. Tenets of Universal Design

C. Behavioral Needs of Learners
   1. Positive Behavioral Supports
   2. Functional Behavior Assessment (FBA)
   3. Behavior Intervention Plan (BIP)

V. Evaluating and Supporting Evidence-based/Research-based instructional strategies to meet the needs of each learner, including those with an IEP/IFSP and English Language Learners (3 weeks)

A. Differentiated Instruction

B. Evidence based literacy strategies

C. Content enhancement strategies

D. Evidence based numeracy strategies
E. Attention and memory strategies

F. Cooperative learning strategies

G. Co-teaching strategies

H. Direct instruction strategies

I. Peer mediated instructional strategies

J. Problem based learning

K. Self-regulation and self-monitoring strategies
Major assignments:

1. a.) Each candidate will document and submit verification of a minimum of 15 clock hours of collaboration with a special educator, a bilingual teacher, one or more general educators and one or more teachers involved in the RtI process. Each candidate will develop a Data-based Plan which focuses on the needs of a school within the district in which they are employed to support services required to meet the needs of students with IEPs; IFSPs; and Section 504 plans; ELL; students at tier two or three in the RtI process; and learners with exceptionalities, including those identified as gifted. This plan will involve and reflect the collaborative process utilized to develop the plan. If the district in which the candidate is employed does not use an RtI process or if the district demographics do not include a diversity of learners, including ELL, the candidate will consult with teachers/administrators in a district that does and the resulting plan will reflect how support services would be provided additionally to these populations of learners. The Plan must be submitted in the D2L Dropbox for Turnitin “Originality Checking” to receive credit for the assignment. (75 points)

   b.) Candidates will conduct a 10-minute presentation in which they describe the design of their plan and a timeline for implementation as well as a rationale and implications. (15 points)

Additional Assignments:

2. Candidate Led Discussion. Each candidate will be responsible for leading a 20-30-minute discussion (including a class activity) focused on an important topic or reading approved by the instructor. The discussion should include: major ideas, research findings, application to specific populations, central understandings for administrators, and implications for practice. (30 points)

3. Quizzes, Exams, and Application Assignments. Each candidate will complete a minimum of one exam assessing understanding of course content and concepts related to lectures, class discussions, course readings, and other course materials. Quizzes may also be used to assess understanding of material. Application assignments throughout the semester will allow candidates to apply important concepts being learned, read about and discussed. (approximately 50 points)

4. Class Participation. In order to establish a viable professional learning community, it is expected that each candidate fully and consistently participate in all class meetings, projects, group work, and discussions. This should be done in an open-minded, respectful manner with the intent of learning and reflecting on one’s own beliefs, ideas, practices, and values. Moreover, the quality of participation is as important as the quantity of participation. (variable—approximately 50 points)

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.
Course/Department Policies:

Workload Expectations
Given that this is a graduate level course, a minimum of two hours of outside work per credit hour of the course is expected weekly (for a full-term, 16 week course). For an online class, this means that there will be 150 minutes of “instructional” time (e.g. videos, webinars, module completion, etc.) in addition to the six hours of “work” time to study, prepare, and complete class-related tasks and projects.

Appointments/Assistance
Each candidate is encouraged to contact the instructor for assistance with any class-related issues. Appointments are available online and through other various electronic modes of communication (i.e. phone, text, chatrooms, Collaborate Ultra, etc). Communication is essential for one’s success in this course and in the graduate program overall.

Class Engagement
Candidates are expected to access D2L daily and engage in all online activities and group work. If prevented from participating in group tasks and/or completing assignments due to an illness or emergency, it is the responsibility of the candidate to communicate with instructor and group members (if applicable) and make alternate arrangements. Failure to do so may result in point deductions, late assignment penalties, and/or unsuccessful completion of the overall course.

Netiquette
Candidate to candidate and candidate to instructor interaction is a critical element to a successful online course. Consistent with other forms social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following are tips for interacting online via e-mail or discussion board messages:

- Remember that the person receiving your message is someone like you, deserving and appreciating courtesy and respect.
- Be brief; succinct, thoughtful messages have the greatest effect.
- Your messages reflect on you personally; take time to make sure that you are proud of their form and content.
- Use descriptive subject headings in your e-mails.
- Think about your audience and the relevance of your messages.
- Be careful when you use humor and sarcasm; absent the voice inflections and body language that aid face-to-face communication, Internet messages are easy to misinterpret.
- When making follow-up comments, summarize the parts of the message to which you are responding.
- Avoid repeating what has already been said; needless repetition is ineffective communication.
- Cite appropriate references whenever using someone else’s ideas, thoughts, or words.

Response Mode/Time
The instructor will make every effort to respond to questions in a timely manner. The instructor’s EIU email (NOT D2L email) should be used for all communication purposes.
**Policy on Late Assignments**
Assignments are due according to the dates/times listed on the course calendar. Any assignment turned in late, without instructor approval, will be assessed a 10% penalty of the total point value for the assignment for EACH day it is late (including weekends and holidays). All assignments must be submitted by the last day of the course to earn a grade in the course.

**Written Language Standards**
Knowledge of APA style is assumed at the graduate level. Consequently, APA should be used in all writing assignments. If you are unfamiliar with APA, please secure an APA manual or access reputable sites such as Purdue Owl or other university sites (e.g. Penn State, USF, etc.) that provide guidance and citation examples. Overall, the instructor expects all assignments to contain correct mechanics, sentence structure, and paragraph development. The instructor reserves the right to request revision and resubmission of any written work that does not meet graduate level standards.

The Special Education Department at EIU requires that all assignments utilize non-labeling language. Additionally, your instructor encourages you to refrain from using labeling language in your written and verbal communication. The use of labeling language in your written products may negatively impact your grade. Remember: THE PERSON COMES BEFORE THE LABEL!! Examples of labeling and non-labeling language are found below.

<table>
<thead>
<tr>
<th>Labeling Language (NO)</th>
<th>Non-Labeling Language (YES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-special ed kids</td>
<td>-children who receive special education services</td>
</tr>
<tr>
<td>-learning disabled students</td>
<td>-students with learning disabilities</td>
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<tr>
<td>-ED children</td>
<td>-children with Emotional Disorders</td>
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</tbody>
</table>

**Student Conduct Code**
Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database. Violations of the student conduct code include but are not limited to: conduct in subversion of academic standards such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data, and submitting work previously evaluated in another course unless specifically permitted by the instructor. According to the 6th Edition of the APA Publication Manual (2010) the following definitions clarify plagiarism as well as self-plagiarism:

**Plagiarism:** “Researchers do not claim the words and ideas of another as their own; they give credit where credit is due” (p. 15).

**Self-plagiarism:** “Just as researchers do not present the work of others as their own (plagiarism), they do not present their own previously published [or submitted] work as new scholarship” (p 16). This means that a project or paper submitted for another course should NOT be submitted for this course as well.
Technology Support
If you need assistance with D2L, call D2L Support toll free at 1-877-325-7778. Support is available 24 hours a day, seven days a week. Email and Chat options are also available on the "My Home" page after logging in to D2L. Other D2L resources including a D2L Orientation course for students are available "My Home Page. If you are experiencing less than optimal D2L Brightspace performance, review the D2L Brightspace Performance Checklist to assess the issue.

For technical questions regarding other software, hardware, network issues, EIU NetID/password, or Panthermail, contact the ITS Helpdesk at 217-581-4357 during regular business hours or submit a help ticket at https://techsupport.eiu.edu/. If you have a question regarding course content, contact your instructor.

Academic Support
If a candidate has a documented disability and wishes to receive academic accommodations, he/she must contact the Coordinator of the Office of Disability Services (217-581-6583) as soon as possible. Furthermore, candidates requiring special accommodations must address their needs with the instructor early in the semester.

Grading Scale
A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% or more of total points</td>
<td>A</td>
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<td>80-89% of total points</td>
<td>B</td>
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<td>70-79% of total points</td>
<td>C</td>
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<tr>
<td>60-69% of total points</td>
<td>D</td>
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<tr>
<td>Less than 60% of total points</td>
<td>F</td>
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Note: Changes in the course and/or assignments may be made at the purview of the instructor.

Alignment to 2008 ISLLC Standards, SREB Critical Success Factors, and EIU Graduate Goals

<table>
<thead>
<tr>
<th>ISLLC Standards</th>
<th>SREB Critical Success Factors (Knowledge &amp; Skill Development)</th>
<th>Assessments</th>
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<tbody>
<tr>
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<td>#1</td>
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<tr>
<td>Standard 1:</td>
<td>An education leader promotes the success of every student by</td>
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<td></td>
<td>facilitating the development, articulation, implementation,</td>
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<td>and stewardship of</td>
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<td>CFS 1: The school leader is able to create a focused mission</td>
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<td>to improve student achievement and a vision of the elements</td>
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<td>of school, curriculum and instructional practices that make</td>
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| Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. | CFS 2: The school leader is able to set high expectations for all students to learn high-level content. CFS 3: The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement. CFS 6: The school leaders is able to keep everyone informed and focused on student achievement. CFS 9: The school leader is able to understand how adults learn and knows how to advance meaningful change through quality sustained professional development that benefits students. | x | x | x |
| Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. | CFS 8: The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively. Internship CFS 10: The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement. Internship 10b. scheduling time to provide struggling students with the opportunity for extra support (i.e. individual tutoring, small group instruction, extended block time) so that they may have the opportunity to learn mastery CFS 11: The school leader is able to acquire and use resources wisely. | x | x | x |
| Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. | CFS 4: The school leader is able to create a school organization where faculty and staff understand that | x | x | x | x |
| Standard 5: An education leader promotes the success of every student by acting with integrity. | CFS 5: The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement. Internship CFS 7: The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively. Internship CFS 13: The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement. | x | x | x | x |
| Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context. | CFS 12: The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda. | x | x | x | x |

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<tr>
<th><strong>Graduate Level Goals for Learning</strong></th>
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<tbody>
<tr>
<td>a. Depth of content knowledge</td>
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<td>b. Effective critical thinking and problem solving</td>
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<td>c. Effective oral and written communication</td>
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<td>d. Advanced scholarship through research or creative activity</td>
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fairness, and in an ethical manner.

every student counts and where every student has the support of a caring adult.


