

SPE 5675.835/5675.836
Assessments, Programs and Services for Students with Exceptionalities
and English Language Learners

Summer 2017

Instructor: Dr. Kathryn Havercroft
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Appointments: Contact Instructor for days/times

Location/Time:

Section 835/836 (Mt. Vernon)
May 8, 2017 5:00-9:00pm *The remainder of the semester the course will meet online

SPE 5675

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

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

The primary learning model for this course is the Ecological Model (Evans, W.H., Evans, S.S., Gable, R.A., & Schmid, R.E., 1991). Instructional management. Needham Heights, MA: Allyn & Bacon.

Textbooks

Alford, B.J., & Nino, M.C. (2011). *Leading academic achievement for English language learners: A guide for principals*. Thousand Oaks, CA: Corwin Press.

Bateman, D. & Bateman C.F. (2006). *A principal's guide to special education*, (2nd ed.). Arlington, VA: Council for Exceptional Children.

Hall, S.L. (2008). *Implementing response to intervention: A principal's guide*. Thousand Oaks, CA: Corwin Press.

McLaughlin, M. (2009). *What every principal needs to know about special education*. Thousand Oaks, CA: Corwin Press.

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, NCLB)
 - 1. Federal
 - 2. State
 - 3. Documentation for Services, on-going Documentation, and Data (IFSP, IEP, Section 504 Plans)
 - 4. NCLB 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 week)

- 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

Assignments

Major assignment:

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. (30%)

b.) ***Candidates will conduct a 20-30 minute in-class presentation*** in which they describe the design their plan and a timeline for implementation as well as a rationale and implications. (10%)

Additional Assignments:

2. ***Candidate Led Discussion.*** Each candidate will be responsible for leading a 20-30 minute class 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. (10%)

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. (20%)

4. ***Digital Resource Collection.*** Each candidate will choose an electronic means (e.g. LiveBinder, Symbaloo, Pinterest, Pearltrees, PortaPortal, etc.) to compile, organize, and analyze pertinent resources for administrators in their task/role of serving students with exceptional learning and behavioral needs and other differences. (10%)

5. ***Class Participation (online and F2F).*** 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 will occur both online and in class and 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. (20%)

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

Written Language Standards

Written assignments are expected to follow American Psychological Association (APA) 6th Edition style, format, and guidelines. Non-labeling language is expected in all written materials. Candidates in this class will be expected to meet graduate performance criteria associated with grammar, spelling, and sentence structure. The instructor reserves the right to request revision and resubmission of any written work that does not meet graduate level standards.

Plagiarism

Plagiarism is copying someone else's work as if it is your own without providing proper acknowledgement. Eastern Illinois University considers plagiarism a serious offense under its student conduct code, and the penalty can be as serious as expulsion from school. Turnitin, a Web-based plagiarism detection service, is available to EIU faculty, staff and students.

Attendance

Candidates are expected to attend all classes and participate in all online activities. If prevented by an acute illness or an emergency, the Candidate should contact the instructor in as timely a manner as is possible. When the candidate can anticipate the absence, the instructor should be contacted before the absence occurs. The instructor after due consideration to the reason for the absence, may deny the candidate's request to make-up missed assignments or exams. Candidates who are absent from class, for whatever reasons, are held responsible for the material covered during their absence.

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:

90% or more of total points	=	A
80-89% of total points	=	B
70-79% of total points	=	C
60-69% of total points	=	D
Less than 60% of total points	=	F

Late Assignments

Assignments are due the class period of the day listed as the due date and at the time designated by the instructor. Any assignment submitted/posted after the designated due date/time is considered late. Assignments turned in late without instructor approval will result in a 5% deduction of total points for each day assignment is not submitted (including holidays and weekends).

Appointments/Assistance

Each candidate is encouraged to contact the instructor for assistance with any problem and/or for general discussion. Candidates may make appointments in the red book in the SPE Office (1212 Buzzard) or contact the instructor directly to arrange a meeting time. Candidates requiring special accommodations must address their needs with the instructor early in the course of the semester.

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. No audio or video recorders will be allowed in class unless there is a requisition from the Office of Disabilities to do so.

Cell Phone/Electronic Media Access and Use Policy

As graduate candidates and professionals/aspiring leaders, it is expected that the use of cell phones and electronic media will be limited to class topics/activities, etc. during face-to-face meetings and presentations. Furthermore, as much of this class will be conducted using technology (i.e. online), it is expected that candidates familiarize themselves with D2L and check their EIU email daily for class-related messages, information, readings, assignments, etc.

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. This means that if the class holds a weekly F2F meeting, then candidates will have a minimum of 6 hours of additional work to prepare, study, and complete tasks related to the class; if the weekly meeting is online, then the time allotted for the class should be 150 minutes substituted for time in class in addition to the six hours of outside work for that week.

Student Conduct Code: Candidates are responsible for reading and adhering to the Student Conduct Code. Note that Eastern students are expected to observe the highest principles of academic integrity and support a campus environment conducive to scholarship. Violations of this standard include, but are not limited to, conduct in subversion of academic standards such as cheating on examinations, plagiarism, collusion, misrepresentation or falsifications of data, and submitting work previously presented in another course unless specifically permitted by the instructor.

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

ISLLC Standards	SREB Critical Success Factors (Knowledge & Skill Development)	Assessments					
		Assessment Name	Assessment Name	Assessment Name	Assessment Name	Assessment Name	Assessment Name
		#1	#2	#3	#4		
Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	CFS 1: The school leader is able to create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.	x	x				
Standard 2: An education leader promotes the success of every student by advocating, nurturing,	CFS 2: The school leader is able to set high expectations for all students to learn high-level content.	x	x				

and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	<p>CFS 3: The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.</p> <p>CFS 6: The school leaders is able to keep everyone informed and focused on student achievement.</p> <p>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.</p>						
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.	<p>CFS 8: The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively.</p> <p>Internship</p> <p>CFS 10: The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.</p> <p>Internship</p> <p>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</p> <p>CFS 11: The school leader is able to acquire and use resources wisely.</p>	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.	<p>CFS 5: The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement.</p> <p>Internship</p> <p>CFS 7: The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively.</p> <p>Internship</p> <p>CFS 13: The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.</p>	x	x				
Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	CFS 4: The school leader is able to create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.	x	x	x	x		
Standard 6: An education leader promotes the success of every	CFS 12: The school leader is able to obtain support from the central office	x	x	x	x		

student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.	and from community and parent leaders for their school improvement agenda.						
Graduate Level Goals for Learning							
a. Depth of content knowledge		x	x	x	x		
b. Effective critical thinking and problem solving		x	x	x	x		
c. Effective oral and written communication		x	x	x	x		
d. Advanced scholarship through research or creative activity		x	x	x			

SPE 5675 References

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Klingner, J. K., & Harry, B. (2006). The special education referral and decision-making process for English language learners: Child study team meetings and placement conferences. *Teachers College Record*, 108 (11), 2247-2281.

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