EDSP 225: ASSESSMENT AND EVALUATION FOR STUDENTS WITH MILD TO MODERATE SUPPORT NEEDS

In Workflow

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Approval Path

1. Mon, 04 Oct 2021 15:40:37 GMT
   Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 14 Oct 2021 21:46:56 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 22 Oct 2021 19:17:29 GMT
   Karen O'Hara (kdohara): Approved for ED Dean

New Course Proposal

Date Submitted: Sun, 26 Sep 2021 17:09:00 GMT

Viewing: EDSP 225 : Assessment and Evaluation for Students with Mild to Moderate Support Needs
Last edit: Fri, 22 Oct 2021 19:17:25 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

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Catalog Title:

Assessment and Evaluation for Students with Mild to Moderate Support Needs

Class Schedule Title:

Assess & Eval: MMSN

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Teaching Credentials

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2022 (2022/2023 Catalog)

Subject Area: (prefix)

EDSP - Education Specialist Credentials

Catalog Number: (course number)

225

Course ID: (For administrative use only.)
TBD

Units:
3

Is the primary purpose of this change to update the term typically offered or the enforcement of requisites at registration?
No

In what term(s) will this course typically be offered?
Fall, Spring

Does this course require a room for its final exam?
Yes, final exam requires a room

Does this course replace an existing experimental course?
No

This course complies with the credit hour policy:
Yes

Justification for course proposal:
The California Commission on Teacher Credentialing, the governing and accrediting body for all school personnel programs in California, has substantially changed the program standards that all Education Specialist (special ed) credential programs must meet. Substantial course changes are therefore required in order to meet these new standards and new Teaching Performance Expectations (TPEs). The new programs must go into effect beginning Fall 2022 (no student can be admitted into an old program after spring 2022).

This course is designed to prepare teacher candidates in the use of formal and informal assessments to support curriculum, instructional development, and the Individual Educational Plan; all of which are required standards/TPEs in the program.

This course was originally a 2 + 1 unit (EDSP 225A, 2 units; EDSP 225 B, 1 unit) as were all EDSP courses a number of years ago. The rest of the courses have already been combined. EDSP 225 B was the field-based component of EDSP 225A. The faculty determined that the A/B lecture/lab designation and design was not working and have determined that a 3 unit discussion course better meets the program needs. This course has now been changed to EDSP 225 with 3 credit units, with a field-based component integrated into the course.

Three course pre-requisites from previous semesters are required in order to have the content knowledge necessary to successfully learn this course SLOs.

The new course title (compared to the previous 225A and 225B incorporates the new name of the credential.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
Course examines relationship between assessment, curriculum, and instruction through application of formal and informal assessments to support curriculum and instructional development. Candidates administer and interpret norm-referenced, criterion-referenced, and curriculum-based instruments that assess academic achievement, social behavior, and emotional functioning. Candidates learn principles and strategies when collecting and interpreting qualitative and quantitative data from multiple sources. Authentic assessment strategies, specifically designed to support and inform instruction, are emphasized. Field based component included for administering, scoring, and analyzing results from assessments.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

Does this course require safety training?
No

Does this course require personal protective equipment (PPE)?
No

Does this course have prerequisites?
Yes

Prerequisite:
EDSP 220, EDSP 221, EDSP 229

Prerequisites Enforced at Registration?
No

Does this course have corequisites?
No

Graded:
Letter

Approval required for enrollment?
No Approval Required

Course Component(s) and Classification(s):
Lecture

Lecture Classification
CS#02 - Lecture/Discussion (K-factor=1WTU per unit)
Lecture Units
3

Is this a paired course?
No

Is this course crosslisted?
No

Can this course be repeated for credit?
No

Can the course be taken for credit more than once during the same term?
No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
Students will be able to
1. Analyze and Interpret qualitative and quantitative data - including information from students' IEP, IFSP, ITP, and 504 plans - to inform the writing of the IEP goals and objectives, the eligibility decision, the placement in LRE, and to assist students and families in understanding student progress in meeting learning goals. (TPEs: U1.4, U1.5, U5.5, U5.7, U5.8, MM5.1, MM5.2)
2. Apply knowledge of students' prior experience, interests, socio-emotional learning needs, funds of knowledge, cultural/linguistic background, and socio-economic status when interpreting test results (TPEs: U1.1,U1.4, U4.1, MM5.3, MM5.4, MM5.5)
3. Compare and contrast multiple data sources collected from the administered standardized and non-standardized tests (TPEs: U5.1, U5.2, MM5.1)
4. Design and administer holistic and collaborative assessment procedures to address academic, communicative, and socio-emotional needs of students, including English language learners (TPEs: U1.1,U5.1, U5.6, MM5.2, MM5.6).
5. Develop instructional goals based on the assessment results to maximize learning opportunities and provide access to the curriculum by applying instructional technology, UDL/MTSS principles, culturally sustaining instructional activities, and community resources (TPEs: U4.4, MM5.2)
6. Develop critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection (TPE: U1.5)
7. Evaluate the technical rigors of widely used standardized tests using the following criteria: reliability, validity, and norming (TPEs: U5.1, MM5.1)
8. Examine the strengths and limitations of standardized tests with respect to its norming process, culture bias, and standard error of measurements (TPE: U5.1).
9. Formulate assessment procedure that involves the use of technology and, when necessary, student self-assessment/reflection (TPEs: U4.5, U5.3, U5.4)
10. Reflect on one's values and implicit/explicit biases that may positively and/or negatively affect the administration of the test protocols and interpretations of the assessment data (TPE: U6.2)
TPEs = Teaching Performance Expectations
U=Universal TPEs
MM = Mild to Moderate Support Needs Credential TPEs

Attach a list of the required/recommended course readings and activities:

EDSP 225 Readings and activities.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

ASSESSMENTS ALIGNED TO SLOs

1. Mid-term Quiz (SLO 1, 3, 5, 6, 7).
2. Final Exam (SLO 2, 3, 4, 5, 8, 9, 10).
3. Analysis of Student's Academic Functioning:
Qualitative Behavior Observation and Analysis– QBOA (SLO 1, 3, 9).
Interpreting Student's Academic Performance - ISAP (SLO 1, 2, 9).
4. Comprehensive Academic Achievement Report (SLO 1 – 5, 8, 9).
5. Interview, Observation, and Reflective Analysis (SLO 2, 4, 6, 10)
6. Test Review (SLO 7, 8)
7. Synthesis of Empirical Research Articles (SLO 8)
8. Participation (SLO 10)

For whom is this course being developed?

Majors in the Dept

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:
MA in Teaching with Education Specialist Mild to Moderate Support Needs Teaching Credential
MA in Teaching with Education Specialist Mild to Moderate Support Needs Teaching Credential (Multiple Subject)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis
Communication
Information literacy
Disciplinary knowledge
Intercultural/Global perspectives
Professionalism

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

Yes

Program Standards: Please include suggested language changes:

These changes are being made because the program standards from the Commission on Teacher Credentialing have substantially changed. Therefore, our response to the standards must also change (to match the new standards from CTC). Our responses are now fully electronic as required by the Commission on Teacher Credentialing and so "suggested language changes" does not apply (this was confirmed by COE Associate Deans Pia Wong and Karen O'Hara).

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

N/A

Is this change in response to program or unit assessment activities?

No

Will this course introduce any new or changes to program assessments?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Key: 14573