

EDSP 6395

Section 001



10 Week Summer Session, 2019

Syllabus

Basic Information

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OFFICE HOURS: By appointment

This course is a Web Course and is conducted within Canvas at

<http://utpb.instructure.com>

This course is conducted online.

Course Description

Course Catalog Description: This course is an in depth exploration of topics related to diagnostic testing such as the use of authentic assessment and cross-battery assessment in today's schools.

Measurable Learning Outcomes:

Course Objectives: Students will apply skills and knowledge in Domains 1: Students with Disabilities and 2: Foundations and professional roles and responsibilities of the TEA Texas Educator Certification Standards. These domains include the following competencies:

Competency 002:

The educational diagnostician understands and applies knowledge of ethnic, cultural, linguistic and socioeconomic diversity and the significance of individual diversity for evaluation, planning and instruction.

The beginning educational diagnostician:

A. Demonstrates knowledge of issues related to the identification of disabilities in individuals from ethnically, culturally, linguistically and/or socioeconomically diverse backgrounds.

B. Recognizes how the ethnic, cultural and environmental background of students and their families, including linguistic and socioeconomic diversity, may affect evaluation, planning and instruction.

C. Applies knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities.

D. Uses strategies and procedures that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming and placement and that ensure nonbiased results.

E. Demonstrates awareness of issues related to the representation in special education of populations that are culturally and linguistically diverse.

Competency 008:

The educational diagnostician understands and applies knowledge of professional practices, roles and responsibilities and the philosophical, legal and ethical foundations of evaluation related to special education.

The beginning educational diagnostician:

A. Demonstrates knowledge of models and theories that provide the basis for special education evaluations and knows the purpose of evaluation procedures and their relationship to educational programming.

B. Applies 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.

C. Knows how to comply with local, state and federal monitoring and evaluation requirements.

D. Applies knowledge of issues, assurances and due process rights related to evaluation, eligibility and placement within a continuum of services.

E. Demonstrates knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers and other professionals in relation to individual learning needs.

F. Applies knowledge of ethical practices (e.g., in relation to confidentiality, informed consent, placement, state accountability measures).

G. Knows how to create quality educational opportunities that are appropriate for individuals with disabilities and reflect respect for their culture, gender and personal beliefs.

H. Knows qualifications necessary to administer and interpret various instruments and procedures.

I. Knows 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.

Competency 009:

The educational diagnostician develops collaborative relationships and demonstrates skills for scheduling, time management and organization.

The beginning educational diagnostician:

A. Applies skills and strategies for engaging in effective communication, collaboration and consultation with others (e.g., students with disabilities, parents/guardians, classroom teachers, other school and community personnel) to meet the needs of individuals with disabilities in a culturally responsive manner.

B. Demonstrates knowledge of family systems and the role of parents/guardians in supporting student development and educational progress and applies strategies for encouraging students' and families' active participation in the educational team, addressing families' concerns and fostering respectful and beneficial relationships between families and education professionals.

C. Applies skills for effective communication and collaboration in a variety of contexts (e.g., conducting conferences with students and families, working with other professionals to include students in specific learning environments, communicating about characteristics and needs of students with disabilities, reporting and interpreting assessment results to professionals and parents/guardians).

D. Knows the roles of students with disabilities, parents/guardians, teachers and other school and community personnel in planning educational programs and knows strategies for collaborating with team members to develop appropriate educational programs for individuals.

E. Knows how to keep accurate and detailed records of assessments, evaluations and related proceedings (e.g., ARD/IEP meetings, parent/guardian communications and notifications).

F. Demonstrates knowledge of time management strategies and systems appropriate for various educational situations and environments, including the selection, modification and design of forms to facilitate planning and scheduling.

G. Knows how to use technology appropriately to organize information and schedules.

H. Applies knowledge of legal and regulatory timelines, schedules, deadlines and reporting requirements and methods for maintaining eligibility folders and for organizing, maintaining, accessing and storing records.

Basin Vision Statement

The vision of the School of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission Statement

The mission of the School of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners.

This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Teacher Candidates and Other School-Based Professionals:

The faculty expects that candidates will:

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

Candidate Proficiencies:

To achieve the learning outcomes, candidates must demonstrate that they "are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student

learning" (NCATE, 2000, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit.

KNOWLEDGE (K):

Our candidates will exhibit knowledge about and understand the impact on

teaching and student learning of:

1. Theoretical perspectives of the profession
2. The content, processes, and practices appropriate for their students
3. Child and adolescent development
4. Diversity
5. Technology
6. Planning and assessment
7. The learning environment and classroom management
8. Collaboration
9. Legal and ethical issues related to education

SKILLS (S):

Our candidates will be able to:

1. Select appropriate content for use in lesson planning and delivery
2. Apply best practices to promote learning in all students
3. Use knowledge of child and adolescent development to direct their teaching
4. Select from an array of techniques to meet the needs of diverse learners
5. Integrate the use of technology into the learning environment
6. Use appropriate assessments to measure students' developmental progress
7. Develop an appropriate learning environment
8. Apply classroom management techniques
9. Communicate with all members of the educational community (students, families, other educators, administration, community members)
10. Reflect on their professional performance in order to improve their professional effectiveness
11. Employ ethical and legal standards in education

DISPOSITIONS (D):

Our candidates will demonstrate a/an:

1. Respect for themselves and a positive regard for others
2. Passionate nature about learning
3. Belief in the value of a learner-centered instruction
4. Dedication to providing a safe and supportive learning environment
5. Acknowledgement of and respect for the fact people are shaped by their cultures
6. Commitment to clear and accurate communication
7. Professional and ethical attitude
8. Desire to keep current on educational research and practice

DIVERSITY PROFICIENCIES:

1. Instill the awareness of diversity for implementing inclusive instruction

2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
 - a) to strive for social justice, equality, and equity for all learners
 - b) to continue the process of self-growth, narrowing the student achievement gap in our nation
 - c) to empower all learners as citizens in a global society

Prerequisites: A bachelor's degree in a related field (psychology, childhood and family studies, education, etc.)

Materials

Required Materials: Culturally and Linguistically Diverse Students: Strategies for Teaching and Assessment by Elizabeth A. Grassi and Heidi Bulmahn Barker (2010). Sage Publications, INC.

Recommended Materials:

TEExES Education Diagnostician (153) Flashcard Study System: TEExES Test Practice Questions and Review for the Texas Examinations of Educator Standards (Cards).
TEExES Education Diagnosticia (153) Secrets Study Guide: TEExES Test Review for the Texas Examination of Educator Standards.

Other materials: *None*

Important Academic Dates

UTPB [Academic Calendar](#)

Course Overview

The purpose of this course is to attain knowledge on issues of assessing children and adolescents from a diverse set of populations, identifying and reducing testing error and bias, and the professional roles and responsibilities of a diagnostician including collaboration with parents and professionals. Additionally, students will learn about specific requirements for the TEExES certification examination and develop a personal plan in order to pass the certification exam. Upon completion students will be prepared to administer cognitive assessments to individuals from diverse backgrounds, collaborate with a team in order to develop an educational plan, and take their certification examination.

Course Activities

The course is organized by five learning modules. Each module contains assigned Reading and discussions. Additionally, there is a pre-assessment and post-assessment which evaluates the student's competence to pass the TEExES

Diagnostician (153) certification exam.

Module One: State Certification Standards

Module Two: Linking Evaluation to Program Planning

Module Three: Considerations for Culture and Environmental Background

Module Four: Identifying and Reducing Testing Error and Bias

Module Five: Professional Organizations and Publications

There are **SPECIFIC DUE DATES** for each discussion, assignment, and assessment. Information regarding those due dates can be found by viewing the **Course Schedule** in this Syllabus and in the Start Here module in Canvas.

Module Readings: You are expected to read each article, website, or lecture provided in the module thoroughly prior to completing the assignments - failure to do so will undoubtedly result in low assignment grades.

Exams/Quizzes: There will be a mandatory pre-assessment and post-assessment which will evaluate the students competence in taking the TExES certification exam. The pre- assessment results will be used to develop a personal growth plan. Post-assessment results will be used to evaluate if the student's personal growth plan was successful and if the student is prepared to take the TExES certification exam.

Assignments: For module 1 students must complete and submit a personal growth plan, developed based on their pre-assessment results. For module 5 students must submit a 2 page reflection paper.

Reflection Paper: For the seminal course activity in Module 5 students will write a 2 page reflection on their growth and learning that has occurred during the summer assessment courses. The paper should include a review of their comparative pre- assessment/post-assessment scores. Did the personal growth plan work? The reflection should also include a discussion of the most impactful learning moments from this course along with the face to face assessment courses and personal steps and goals for improvement in the future.

Discussions: For each module students will be required to participate in a discussion regarding the module topic. Students are required to make an initial post and respond to two peers in order to receive full credit for the discussion. Students will be graded on a "complete/incomplete" scale.

Course Assessment & Schedule

Course Assessment	DUE DATE
Module One: State Certification Standards	

Pre-Assessment	June 17
Personal Growth Plan-Assignment Submission	June 17
Personal Growth – Discussion 1	June 17
Module 2: Linking Evaluation to Program Planning	
Readings:	July 1
Discussion 2	July 1
Module 3: Considerations for Culture and Environmental Background	
Readings	July 15
Discussion 3	July 15
Module 4: Identifying and Reducing Testing Error and Bias	
Readings	July 22
Discussion 4	July 22
Module 5: Professional Organizations and Publications	
Discussion 5	July 29
Post Assessment	July 29
2 Page Reflection Paper	August 1

Grading Scale:

Grading Scale	
Successfully Completed All Course Activities 9/9 Activities Completed	A
Successfully Complete Most Course Activities 6/9-8/9 Activities Completed	B
Successfully Completed Some Course Activities 3/9-5/9 Activities Completed	C
Minimal or No Course Activity 0/9-2/9 Activities Completed	F

Communication, Grading & Feedback:

I will have your work graded and returned to you with feedback within 2 weeks of the submission date for each assignment. On the grading of each assignment I will use the rubric to indicate where points were earned/lost. I may also provide you with comments and feedback to help you improve your performance. Please review your assignment once it has been graded in order to improve your performance in the future if necessary. If there is any discrepancy in the grade, you must contact me immediately. You can check your grades by going to "Grades". You can also see recently graded assignment on the right hand column under "recent feedback."

As an online course you can expect email response to questions from the instructor within 48 hours on weekdays or on the next business day if contacted on the weekend. You may also call during my posted office hours. If I am going to be out due to ill health, attending a conference, etc., I will notify you using email and the announcements page on Canvas.

There is a communication tools file in the start here portion of the website. This will provide you with all of the instructors contact information.

Please check Canvas announcements frequently for general communication about assignments and other feedback or class wide concerns. You will be able to see upcoming due dates on the right hand column of the screen in Canvas. Also, if you click the "view course stream" you will be able to see announcements, assignment notifications, and discussions added to the course since your last login.

Time Management: Each semester credit hour at U. T. Permian Basin represents a commitment on an average of three hours of "out of class" preparation and one hour of class attendance (or its equivalent) per week. For example, enrolling in a three semester credit hour class commits the student to a total of twelve hours of work per week.

Students who are employed or who have family responsibilities are especially encouraged to bear this commitment in mind and to seek guidance from their academic advisors in determining a suitable academic schedule.

Time management is a critical skill for your success as a graduate student. If you wait until the last and have mapped out two hours the night before an assignment is due, you will most likely not be able to complete it on time...at least not with the quality I am looking for in your work.

Policies

1. **Discussion Board:** Discussion Board is primarily for discussing course related topics and issues.
Best practices are:
 - a. Read all message postings in online discussion.
 - b. Respond to the question directly
 - c. Reply to minimum of two other student posts.
 - d. Use a person's name in the body of your message when you reply to their message.
 - e. Avoid postings that are limited to 'I agree' or 'great idea', etc.
 - f. Ensure responses to questions are meaningful, reflective.
 - g. Support statements with concepts from course readings, refer to personal experience, examples.
 - h. Follow **Rules of Behavior**.

2. **Rules of Behavior:** Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:
 - a. Do not post anything too personal.
 - b. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
 - c. Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
 - a. Be courteous and respectful to other people on the list
 - b. Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
 - c. Use line breaks and paragraphs in long responses.
 - d. Write your full name at the end of the posting.
 - e. Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

2. **Make-Up/Late Submission Policy:**

All course activities must be submitted before or on set due dates. If the student is unable to abide by the due dates, it is her/his responsibility to contact the instructor immediately. There will be a 5 point deduction for each day an assignment is late.

Discussion posts will not be accepted passed the due date. Students will not be allowed to make corrections. Extensions will be provided only to individuals who provide sufficient evidence of need (doctors note, etc.) 24 hours in advance of the deadline.

3. **Academic Dishonesty/Plagiarism/Cheating:** The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook:Scholastic Dishonesty](#).

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in

whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

4. **Attendance and Class Participation:** Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.
5. **Tracking:** The learning management systems have a tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.
6. **Absenteeism:** All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.
7. **Course Incomplete/Withdrawal/Grade Appeal:**
All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

8. **Accommodation for Students with Disabilities:** Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Mr. Paul Leverington

Address: Mesa Building 4242/4901 E. University, Odessa, Texas 79762

Voice Telephone: 432-552-4696

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Computer Skills, Technical & Software Requirements

Students must be able to use a word processor to create, save, and submit files.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

Computer Technical Requirements:

See [Technical Requirements](#).

Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program.

This course satisfies the second method of student verification by requiring the following (non-graded but mandatory):

A clear image of yourself

- a. In color
- b. Well lit, and no shadows on your face or your ID that can obscure your image
- c. Must be taken on the day you submit the photo to reflect your current appearance
- d. Taken in full-face view directly facing the camera
- e. With a neutral facial expression and both eyes open

Then a picture of your ID (can be a UTPB ID or government issued ID) with only your name and picture showing (Picture ID card in which the ID number has been covered (tape over any numbers)).

Make sure to attach both image files in either JPEG or PNG format to the assignment BEFORE you submit it.

Preparation for Emergencies

Computer Crash: Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact: If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files: You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Services for Students with Disabilities (432) 552-4696
Testing Services	Testing Services & Academic Accommodations Department (432) 552-2630
Advising	(432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220

SERVICE	CONTACT
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Student Services (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement

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