Academic Assessment and Intervention
EDP 389H/Unique # 11260
Spring 2014, Tuesdays 9-12
SZB 268

Instructor: Jennifer L. Carter, Ph.D., LSSP
Office Phone: 471-0279
Email: jcarter@austin.utexas.edu (email preferred)
Office and Hours: SZB 254D, by appointment

This course is designed to provide information about response to intervention (RtI) for the academic areas of reading, writing, and math as well as behavioral concerns related to learning and meeting instructional needs of diverse learners. Student will be exposed to instructional strategies, accommodations, and interventions used across the three tiers of RtI, as well as data collection and data-based decision making to check for an effective core instruction, to determine students requiring intervention and to monitor progress in response to intervention strategies. Lastly, the course will provide students with assessment strategies and with norm-referenced tests to assess academic achievement.

Course objectives: After completing this course, the student will be able to

The student will (items/corresponding NASP domains):

1. Gain knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. (2.1 Data-Based Decision Making and Accountability)
2. Demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs. (2.1 Data-Based Decision Making and Accountability)
3. Develop skills in number 2. as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists (2.1 Data-Based Decision Making and Accountability)
4. Demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills. (2.3 Interventions and Instructional Support to Develop Academic Skills)
5. Have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. (2.5 School-Wide Practices to Promote Learning)
6. Gain knowledge about how to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. (2.5 School-Wide Practices to Promote Learning)

7. Gain knowledge about evidence-based strategies to enhance pre-referral services and address potential influences related to diversity. (2.8 Diversity in Development and Learning

Textbooks and other required materials to be furnished by the student:

Dean, C. B., Ross Hubbell, E., Pitler, H. & Stone, B. J. (2013). Classroom Instruction That Works, Second Edition. Alexandria, VA: ASCD.

Hosp, Michelle K., Hosp, John L., & Howell, Kenneth W. (2007). The ABCs of CBM: A Practical Guide to Curriculum-Based Measurement. New York, NY: Guilford Press.

Wendling, Barbara J. & Mather, N. (2008). Essentials of Evidence-Based Academic Interventions. New York, NY: Wiley.

General methodology used in teaching this course: Lecture, discussion, analysis of case vignettes, role play, group and individual project learning

Attendance/Professional Behavior: Class attendance and prompt arrival to class is expected as professional behavior in a training program unless prior arrangements or special circumstances arise on a limited basis (such as for ARD or professional conference presentation). A cumulative number of absences would likely affect your performance and your grade. Please alert Dr. Carter to discuss the situation as soon as possible any time you are absent. If you are too ill to concentrate or participate, or are ill with something that is likely contagious, please take precautions to restore your own health and keep from spreading the illness to others (stay home or wear mask to avoid spreading germs, for example). Active, regular participation in class activities, discussions and role-plays is required. Please be considerate and limit cell phone use for emergencies and computer use to notes. Please limit side conversations. It is considered essential for building skills in this course. Regular use of class Blackboard site for readings, handouts, announcements, and general information is expected. This course will have a lot of discussion time, so please be respectful of your peers and help me create a safe and positive learning environment.

Assignments:

- Talking Points (3 points, 24 total): Due to the scope of material we address in this class, it is essential that students read material and be ready to discuss and ask questions in class. For each day of class, students must come prepared with "**discussion points**." This is an informal, brief list of what you found interesting, confusing, helpful, or even irrelevant from the list of readings for that day. You will be expected to share this with the class in warm up discussions.
- Classroom Strategy Observation at UT Elementary (25 points): You will be responsible for observing 2 classrooms at UT Elementary and completing and assignment with questions related to instructional strategies. If it works out we can possible meet as a class during classtime to complete these observations and then hold the remainder of class at UT Elementary that day.
- Data Decision Making Partner Project – Grade Level (50 points): You will team up with a partner and analyze one grade level's benchmark data for reading, math, and science. You will present to the class your findings in a "gallery walk"
- Data Decision Making Individual Project with Individual Student (50 points): You will receive benchmark data and progress monitoring data for an individual student. You will develop graphs and answer questions related to goals, progress monitoring, and intervention planning.
- Intervention Team Project (100 points): You will divide into teams covering reading, math, and writing. Each team will be given a table with specific intervention strategies or marketed programs. Your job will be to feel the missing components on the table that describe the intervention and then collect examples/handouts related to interventions when possible. The result will be a combined document the class will share as a reference tool. Some class time will be devoted to discuss and share your findings.
- Dyslexia Evaluation Assignment (25 points): You will be given a case study with assessment data and answer questions related to data interpretation and intervention planning.
- Vineland-2 Practice Administration (25 points): You will conduct a practice administration of the Vineland-2 interview on a classmate role playing a parent, score, and interpret results.
- ABAS-2 Scoring (25 points): You will be given a completed ABAS-2 rating scale, score it, and interpret the results.
- Test Review/Presentation (25 points): You will review a test related to reading, writing, math and present it to the class. Presentations will include what the test measures, subtests descriptions (don't teach the test), information about norms, reliability, and validity.
  RAN RAS
  Test of Word Reading Efficiency-2

Clinical Evaluation of Language Fundamentals-5
Nelson Denny Reading
Test of Written Language-4
KEYMATH-3
Oral and Written Language Scales-2
Process Assessment of Learner 2 Reading and Writing
Process Assessment of Learner 2 Math
Test of Early Mathematics Ability, Third Edition
Test of Mathematic Abilities, Third Edition
Test of Reading Comprehension

Total Possible: 350 points

Additional Information:
- ❖ Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, http://www.utexas.edu/diversity/ddce/ssd/. Upon request, according to standard policies at The University of Texas, I will provide appropriate accommodations for qualified students with disabilities.

- ❖ All students should abide by the UT Honor Code (or statement of ethics): http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html). "The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community."

- ❖ By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

- ❖ Lectures may be recorded with instructor's permission, but students do not have the instructor's permission to release any sections of lecture on social media.

- ❖ The following are recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/ :

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

- Behavior Concerns Advice Line (BCAL): 512-232-5050
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

WEEK/DATE	CLASS TOPIC	ASSIGNED READING	ASSIGNMENTS
Week 1 Jan 14	Review syllabus/assignments, WJ-III Achievement	Review Manual	
Week 2 Jan 21	WJ-III Achievement, RTI Framework, General Instructional Strategies	Selected Chapters from Classroom Instruction that Works (will be assigned Jan 14) ABCs CBM Chapters 1&2	
Week 3 Jan 28	Oral Language Development, Reading Instruction and Assessment, Dyslexia	Blackboard Readings ABCs CBM Chapters. 3&4 Essentials – Chapters 2, 3, 4, 5	
Week 4 Feb 4	Reading Continued, Written Language Instruction and Assessment	Blackboard Readings ABCs CBM Chapters 5&6 Essentials Chapters 6&7	
Week 5 Feb 11	Math Instruction and Assessment	Blackboard Readings ABCs CBM Chapters 7 Essentials Chapters8&9	Classroom Strategy Observation Due
Week 6 Feb 18	Tiered Interventions	ABCs CBM Chapters 8	Dyslexia Assignment Due
Week 7 Feb 25	Tiered Interventions		
Week 8 Mar 4	Attention and Executive Functioning Difficulties	Blackboard Readings	Partner Data Analysis Project Due
Week 9 Mar 11	SPRING BREAK		
Week 10 Mar 18	Adaptive Behavior and Social Skills	Blackboard Readings	Group Intervention Projects Due
Week 11 Mar 25	Strategies for English Language Learners	Blackboard Readings	Vineland and ABAS assignments due
Week 12 Apr 1	Assessment of English Language Learners – Rachel Robillard	Blackboard Readings	
Week 13 Apr 8	Math Intervention – JC Sanders		Data Decision Making Individual Project Due
Week 14 April 15	Play-Based Assessment/Screening – Lisa Lassiter	Blackboard Readings	
Week 14	Texas Literacy		

Apr 22	Initiative/Reading Intervention – Jessica Manning		
Week 15 Apr 29			