

EDP 383C

ACADEMIC ASSESSMENT AND INTERVENTION

SPRING 2016

NOTE: NOT THE FINAL VERSION!



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The class will meet 8-11, Tuesdays, in room 268 Sanchez Building. Part of the class may be used for lab. We hope that you will be able to complete some assignments at your shadowing site, and some assignments may overlap with your Behavioral Interventions class.

Course Description:

This course is designed for you to apply theory and research along with psychometric knowledge to the assessment of academic skills, with the intent of using this and other (e.g., cognitive) data to help develop meaningful interventions for children and youth in academic settings. You will acquire skills in assessing broad and specific academic skills. Emphasis will be placed on two broad academic achievement batteries (WJ-IV, WIAT-III, and perhaps the KTEA-III), along with diagnostic tests and curriculum-based measures. Consistent with last semester, you will demonstrate mastery of test administration and scoring, and will continue to develop your skills in test interpretation.

You will learn how to apply your knowledge so that you can properly evaluate assessment measures, and so you can identify broad and specific strengths and weaknesses for an individual. You will learn how to link evidence-based interventions and habilitative strategies with specific learning problems.

The course will 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. Cross-battery assessment will be also be introduced and tied to your previous knowledge about CHC theory.

Overview of Topics:

1. Assessing academic achievement
2. School learning theory
3. Cross-battery assessment
4. Response to intervention
5. Curriculum-based assessment
6. Academic interventions
7. Assessing related areas

Course objectives:

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 & Other Readings:

Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2013). *Classroom instruction that works* (2nd ed.). Alexandria, VA: ASCD.

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of cross-battery assessment* (3rd ed.). New York, NY: Wiley. (available electronically on UT library website)

Hosp, M. K., Hosp, J. L., & Howell, K. W. (2006). *The ABC's of CBM: A practical guide to curriculum-based measurement*. New York: Guilford.

Wendling, B. J., & Mather, N. (2009). *Essentials of evidence-based academic interventions*. New York: Wiley.

Books that may also be helpful (I have copies of these that I will loan to students):

Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2004). *Essentials of assessment report writing*. New York: Wiley.

Mather, N., Wendling, B. J., & Woodcock, R. W. (2015). *Essentials of WJ IV Tests of Achievement assessment*. New York: Wiley.

Shapiro, E. S. (2011). *Academic skills problems: Direct assessment and intervention* (4th ed.). New York, NY: Guilford.

This book will be worth getting when the new version comes out. I have a copy of the old version that I will loan you:

Mather, N., & Jaffe, L. E. (2002). *Woodcock-Johnson III: Reports, recommendations, and strategies*. New York: Wiley.

Chapters, articles, and other readings are in a separate listing. Other readings will likely be assigned throughout the semester.

Overview of Assignments (more detail to follow):

1. WJ-IV administration & scoring. One of two options:
 - a. Practice on a classmate & turn in a video. After approval, administer for real at your shadowing site. Need to coordinate with the TA & your shadowing site.
 - b. Practice on a classmate & administer to a volunteer child (as in Individual Testing). Turn in a video of the administration to the volunteer child.
2. WIAT-III administration & scoring. Same two options as for the WJ-IV.

3. Test presentation & review: you will conduct a review of a diagnostic test in reading, math, or writing (or some other area). You will introduce & review the test in class and briefly explain its administration & interpretation. We will spend more time on some tests than others, with multiple students assigned to those requiring more time.
4. Intervention Team Projects: You will divide into teams covering reading, math, and writing. Each team will have several tasks:
 - a. You will be given a table with specific intervention strategies or marketed programs. Your job will be to update the information, add additional programs, briefly describe the interventions, and 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.
 - b. Present in more detail (both in class and on paper) one of the interventions for your academic area. Most of a class meeting will be devoted to this activity.
5. Integration assignment: We will provide you with pertinent background, cognitive, and achievement data. You will write up the results as in a report.

Professional Behavior:

You are enrolled in a graduate program that has both academic and professional expectations. We expect students to conduct themselves in a professional manner in classes, in practicum settings, and in their work with parents and children. Listed below are some of the behaviors we expect of you professionally (the list is not exhaustive). You are expected to:

1. Attend all classes and be an active contributor.
2. Be on time for class.
3. Treat your professors and fellow students with respect. We will treat you with respect and expect the same in return.
4. Be respectful of the children, parents, and school professionals you work with.
5. Refrain from texting, web browsing, etc. in class.
6. Guard the tests and their items.
7. Treat test results and information shared with you as confidential, high stakes information.

Failure to act in a professional manner will result in a lowering of your final grade, whereas active and professional participation will be considered in deciding on borderline grades.

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.”

Evaluation of the Course:

At the end of the semester, a formal evaluative questionnaire regarding both the curriculum and my instruction will be administered. I will also request your feedback on the work of the TAs. The information gathered from this process will be used to improve future courses and instruction. Additionally, I strongly encourage you to provide feedback to me during the semester either in person or anonymously – I am here to teach you and want to do it well!

Disability Services:

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.

Use of E-Mail for Official Correspondence to Students:

Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You can find UT Austin’s policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php> .

Graduate Student Writing Center:

The university has an outstanding support system in place for helping graduate students with writing. Their services can be reviewed at the following website:
<http://www.utexas.edu/student/utlc/ts/gsws/gsws.html>

Additional Information:

By UT Austin policy, you should 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.

You may record lectures with my permission, but you do not have my permission to release any such recordings to others or 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

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Tentative Schedule

Week//Date	Class Topic	Read Before Class	Assignment Due
Week 1 Jan 19	Introduction; What is academic achievement? School learning theory		
Week 2 Jan 26	WJ-IV Ach	Carroll 1963 or 1989; Walberg, 1984; one of the research articles on school learning WJ IV Achievement manual	
Week 3 Feb 2	WJ-IV Interpretation	WJ IV Achievement manual;	Practice WJ-IV
Week 4 Feb 9	(NASP convention) WIAT-III overview	WIAT-III manual	
Week 5 Feb 16	Cross-Battery Assessment	Flanagan, chaps 1-3	WJ-IV videos
Week 6 Feb 23	Reading development; Diagnostic tests		Reading diagnostic test reviews
Week 7 March 2	Math development; Diagnostic tests		Math diagnostic test reviews
Week 8 March 9	Oral & written language; diagnostic tests; Other related skills; Response to intervention (RTI)		Language diagnostic test reviews
Spring Break Mar 16			
Week 9 Mar 23	RTI Curriculum-based measurement (CBM)		WIAT-III videos
Week 10 March 30	CBM Adaptive behavior assessment		
Week 11 Apr 6	Assessment of ELL (Rachel Robillard)		Vineland assignment
Week 12 Apr 13	Interventions: Reading (Jessica Manning-Acebo)		Intervention group presentation

			Diagnostic Test Videos
Week 13 April 20	Interventions: Math (JC Sanders)		Intervention presentation
Week 14 Apr 27	Interventions: Writing & other academic areas		Intervention presentation
Week 15 May 4	Catch up		Integration report