Dr. Pamela Peak
Matthews Hall, 322H
(940) 565-4192
email through Blackboard
Office Hours: Tuesdays/Thursdays 2:00pm-5:00pm and by appointment

ACADEMIC DISHONESTY

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [http://deanofstudents.unt.edu](http://deanofstudents.unt.edu).

ACCESS TO INFORMATION – EAGLE CONNECT

Your access point for business and academic services at UNT occurs at [http://www.my.unt.edu](http://www.my.unt.edu). All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: [http://eagleconnect.unt.edu/](http://eagleconnect.unt.edu/)

ADA STATEMENT

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each
class. For additional information see the Office of Disability Accommodation website at http://disability.unt.edu. You may also contact them by phone at (940) 565-4323.

EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at http://www.my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates at the following link: http://essc.unt.edu/registrar/ferpa.html

STUDENT EVALUATION OF TEACHING (SETE)

Student feedback is important and an essential part of participation in this course. The Student Evaluation of Teaching (SETE) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

SUCCEED AT UNT

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused.

To learn more about campus resources and information on how you can achieve success, go http://success.unt.edu/

Tk20

This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase. Several days are required to purchase and set-up Tk20, therefore, purchasing early is recommended in order to submit assignments in a timely fashion. Key assignments must be uploaded into the Tk20 system for instructors to assess. Please go to the following link for directions on how to purchase Tk20. Announcements regarding Tk20 will also be posted on this website: http://www.coe.unt.edu/tk20. Contact Irene Frank at 940-369-5157 regarding any difficulties with Tk20.

This course does require the assessment key assessment to be uploaded and graded in the UNT TK20 Assessment System. Furthermore, students who continue on as special education majors will include the
assessment as part of their program portfolio. This portfolio also will be uploaded into the TK20 assessment system in an upcoming course. You will be responsible for submitting the assessment to the TK20 system. If you cannot find this assessment to include in your program portfolio in upcoming semesters, you will be recreating the entire project….please be diligent and organized at keeping all course projects.

1.0 Course Description

3 hours. Knowledge of basic testing procedures and terminology as related to the exceptional learner. Interpretation and utilization of test data in developing individual educational plans. Introduction to norm-referenced assessment, curriculum-based assessment, and informal or alternative assessment practices.

2.0 Competency Goal Statements

The competencies for this course are taken from the CEC Common Core of Knowledge and Skills and the TExES competencies for Generic Special Education. The Handbook for Special Education Preparation lists TExES competencies gained through this and other courses in the generic sequence.

I. PHILOSOPHICAL, HISTORICAL, AND LEGAL FOUNDATIONS OF SPECIAL EDUCATION

4. Assurances & due process rights related to assessment, eligibility & placement for students who are culturally and/or linguistically diverse. (CEC)

II. CHARACTERISTICS OF LEARNERS

12. Characteristics & effects of the cultural & environmental milieu of the child & the family (e.g., cultural diversity, socioeconomic level, abuse/neglect, substance abuse, etc.). (CEC)

III. ASSESSMENT, DIAGNOSIS, & EVALUATION

16. Basic terminology used in assessment. (CEC)

17. Ethical concerns related to assessment. (CEC)

18. Legal provisions, regulations, & guidelines regarding student assessment. (CEC)

19. Typical procedures used for screening, prereferral, referral, classification. (CEC)

20. Appropriate application & interpretation of scores, (e.g., grade scores vs. Standard score, percentile ranks, age/grade equivalents, & stanines). (CEC)

21. Appropriate use & limitations of each type of assessment instruments. (CEC)

22. Influence of diversity on assessment, eligibility, programming, & placement of exceptional learners. (CEC)

23. The relationship between assessment & placement decisions. (CEC)

25. Collaborate with parents & other professionals involved in the assessment of students with individual learning needs. (CEC)

27. Gather background information regarding academic, medical, & family history. (CEC)

28. Use various types of assessment procedures (e.g., norm-referenced, curriculum-based, work samples, observations task analysis) appropriately. (CEC)
29. Interpret formal & informal assessment instruments & procedures. (CEC)

30. Report assessment results to students, parents, administrators & other professionals using appropriate communication skills. (CEC)

IV. INSTRUCTIONAL CONTENT & PRACTICE

43. Interpret & use assessment data for instructional planning. (CEC)

44. Develop and/or select assessment measures & instructional programs & practices which respond to cultural, linguistic, & gender differences. (CEC)

V. PLANNING & MANAGING THE TEACHING & LEARNING ENVIRONMENT

61. Research based best practices for effective management of teaching & learning. (CEC)

VI. MANAGING STUDENT BEHAVIOR & SOCIAL INTERACTION SKILLS

76. Strategies for preparing students to live harmoniously & productively in a multiclass, multiethnic, multicultural, multinational world. (CEC)

VII. COMMUNICATION & COLLABORATIVE PARTNERSHIPS

89. Ethical practices for confidential communication to other about individuals with exceptional learning needs. (CEC)

VIII. PROFESSIONALISM AND ETHICAL PRACTICES

101. Promote & maintain a high level of competence and integrity in the practice of the profession. (CEC)

102. Exercise objective professional judgment in the practice of the profession. (CEC)

103. Demonstrate proficiency in oral & written communication. (CEC)

104. Engage in professional activities which may benefit exceptional individuals, their families and/or colleagues. (CEC)

105. Comply with local, state, provincial, & federal monitoring & evaluation requirements. (CEC)

106. Use of copyrighted educational materials in an ethical manner. (CEC)

107. Practice within the CEC Code of Ethics & other standards & policies of the profession. (CEC)

3.0 Required Readings:


Additional readings and handouts will be available through Blackboard. In addition to the textbook, students are responsible for all materials handed out in class and all materials assigned through Blackboard.
4.0 Course Expectations

4.1 Demonstrate professionalism

Students show professionalism when they: (a) attend all classes on time and remain in class for the duration; (b) are prepared for class discussions; (c) attend to class discussion; (d) are flexible to schedule changes; (e) respect the opinion and rights of others, and (f) do not pack up until dismissed.

Assignments will be submitted electronically to Blackboard Learn via assignment dropboxes. This requires working around scheduled maintenance and any technology problems. For the assessment report, allowing much time to scan and submit 50+ pages is necessary. Assignments are due at end of day, and the time key on Blackboard will be used as the time stamp. No assignment will be accepted more than two days after the due date. Ten percent will be deducted for each day the assignment is late.

Students enrolled in EDSP 4320 are expected to attend class regularly and punctually. Class attendance will be considered in the overall evaluation for the course. Attendance will be measured by signing in and/or a minimum of 90% on clicker participation. Bring your clickers to class each day. Students are allowed two absences to use for illness, personal business, family affairs and such. Any other absence is considered unexcused. One point will be added to the total points if no classes are missed. A half point will be added to the total points if one class is missed. However, after two absences, your course grade will be affected. One half points will be deducted from the total points for each day absent after the two allowed absences. In other words, should your total points for this class equal 91 (an A average) with 5 absences, you would have 1.5 points deducted from the total points earned. With 89.5 points, you would receive a B for this course. Students will sign in each class day and demonstrate a minimum of 90% with clickers for attendance. You are responsible for signing in and clicker participation. Forgetting to do either will result in a class absence. Any student arriving fifteen or more minutes late to class will be considered absent for that class period. In addition, students are responsible for the class content, notes and handouts from all classes. Dr. Peak will not keep handouts, etc. therefore, pairing up with a classmate is recommended.

4.2 Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunities to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu.

4.3 Exams

Five exams will be given during the course. Exams will consist of true-false, matching and multiple choice questions as well as short answer and essay questions based on the textbook and other readings, class lectures and discussions and assessment instruments. The highest four exams will be used in calculating course averages.

4.4 Assessment Report

Students are required to complete one assessment report by testing a student at the Texas Education Centers. Parent permission is required of this project. When administering the assessments, examinees must administer all subtests within the battery. Protocols will be graded for calculating raw scores, standard scores, percentiles, 95% confidence intervals (WRMT 68% confidence intervals), basals, ceilings, and chronological ages correctly; documenting behavioral observations; noting correct and incorrect answers; and general standardization assessment procedures. Make sure to interview the parent of the child in order to gain insightful information regarding behavior, academics, hobbies, etc. One student must be used for all four assessments. The Slosson,
Key Math-R, Woodcock Reading Mastery Tests – Revised and Scales of Independent Behavior - Revised will be administered.

Students will write one assessment report based on the assessments administered. Reports should integrate information from the interview, behavioral observations, and test data and interpretations. Students will be expected to identify strengths/weaknesses and recommendations supported by test interpretation and provided with enough information for implementation; and use proper spelling, grammar and sentence structure. Much more information will be discussed during class. Specific lectures are scheduled focusing on effective assessment practices and administration of these assessments. Make sure to reference the course schedule, sample report and proficiency rubric in Tk20.

4.5 Response to Intervention Project

Response to Intervention (RTI) is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both. Curriculum-Based Measurement (CBM) is a method teachers use to find out how students are progressing in basic academic areas such as math, reading, writing, and spelling. CBM can be helpful to parents because it provides current, week-by-week information on the progress their children are making. When a child's teacher uses CBM, he or she finds out how well each child is progressing in learning the content for the academic year.

Work through the following two modules. The information will be used for class discussions and activities as well as the RTI project.

Classroom Assessment (Part 2): Evaluating Reading Progress

RTI: Mathematics

CBM also monitors the success of the instruction each child is receiving – if a child's performance is not meeting expectations, the teacher then changes the way of teaching in order to find the type and amount of instruction the child needs to make sufficient progress toward meeting academic goals. After ongoing instruction and when CBM is used, each child is tested briefly each week. The tests generally last from 1 to 5 minutes. For example, in reading, the child may be asked to read aloud for one minute. Each child's scores are recorded on a graph and compared to the expected performance on the content for that year. The graph allows for a quick visual representation of how a child's performance compares to expectations.

Kamille’s Progress with CVC words
For this RTI project, choose one student with which you will meet a minimum of ten (10) times and ten (10) hours over a six week period. The same student used for the assessment project will be used for the RTI project. In discussion with the teacher, choose an unlearned, difficult, complex, or struggling literacy skill (not reading fluency). Create and administer a pre-assessment. Students should perform poorly on this pre-assessment, so you will be able to create lessons to teach the literacy skill and assess progress over the CBM sessions (ten hours of literacy instruction). Use this data as your baseline.

Now, you are ready to plan lessons with a variety of activities and ending with a short assessment. Add results to the baseline graph. Evaluate the performance of these assessments and determine if instruction should remain the same or be altered. A change in instruction is called for if the student's rate of learning progress is lower than is needed to meet the goal. Changing instruction can occur in any of several ways. For example, you might increase instructional time or change a teaching technique or way of presenting the material. After the change, the weekly scores on the graph should visually represent whether the change is helping the student. If it is not, then try another change in instruction, and its success will be tracked through the weekly measurements. The three checkpoints and final RTI project submission will be reviewed for project grade.

This RTI Project is a combination project between EDSP 4320 and EDSP 4330 EDSP 4330 requires literacy sessions, IEP, strategy plan, lesson plan development, and project summary. See project template and further directions at end of syllabus.

4.6 Grading scale

<table>
<thead>
<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>15 points each</td>
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<tr>
<td>Exam 2</td>
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<tr>
<td>Exam 3</td>
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<td>Exam 4</td>
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<tr>
<td>Exam 5</td>
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<tr>
<td>RTI Project</td>
<td>20 points</td>
</tr>
<tr>
<td>Assessment Report</td>
<td>20 points</td>
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</tbody>
</table>

In addition to RTI Project and assessment report, the four highest exam grades will be used to calculate grades. Please note attendance requirement.

90-100 points = A
80-89.99 points = B
70-70.99 points = C
60-60.99 points = D
59.99 points and below = F
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td>Introductions, Review of Syllabus and Course Expectations. Complete volunteer application for Texas Education Centers. <em>Make sure to register clicker prior to first day of class. You will find a Turning Point Clicker video and Turning Technologies Registration Tool on the Course Content page.</em></td>
</tr>
<tr>
<td>August 28</td>
<td>Chapter 1: Understanding Assessment</td>
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<td>September 2</td>
<td>Chapter 3: Assessment Framework</td>
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<td>September 4</td>
<td>Chapter 5: Reliability and Validity and Test Check-Out (MH 322 directly after class)</td>
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<tr>
<td>September 9</td>
<td>Chapter 6: Developing Technical Skills</td>
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<tr>
<td>September 11</td>
<td>Exam 1 (Chapters 1, 3, 5, 6)</td>
</tr>
<tr>
<td>September 16</td>
<td>Chapter 11: Reading and Administration of <em>Woodcock Reading Mastery Tests</em> (WRMT) Parent permission form/Background history forms due</td>
</tr>
<tr>
<td>September 18</td>
<td>Chapter 2: Response to Intervention and four-part objective writing</td>
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<tr>
<td>September 23</td>
<td>Chapter 4: Involving Families</td>
</tr>
<tr>
<td>September 25</td>
<td>Chapter 7: Test Interpretation and Report Writing</td>
</tr>
<tr>
<td>September 30</td>
<td>Field Day (tentative)</td>
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<tr>
<td>October 2</td>
<td>Field Day</td>
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<tr>
<td>October 7</td>
<td>Chapter 8: Observing, Interviewing, and Conferencing</td>
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<tr>
<td>October 9</td>
<td>Exam #2 (Chapters 2, 4, 7, 8)</td>
</tr>
<tr>
<td>October 14</td>
<td>Chapter 14: Mathematics and Administration of <em>KeyMath</em></td>
</tr>
<tr>
<td>October 16</td>
<td>Chapter 16: Cognitive Development, Administration of <em>Slosson Intelligence Test</em> (SIT)</td>
</tr>
<tr>
<td>October 21</td>
<td>Chapter 9: Behavior and Administration of <em>Scales of Independent Behavior</em> (SIB)</td>
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<tr>
<td>October 23</td>
<td>Catch Up Day</td>
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<tr>
<td>October 28</td>
<td>Chapter 10: Achievement</td>
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<tr>
<td>October 30</td>
<td>Chapter 12: Written Language</td>
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<tr>
<td>November 4</td>
<td>Exam #3 (Chapters 9-12)</td>
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<tr>
<td>November 6</td>
<td>Field Day</td>
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<tr>
<td>November 11</td>
<td>Chapter 13: Oral Language</td>
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<tr>
<td>November 13</td>
<td>Chapter 15: Performance-Based, Authentic, and Portfolio Assessments Assessment report due at midnight to Blackboard assignment dropbox AND Tk20 <em>See course syllabus for instructions and clarification from class discussions. Remember, assessment report must be scanned and submitted by midnight to both Blackboard assignment dropbox and Tk20 with scoring protocols, all forms (e.g., parent permission, background history, testing observations per assessment), practicum log with mentor teacher signature, and written report. Assessment report must be organized in a professional manner.</em></td>
</tr>
<tr>
<td>November 18</td>
<td>Exam #4 (Chapters 13-16, SIT, SIB, WRMT, KeyMath)</td>
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<tr>
<td>November 20</td>
<td>Chapter 17: Young Children Test Check-In (MH 322 directly after class)</td>
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<tr>
<td>November 25</td>
<td>Field Day Response to Intervention Project due</td>
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<tr>
<td>November 27</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>December 2</td>
<td>Chapter 18: Youth in Transition</td>
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<td>December 4</td>
<td>Exam #5 (Chapters 17-18, SIT, SIB, WRMT, KeyMath)</td>
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<tr>
<td>December 11</td>
<td>10:30 a.m. - 12:30 p.m.</td>
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In addition to RTI project and assessment report, the four highest exam grades will be used to calculate grades. Please note attendance/clicker requirement.
<table>
<thead>
<tr>
<th>Date</th>
<th>Action Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 8-12</td>
<td>Contact teacher. Introduce yourself. Discuss schedule. Choose date/time for WRMT and pre-asmts. Contact parent and secure permission form and SIB date.</td>
<td>Administer WRMT and two informal assessments. Collaborate with teacher to determine long range literacy goal (not reading fluency). Remember four-part goal/objective.</td>
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<tr>
<td>Sept. 15-19</td>
<td>Administer WRMT and two informal assessments. Collaborate with teacher to determine long range literacy goal (not reading fluency). Remember four-part goal/objective.</td>
<td>Administer KeyMath (after October 9) Write assessment report. Due Nov. 13 at midnight. Practicum log required.</td>
</tr>
<tr>
<td>Sept. 22-26</td>
<td>Administer SIT (after October 14) Administer SIB (after October 16)</td>
<td>Minimum of ten hours of literacy instruction. Minimum six weeks of literacy instruction (not reading fluency). Maximum of two literacy sessions per week. Conduct short assessment after each session. Graph data after each session. Analyze results. Adjust instruction and/or intervention. Participate in check points as noted on course schedule. RTI Project due Nov. 25 at midnight. Practicum log required.</td>
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Response to Intervention Project

Part I: EDSP 4320 Educational Assessment of Exceptional Learners

Use this journal as a compilation of your RTI activities and reflections. Include the practicum log, too. Specifically, document all of your sessions including 4-part objectives, descriptions of effective literacy strategies, hours, dates, and locations of each activity. Include data charts and use the results of these data to guide upcoming instruction/sessions. In each session, reflect upon what the successes and challenges observed of you as the teacher and your student as the learner. Evaluate the performance of these assessments and determine if instruction should remain the same or be altered.

This journal is more than just a recitation of what occurs in each session. You must actively reflect on what you observe and experience. Include your analyses, thoughts, concerns, lessons learned, surprises, successes, disappointments, etc. Start your journal the first day of your first CBM session (i.e., pre-assessment/baseline data). Maintain your journal daily, so you will not rely on memory over many days. Complete the journal and append artifacts and supporting documents such as lesson plans, student work samples, data charts and digital pictures.

1. Identify a student who is not responding to general education literacy curriculum, and in collaboration with mentor teacher, identify area of suspected weakness (not reading fluency).
   a. Write four-part academic instructional objective(s) based on assessment conducted and based on Texas Essential Knowledge and Skills (TEKS) available at http://www.tea.state.tx.us/index2.aspx?id=6148. The objective should be broad enough to engage in a minimum of 10 hours of instruction over six weeks.
   b. Determine plan for monitoring student progress toward goal.
3. Create brief lesson plan for session including four-part objective, short assessment (probe) to be administered to check literacy skill acquisition. All probes must be developed in a consistent manner in order to maintain reliability.
4. Teach literacy session and complete short assessment. Complete journal including date, time/duration, location, instructional objective, literacy strategies used, etc.
5. Develop a visual graph to represent the student’s progress. The graph must include:
   a. X and Y axis values
   b. Data Points
   c. Baseline data (median score from the 3 informal assessments)
   d. Long Range Goal (LRG – point of highest degree of skill acquisition)
   e. Expected Line of Progress (ELP - connecting baseline to LRG)
   f. Trend Line (connecting the data points of each instructional unit measured)
   g. Intervention Line(s)
6. Assessing student’s progress
   a. Once you have completed your short assessment, each day you must interpret the data
   b. Your Rules are as follows:
      i. 4 consecutive data points above the Expected Line of Progress is interpreted as the instruction is below the student’s skills
      ii. 3 consecutive data points below the Expected Line of Progress is interpreted as the instruction is above the student’s skills
      iii. Following the decision rules, you must perform an intervention along with the continuation of instruction
      iv. Intervention lines are indicated on your graph by a broken vertical line.

Repeat #3-6 for a minimum of minimum ten sessions and ten hours of instruction.
Part II: EDSP 4330 Advanced Educational Strategies for Exceptional Learners

1. RTI Project. Each student is expected to identify a student with a reading disability/difficulty, conduct initial and ongoing instructional assessment(s) and devote a minimum of 10 hours employing appropriate reading instruction/intervention strategies learned in this course. Additional details will be given in class.

2. IEP. Using your initial assessment data and background information from your student, parents, and/or teachers, develop an IEP for your student. Based on his/her present levels of performance (PLOP), develop a set of goals and objectives that align with the Texas Essential Knowledge and Skills (TEKS) available at http://www.tea.state.tx.us/index2.aspx?id=6148).

3. Strategy Plan. Each student must identify appropriate strategy(ies), presented in EDSP 4330, to address your targeted student's identified goals and objectives during the 10 hours of instruction. (Note: repeated reading cannot be done in isolation.)

4. Lesson Plan Development (Tk20 Key Assessment). Each student must develop a detailed lesson plan for his/her student. The lesson should be built around the student's academic goals, objectives, and PLOP. The lesson should reflect a timeframe (30-60 minutes) as appropriate for the age of the students and the strategy(ies) selected to address the student's literacy needs. Procedures for assessing student progress, as well as, the overall effectiveness of the lessons must be designated. The lesson must include: overall goals and objectives; a rationale for the scope and sequence of instruction; an overview of how the lesson fits in a sequence of lessons to achieve the identified objectives; and the evaluation procedures. Lessons must be submitted electronically to Tk20. (Consult the Lesson Plan Assessment Rubric for evaluation criteria.)

5. RTI Project Summary. Provide brief summary of student progress towards designated objectives over course of 10 hours. Include student goals and objectives and strategies used to assist student in meeting them. Present graph of progress monitoring data, log of tutoring sessions, samples of student work product, and your reflections of the experience.
Response to Intervention Project

EDSP 4320

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<tr>
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<tbody>
<tr>
<td>Student’s Name</td>
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<tr>
<td>Date of Birth</td>
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<tr>
<td>School</td>
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<tr>
<td>Age</td>
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<tr>
<td>Grade</td>
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<tr>
<td>Teacher</td>
<td></td>
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<tr>
<td>Teacher’s email</td>
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</table>

_Time log must be accurate, verified by mentor teacher and submitted with RTI Project_
SESSION 1

Date:

Time/Duration:
(minimum 10 hours and 10 sessions required – submit practicum log)

Location:
Lesson 4-Part Objective:

Literacy Strategies:
(must be strategies presented in EDSP 4330)

Briefly describe the activity including model and/or demonstration implementation steps:

Briefly describe the evaluation criteria or assessment probe:

Interpretation of Results (i.e., change in instruction needed):

Describe your reflections on the activity (i.e., analyses, strengths, challenges, surprises, lessons learned, where to go from here).
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<th>START to END TIME</th>
<th>DESCRIPTION OF ACTIVITY</th>
<th>HOURS</th>
<th>RTI Asmt Rpt RPJ</th>
<th>MENTOR TEACHER INITIAL</th>
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ASSESSMENT REPORT

As the mentor teacher, I verify the complete contents of the time log as accurate. The assessment project requires administering four individual assessments to one student over a minimum of two assessment sessions and three hours.

___________________________  ____________________________  ____________
Mentor Teacher’s Signature   Mentor Teacher’s Printed Name   Date

RESPONSE TO INTERVENTION PROJECT

As the mentor teacher, I verify the complete contents of the time log as accurate. RTI requires a minimum of 10 literacy sessions and 10 hours of instruction to a student struggling in literacy.

___________________________  ____________________________  ____________
Mentor Teacher’s Signature   Mentor Teacher’s Printed Name   Date

REFLECTIVE PRACTICUM JOURNAL

As the mentor teacher, I verify the complete contents of the time log as accurate. RPJ requires a minimum of 15 hours of collaborating with schools, communities and families.

___________________________  ____________________________  ____________
Mentor Teacher’s Signature   Mentor Teacher’s Printed Name   Date

University of North Texas • College of Education • Special Education Programs