I. COURSE GOALS AND OBJECTIVES
EDCP 789O introduces the attitudes, concepts, and skills of academic assessment and intervention. It is designed to produce, within the scientist-practitioner tradition, academic assessment and intervention skills, which will facilitate effective practice. Reflection on the practice of assessment and intervention is also developed, as well as competencies for practice with students from diverse backgrounds. Thus, there are multiple opportunities for discussion and reflection by students. This course will provide an overview of learning principles, best practices in instruction, and a foundation of assessment approaches used by school psychologists within K-12 settings. The course addresses the differences between instructional assessment, curriculum-based measurement, criterion-referenced and norm-referenced testing in terms of purpose, utility, and procedures. Particular emphasis will be placed on demonstration and practice of instructional assessment and intervention strategies in reading, writing, and mathematics.

The major objectives for each student are to:
1. Demonstrate an understanding of:
   a) The role of school psychologist in academic assessment and intervention
   b) The problem-solving approach and ecological paradigm
   c) Key learning theories and principles, including the concept of instructional match
2. Be able to analyze the classroom environment of the setting in which academic assessment and intervention is conducted
3. Develop knowledge and beginning skill in instructional assessment and intervention in reading, writing, and math
4. Develop knowledge of, and begin to develop skills in, curriculum-based measurement for the purpose of progress monitoring
5. Develop knowledge of the most frequently used norm- and criterion-referenced assessments for general and specific subject areas, their technical properties, administration, and scoring
6. Be able to compare and contrast the different types of assessment and their purposes, advantages, and disadvantages

II. TEXTS & MATERIALS
Gickling, E., Gravois, T., & Angell, V. (in press) Instructional Assessment


Course Packet

**II. ETHICAL PRACTICES/ACADEMIC INTEGRITY**

In all class work and assignments, we expect the highest personal and professional standards that reflect the objectives of the University of Maryland and our professional ethics as psychologists. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through university procedures. Proper citations, paraphrasing and proper quotations are essential in all your work. Respect for the integrity of the school settings in which you work will also be expected. Within class, respect for ideas and each other will be the standard.

**III. ACCOMMODATIONS**

If you have a documented disability and wish to discuss academic accommodations, please see me as soon as possible.

**IV. COURSE EVALUATIONS**

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for spring semester courses between Wednesday, April 28 and Thursday, May 13. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting April 28. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

**V. APA STYLE**

All formal work submitted must follow APA style based on the most recent edition of the APA style manual.
VI. COMMITMENT TO MULTICULTURALISM
The Department of Counseling and Personnel Services is committed to creating an environment in which individuals’ diversity and opinions are respected. Faculty members strive to integrate multicultural and diversity issues in their courses in ways relevant to course content and process. We hope students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity—and respecting others’ outlooks throughout this course.

VII. COURSE REQUIREMENTS
A. Class Attendance and Participation
Discussion, presentations, and simulations require your active participation. You are expected to complete the readings and assignments scheduled for each class, and to come to class prepared to discuss them. While each reading will not necessarily be explicitly discussed in class, each is relevant to our discussion and provides background to class activities. It is essential that you attend class, read assignments, and complete assigned activities each week. The class provides an opportunity to obtain feedback on your thinking and contribute to the learning of others.

B. Field Placement
For the first half of the semester, you will spend a minimum of one (1) hour per week in a school placement arranged by the course instructor. This time should be scheduled at the beginning of the semester, and may be distributed in two 30-minute blocks if preferred. Your activities will include: a) learning about the classroom environment through observations and interviews, b) observations of instructional and classroom management techniques, c) working with an individual student to conduct assessment, intervention, and monitor progress.

C. Journals & Logs
Reflection is a critical part of this course experience. Each week, you will journal about your readings, class experiences, and school experiences—these journals will be handed in for review weekly, at the beginning of each class session. Each student should keep a log of hours in the school, indicating specific activities—this is helpful for internship applications. (5%)

D. Quizzes and Exams
There will be one mid-term quiz and one exam, both will include multiple choice and short-answer format. The mid-term quiz will cover content from readings and class discussions for the first half of the course and the exam will cover content from the second half of the course. (Midterm Quiz = 15%; Exam = 20%)

E. Assignments
For the first half of this course, students will be assigned one elementary school student with which to work to practice assessment and intervention.
Parent permission will be obtained by the school prior to your work with the student. Assignments 1, 2, 3, & 4 below will all be conducted with the same student and the teacher for that student. Assignments 5 & 6 will be conducted with an individual that you identify outside of your fieldwork school setting.

1. **Class environment observation and interviews.** Students will conduct an observation of a classroom to assess the impact of instructional ecology on student learning. Students will interview the classroom teacher about general assessment and intervention practices. Students will review the scope and sequence and curriculum materials that the teacher uses in the core content areas. Students will also interview the classroom teacher about the student for which they will be assigned throughout the course. A brief (3-5 page) write-up and critical analysis of the interview and observation will be collected. Directions and performance expectations will be provided. **Due date:** February 8.

2. **Instructional assessments in reading.** Students will conduct 3 instructional assessments in reading with one child. An audiotape of each session, assessment notes and data collection sheets, and a brief (1-2) page write-up of assessment findings will be submitted for feedback. **Due date:** February 15, February 22, March 8.

3. **Reading intervention design.** Students will review the literature to determine the most appropriate reading strategy or strategies to implement with their assigned student during weekly sessions. A copy of a brief one-page outline of the strategy or strategies selected will be shared with classmates in class. **Due date:** March 29.

4. **Reading Case Study:** Students will work with one child around an academic issue in reading. This should be a cumulative report of the work in project 1, 2, & 3. The final product will be a case study in the problem-solving model utilizing Instructional Assessments. Students will integrate their knowledge of learning theory, instructional assessment, reading intervention, and the applied research literature to develop their own reading intervention and to design a progress monitoring strategy for a student. Case studies will be in written format of approximately 7-10 pages and a summary will be presented to the class. Students will be expected to provide a handout for each class member. **Case study reports and presentations will occur in class on April 12.** (Assignments 1, 2, 3, & 4 = 30%)

5. **Curriculum-based measurement in reading.** Students will conduct curriculum-based measurements in reading with one child and graph data collected at a minimum weekly for at least 3 weeks. Examples will be provided in class. Copies of data collected should be submitted for review and feedback. **Due date:** April 26. (15%)

6. **Norm-referenced assessment.** Each student will conduct a practice administration of one norm-referenced assessment. A 2-page report will be turned in, along with the protocol, presenting background information (i.e., school history,
VII. SCHEDULE OF TOPICS AND ASSIGNMENTS

1/25 Overview of Course
Role of School Psychologist in Academic Assessment and Intervention;
Models of Academic Assessment: Assumptions and Purposes


2/1 Curriculum and Instruction
Howard County Faulkner Ridge Center, Tred Avon Room

- **Suggested websites for background information:**
  - General information on Curriculum Planning
  - Virginia Department of Education Scope and Sequence Guides
• Suggested resource:
  o Appendix C, taken from C. Shuckman dissertation, adapted from the TIES II (Ysseldyke & Christenson, 1993)
  • Note: Students should review this for use with the teacher for Assignment #1.

2/8 Instructional Assessment: Reading; Options for Creating Optimal Conditions
Howard County Faulkner Ridge Center, Patuxent Room


DUE: Classroom Environment Observation & Teacher Interview

2/15 Instructional Assessment: Trial Teaching and Intervention Design
JMZ 1123
  • Word Level Interventions


• ICAT Book 2, Strategies: Word Development (pp. 79-92)
  
  o Fluency & Comprehension Interventions


• ICAT Book 2, Strategies: Fluency & Comprehension (pp.93-117).

**DUE: One Reading Instructional Assessment Snapshot**

**2/22** Instructional Assessment: Writing
Howard County Faulkner Ridge Center, Tred Avon Room


**DUE: One Reading Instructional Assessment Snapshot**

**3/1** Instructional Assessment: Math
JMZ 1123

• Suggested website resource:
  o National Council of Teachers of Mathematics (NCTM) Principles and Standards
    ▪ www.nctm.org/standards/

3/8 Intervention Design: Individual, Group, & Classwide
Howard County Faulkner Ridge Center, Tred Avon Room

• Chapter 8: Gickling, E., Gravois, T., & Angell, V. (in press). Instructional assessment: Bridging the gap between reading assessment and reading intervention.

DUE: Reading Instructional Assessment Snapshot

3/15 Spring Break – No Class

3/22 Midterm
JMZ 1123

3/29 Curriculum-Based Measurement & Progress Monitoring
Howard County Faulkner Ridge Center, Tred Avon Room

• Suggested website resources:
  o Intervention Central Curriculum Based Manual for Teachers

DUE: One Reading Instructional Assessment Intervention Design

4/5 Curriculum-Based Measurement & Progress Monitoring, cont’d
JMZ 1123


• *Suggested website resources:*
  - Intervention Central Curriculum Based Manual for Teachers

4/12  *DUE: Reading Case Study and Presentation*
JMZ 1123

4/19  **Norm-Referenced Assessments**
JMZ 1123
• Selected testing kits and manuals will be assigned for review and in-class demonstration/practice

4/26  **Norm-Referenced Assessments, cont’d**
JMZ 1123
• Selected testing kits and manuals will be assigned for review and in-class demonstration/practice

**DUE: Curriculum-Based Measurement in Reading**

5/3  **Norm-Referenced Assessments, cont’d**
JMZ 1123
• Selected testing kits and manuals will be assigned for review and in-class demonstration/practice

5/10  **Completing the Paradigm Shift: Using Knowledge of Academic Assessment to Inform Professional Practices**
JMZ 1123
• Each student should come to class ready to discuss at least 3 goals for integrating their knowledge and skills regarding academic assessment into professional practice. Be prepared to reflect on the objectives that will be needed in order to achieve your goals and the additional knowledge and specific skills that will support your goals.

**DUE: Norm-Referenced Assessment**

5/17  **Final Exam**
JMZ 1123

*Note: Schedule and due dates subject to change based on school needs, student/teacher availability, and changes in school schedule. Any changes to the schedule will be communicated in class or via email.*

Howard County Faulker Ridge Center is located at 10598 Marble Faun Court, Columbia MD 21045