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, use, 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. 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. Compare and contrast the different types of assessment and their purposes, advantages, and disadvantages
II. TEXTS & MATERIALS


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 Tuesday, April 26 and Wednesday, May 11. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting April 26. 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 can be distributed in other increments if desired. The same school placement will be used for both the Academic Assessment & Intervention and the Behavior Interventions Course. The required activities for THIS course will include: a) learning about the classroom environment through observations and interviews, b) observing instructional and classroom management techniques, and c) working with an individual student to conduct instructional assessments and curriculum-based measurement probes.

C. Journals & Logs

Reflection is a critical part of this course experience. Each week, you will write a journal entry about your readings, class experiences, and school experiences. These journals will be emailed weekly to the instructor prior to class or handed in at the beginning of each class session. In addition, each student should keep a log of hours spent in the field placement setting, indicating specific activities—this is helpful for internship applications. (5%)

D. 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. You will also be coordinating with the teacher of that student in order to complete the required activities.

Assignments 1, 2, 3, & 4 below will all be conducted with the same student and the teacher for that student. Assignments 5 can also be conducted on the student in your assigned field placement if time permits. If time does not permit, assignment 5 can be conducted with an individual that you identify outside of your fieldwork school setting. Assignment 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 in order to analyze the impact of the instructional environment 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 pages) write-up and critical analysis of the interview and observation will be collected. Directions and performance expectations will be provided. **Due date: February 14.**

2. **Instructional assessments in reading.** Students will conduct 3 instructional assessments in reading with one child. An audiotape of each session, assessment notes, data collection sheets, and a brief (1-2) page write-up of assessment findings will be submitted for feedback after the completion of each instructional assessment. **Due dates: February 21, February 28, & March 7.**

3. **Reading intervention design.** Students will review the results of the instructional assessments and review the literature to develop a reading intervention plan that could be used with their assigned student. The plan (1-2 pages) should describe and explain the strategy or strategies selected and will be shared with classmates. This plan will not actually be implemented but it should be developed and presented in such a way that it could be implemented if desired. **Due date: March 14.**

4. **Reading Case Study:** Students will write and present a comprehensive report describing and analyzing the work completed in assignments 1, 2, & 3. The final product will be a case study integrating knowledge of learning theory, instructional assessment, reading intervention, and the applied research. The case study should be 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 11.** (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 the 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 25.** (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, records review), test behavior, description of instrument/tasks, test scores, interpretation of results, and appropriate interventions. **Due date: May 16.** (15%)
VII. SCHEDULE OF TOPICS AND ASSIGNMENTS

1/24  Overview of Course
      Benjamin, Room 1210B

1/31  Role of School Psychologist in Academic Assessment and Intervention;
      Models of Academic Assessment: Assumptions and Purposes
      Benjamin, Room 1210B

• Chapters 1: Gickling, E., Gravois, T., & Angell, V. (in press). *Instructional
  assessment: Bridging the gap between reading assessment and reading
  intervention.*
• Shapiro, E.S., Angello, L.M., Eckert, T.L., (2004). Has curriculum-based
  assessment become a staple of school psychology practice? An update and
  extension of knowledge, use, and attitudes from 1990 to 2000. *School
  Psychology Review, 33* (2), 249-257.
  competence in reading assessment and intervention. *School Psychology
  Review, 36*(2), 311-327.
  299-316.
• Chapter 1: Shapiro, E.S. (2004). *Academic skills problems: Direct assessment

2/7  Curriculum and Instruction
      Benjamin, Room 1210B

• Chapters 2: Gickling, E., Gravois, T., & Angell, V. (in press). *Instructional
  assessment: Bridging the gap between reading assessment and reading
  intervention.*
  in curriculum, instruction, and assessment alignment. In A. Thomas & J.
• Suggested websites for background information:
  o General information on Curriculum Planning
  o Maryland Department of Education Voluntary Curriculum
    *Note: Students should review the section of this website for the
    grade level to which they are assigned, particularly in
    Reading/Language Arts, in conjunction with review of the
    classroom teacher’s reading curriculum guide*


• *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.*

2/14  *Instructional Assessment: Reading; Options for Creating Optimal Conditions*

*Benjamin, Room 1210B OR Howard County Faulkner Ridge Center, Severn Room*


DUE: *Classroom Environment Observation & Teacher Interview*

2/21  *Instructional Assessment: Trial Teaching and Intervention Design*

*Benjamin, Room 1210B*


  o Word Level Interventions
Preventive and Remedial Approaches (pp.703-729). Bethesda, MD: National Association of School Psychologists.

- Fluency & Comprehension Interventions

DUE: One Reading Instructional Assessment Snapshot

2/28 Guest Lecturer: Dr. Mary Levinsohn, Coordinator of Assessment, Howard County Public Schools
Topic: Formative Assessment
Howard County Faulkner Ridge Center, Patuxent Room


DUE: One Reading Instructional Assessment Snapshot

3/7 Instructional Assessment: Writing
Benjamin, Room 1210B


DUE: One Reading Instructional Assessment Snapshot

3/14 Guest Presenter: Dr. Cynthia Schulmeyer, Supervisor for School Psychologist for School Psychologists, Howard County, MD
Howard County Faulkner Ridge Center, Patuxent Room
Instructional Assessment: Math

- **Suggested website resource:**

**DUE: One Reading Instructional Intervention Design**

3/21 **Spring Break—No Class**

3/28 **Guest Presenter: Dr. Meryl Sirmans-Heyliger, School Psychologist for Instructional Intervention Teams, Howard County, MD**

*Howard County Faulkner Ridge Center, Patuxent Room*

**Intervention Design: Individual, Group, & Classwide**


4/4 **Curriculum-Based Measurement & Progress Monitoring**

*Benjamin, Room 1210B*

- **Suggested website resources:**
4/11 Curriculum-Based Measurement & Progress Monitoring, cont’d

Benjamin, Room 1210B


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

DUE: Reading Case Study and Presentation

4/18 Norm-Referenced Assessments

Benjamin, Room 1210B

- Selected testing kits and manuals will be assigned for review and in-class demonstration/practice

4/25 Norm-Referenced Assessments, cont’d

Benjamin, Room 1210B

- Selected testing kits and manuals will be assigned for review and in-class demonstration/practice

DUE: Curriculum-Based Measurement in Reading Probes and Graph

5/2 Norm-Referenced Assessments, cont’d

Benjamin, Room 1210B

- Selected testing kits and manuals will be assigned for review and in-class demonstration/practice

DUE: Curriculum-Based Measurement in Reading Probes and Graph
5/9 Completing the Paradigm Shift: Using Knowledge of Academic Assessment to Inform Professional Practices

*Benjamin, Room 1210B*

- 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.

5/16 DUE: *Norn-Referenced Assessment Write-Up*

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

*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.*