

**SPED 858: Assessment for Transition Planning ONLINE**  
**Spring 2007**

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**COURSE PURPOSE:**

The purpose of this course is to provide students a background and foundation for understanding and using assessment information for transition planning and developing IEPs. Emphasis is placed on understanding the various types of assessment alternatives in secondary special education assessment and programming (cognitive, personality, interests/preferences, academic and vocational aptitudes, life skills, and self-determination) and awareness of specific examples of each. Formal and informal assessment approaches are presented with advantages and disadvantages of each applied for various populations or individuals. Several assessment approaches for on-going instructional and transition planning are emphasized. The knowledge base for the course content comes out of the areas of measurement in educational psychology, measurement of exceptionality, special education curriculum and instruction, and vocational rehabilitation.

**EVALUATION CRITERIA**

Performance in the course is evaluated using portfolios to compile activities and to give final grades. Course evaluation focuses on the student's ability to use higher order thinking skills. Performance requirements for the course will be based on a variety of performance assessments: (1) participation on threaded discussions, (2) weekly homework assignments, and (3) case-based assessment project (Parts 1-3).

Attendance and Participation

You are expected to "attend" class each week by completing the activities and assignments for each week. Each class session will run from **Sunday through Saturday at midnight** (your time zone) each week. Some classes are 2 weeks in length and require the completion of several activities during this time period. These are listed by topic on Bb.

If you are unable to participate in a class session and you know about this ahead of time (e.g., attending a conference), you must contact me **PRIOR** to the start of that week's session (by 5 PM Saturday). If you have an excused absence, you must turn in all activities and assignments by the date agreed upon. If the weekly session includes a threaded discussion, you will be assigned an alternate activity to make up this assignment. If you have an emergency arise during a week's session, please contact me as soon as possible to get an excused absence. **NO** excused absences will be given **AFTER** the week is over (or on Sat of that week). If you do not have an excused absence, you will not receive credit for that week's session.

Due	Activities	Points
<b>Weekly</b>	<p><u>Completion of readings and online lectures</u> - all readings and online lectures will be posted on the SPED 858 Blackboard site under each of the topics in the <b>Weekly Sessions</b> section of Bb. <b>Each week, you will be responsible for either participating in the online threaded discussion OR complete a homework assignment. Some topics are two weeks long, and you may see a combination of both activities during that 2-week period.</b></p> <p><u>Online Discussion Group Participation</u> – you will be required to participate in online discussion groups as a part of the topical sessions. See the Bb site for more information about how the Discussion boards will operate. Discussion boards will be active at least one week prior to the class session in which you will need to participate. Boards will remain available during the week until midnight Saturday night. Any postings after midnight will not be considered for grading purposes. Please review the Requirements for online discussions found in the <b>Course Information</b> section of Bb.</p> <p><u>Homework Assignments</u> The home work assignments are designed to provide you with a structured way of accomplishing the major learning objectives during that weekly topic. It requires that you complete any readings and online lectures related to the topic and complete a task that requires you to apply your new knowledge in a “real-life” setting</p>	<p>10 pts/wk per activity</p> <p>120 pts.</p>
<b>March 4<sup>th</sup> by midnight</b>	<p><u>Case-based Assessment Project Part 1:</u> The purpose of this assignment is to discover the benefits and drawbacks of using extant information as a way to understand a student’s transition needs. The major activity for this project is to review existing cumulative records, student products and anecdotal records to which you can gain access. While you might not have access to this variety of information, you <b>MUST</b> at a minimum review a student’s cumulative folder and records. More information and a Project Requirements form can be found in Bb.</p>	50 pts.
<b>April 8<sup>th</sup> by midnight</b>	<p><u>Case-based Assessment Project Part 2:</u> You will be required to develop a plan for using both standardized and informal assessments with a student. Please turn in a list (or chart) of the proposed assessment instruments and methods you plan to use. You must also include a rationale for why you are using this particular instrument and/or approach for each assessment method. This should be based upon the student’s needs, next transition points, and other information you gathered during the document review process. Your reasons for using the assessment method must also address specific procedures for implementation (e.g., non-reading student, ease of use, etc.). More information and a Project Requirements form can be found in Bb.</p>	100 pts.
<b>Final Project Due May 13<sup>th</sup> by midnight</b>	<p><u>Case-based Assessment Final Project</u> Each student will be required to complete a case-based project that involves working directly with a student and his or her family and school professionals. This requirement will involve utilizing many of the different assessment approaches learned about in class. Students will have the opportunity to complete portions of this project throughout the semester and turn in a final project that culminates with a comprehensive assessment report for a transition IEP meeting. More information and a Project Requirements form can be found in Bb.</p>	250 pts.

**Total: 520 points**

## Required Text/Readings

Clark, G.M. (1998). *Assessment for transitions planning*. Austin, TX: PRO-ED.

Clark, G.M., Patton, J.R., & Moulton, L.R. (2000). *Informal assessments in transition planning*. Austin, TX: PRO-ED.

## Additional Readings are Posted on Blackboard

## Important Student Information

E-mail. Students must have an e-mail account. E-mail will be a major communication tool for the course requirements, class scheduling changes and individual communication with the instructors. **You must confirm that your email account listed by KU and posted in Bb is the correct email address.** I will be using Bb for all email correspondence. Therefore, if you have had any email changes or need to confirm that your KU account has the email address where you want to receive your message, please go to: <http://www.ku.edu/technology/online.shtml> to the “Manage Exchange Account” link.

Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodations in KU classes and have not contacted them, please do so as soon as possible. After approval of services by SSD, please see me in regard to this course.

## Class Sequence

2/4	<b>Keys to Quality Assessment</b>
2/11 & 2/18	<b>Conducting Transition Planning Assessments</b>
2/25	<b>Standardized &amp; Norm Referenced Assessments</b>
3/4	<b>Using Informal Assessments</b>
3/11	<b>Self-Determined Assessments</b>
3/25	<b>Assessing for Academic and Behavior</b>
4/1	<b>Assessing for Life Skills</b>
4/8	<b>Using Transition Assessment Information for IEP and Transition Planning</b>
4/15	<b>State and District Assessments and Impact on Transition</b>
4/22	<b>Collecting Data for Postschool Outcomes</b>
4/29	<b>Assessing for Assistive Technology during Transition to Adulthood</b>

## Competencies/Objectives:

### Program Related

This course is designed for students interested in developing advanced skills in transition planning assessment and/or those in the Department of Special Education master's degree programs with an emphasis in transition education and services. Within this course, students are expected to gain the skills they need for conducting career development and transition assessment and using assessment data for life career and transition planning and programming.

The student that successfully completes this course will:

- demonstrate knowledge of basic measurement and assessment concepts by meeting the following competencies:
  - a. Explain the concepts of standardization for measurement instruments of human behavior.
  - b. Describe the issues of cultural bias in measurement of human behavior.
  - c. Explain the distinctions among measurement concepts, including norm-referenced assessment, domain-referenced assessment, criterion-referenced assessment, testing vs. assessment.
- demonstrate knowledge and understanding of social and academic achievement assessment by meeting the following competencies:
  - a. Select formal and informal measurement instruments commensurate with a pupil's developmental level.
  - b. Interpret norm and criterion-referenced tests of social and academic achievement.
  - c. Modify or construct measurement devices when other instruments are not applicable.
  - d. Collect and analyze performance information through systematic collection and recordings of social and academic behaviors.
  - e. Present a report of assessment results for students and parents and synthesize from those data a statement of "present level of performance" for an IEP.
- demonstrate knowledge and understanding of career development, life skills, and transition assessment strategies for the complete range of types and severity of disabilities among secondary youths with disabilities by meeting the following competencies:
  - a. Demonstrate a working knowledge of the nature and purposes of transition referenced assessment.
  - b. Critically evaluate currently used psychological and psycho-educational instruments for their usefulness in transition planning.
  - c. Critically evaluate currently used aptitude and interest instruments for their usefulness in transition planning.
  - d. Critically evaluate currently used vocational aptitude instruments and work sample systems for their usefulness in transition planning.
  - e. Critically evaluate currently used transition behavior or competency scales for their usefulness in transition planning.
- describe the nature and use of informal assessment in transition referenced assessment.

### Accreditation Related

This course relates to NCATE accreditation standards I.F and I.G.

I.F. Advanced Professional Studies

The Unit ensures that teacher candidates acquire and learn to apply the professional and pedagogical knowledge and skills to become competent to work with all students.

Indicator I.F.1--Advanced programs for the continuing preparation of teachers or other school personnel build upon and extend prior knowledge and experiences that include core understanding on learning and practices that support learning.

Indicator I.F.3--Candidates in each advanced program develop the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms.

#### I.G. Quality of Instruction (Initial and Advanced)

Indicator I.G.1--Higher education faculty use a variety of instructional strategies that reflect an understanding of different models and approaches to learning.

Indicator I.G.2--Instruction encourages the candidate's development of reflection, critical thinking, problem solving, and professional dispositions.

Indicator I.G.3--Teaching reflects knowledge about and experiences with cultural diversity and exceptionalities.