



EDT4062/EDU6062 – Assessments and Case Management
School of Education
Notes to the Professor from Jennifer Kritsch(Syllabus Lead)
jkritsch@pointloma.edu

****Be sure to remove this page upon distribution to students. If you have any questions about these requirements, please ask the program director****

This course requires you to assign a:

- X** _____ Course Performance Task, uploaded to Taskstream by the candidate
- _____ Disposition Assessment, completed by both candidates and professor in Taskstream
- X** _____ 20 hours of fieldwork as a course requirement

*please see the syllabus for details about each assignment above marked by an “X”.

An Important Feature of this course:

This course may have candidates who are completing the ISEE (degree completion program) as well as candidates in the graduate program.

This course focuses on ensuring candidates collaboratively and effectively provide safe educational environments and practices for all students and families based on individualized and unique needs.

When covering the syllabus with the class:

1) Be sure to read together the attendance policy in order to avoid misunderstanding later in the quad. We ask that each professor adhere to the attendance policy reflected in the syllabus. See notes in syllabi regarding the attendance policy and include the below information that is applicable to your course in the syllabi:

Note: Face-to-face courses

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Graduate and Professional Studies Catalog for additional detail.

Note: Fully online courses (synchronous or asynchronous)

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.)

Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor.

Note: Hybrid courses

At Point Loma Nazarene University, attendance is required at all scheduled classes. Adult Degree Completion courses are taught in the hybrid format, which means some class meetings will be face-to-face and some will be online. Attendance in the face-to-face classes is to be for the entire time of the class. Arriving late or leaving early will be considered a partial absence. A day of attendance in an online class is determined as contributing a



substantive note, assignment, discussion, or submission that adds value to the course as determined by the instructor. Three days of attendance are required each week.

Face-to-face Portion of the Hybrid course

In blended or hybrid courses, if a student misses one face-to-face class then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses two face-to-face classes, the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

Online Portion of the Hybrid Course

If a student misses two online classes (fails to contribute to a discussion board) during the course, then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses three online classes (fails to contribute to a discussion board by the due date) during the course, then the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

1 missed F2F class = warning

2 missed F2F classes = de-enrollment

2 missed online classes = warning

3 missed online classes = de-enrollment

Note: Hybrid/Online Courses 14 to 15 Weeks 1 Unit

Students taking hybrid/blended courses lasting over 14 weeks are expected to attend each week of the course. Attendance is defined as logging into the course each calendar week to check on updates and announcements. In addition, students must participate in the academic graded activities during the calendar week the assignments/activities are due. Students must also attend all scheduled face-to-face meetings. Students who do not attend at least once in any given calendar week will be issued an attendance warning. Students who do not attend at least once in any two consecutive weeks in the online will be dropped from the course retroactive to the last date of recorded attendance.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor.

2) Review your class participation policy and late work policy, being clear about any point value loss associated with those situations.

3) Call attention to the PLNU Catalog Policy Links in case candidates want to read policies directly from the PLNU Catalog.

4) Make it clear that EVERY candidate in the School of Education, regardless of which degree program they are in, must have a Taskstream account. Each student will be issued a Taskstream account, any questions about your Taskstream account should be directed to soeassessment@pointloma.edu.

5) If this is an online course, reiterate on the opening page, and with an initial announcement **one week before the course begins**, the attendance policy for online courses.

6) Remind candidates that they must have all fieldwork prerequisites in to remain enrolled in the course by Friday of the first week of the quad.

Reading the Syllabus

Items in this syllabus are tied to specific TPEs and may not be changed..



A performance task is considered the culminating project of this course and is tied to TPEs. It maynot be altered or changed and must be uploaded to Taskstream.



EDT4062/EDU6062: Assessments and Case Management (3 units)

All 3-unit quad courses meet for 45 clock hours. In addition to the 8 weeks of scheduled classes, additional hours of instructional time will be designated by the instructor to fulfill this requirement. Additionally, two (2) hours of homework is customary for every hour of seat time to fulfill the requirements of this course.

PLNU Mission Statement

To Teach • To Shape • To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

School of Education Mission Statement

Equip • Transform • Empower



PLNU School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

Conceptual Framework

- **Equip** the candidate with a deep and coordinated understanding of the knowledge, skills, and dispositions demonstrated by effective educators.
- **Transform** the candidate's ongoing development and competence to apply the knowledge, skills, and dispositions of effective educators in supportive diverse environments.
- **Empower** the candidate to sustain a high level of mastery and demonstration of continual transformation in their professional practice.

Course Description (from the PLNU Catalog)

Candidates will develop effective case management skills and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in the Least Restrictive Environment (LRE) and related services. In order to mitigate issues of disproportionality and overrepresentation, candidates will demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. Candidates will apply knowledge of when and how to use assessment resources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results based on students' needs.

Field narrative:



Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

Course Learning Outcomes

At the conclusion of this course, candidates will be able to demonstrate the following:

Course Learning Outcome (CLO)	TPE	Assessment	Conceptual Framework	TPA Connection
<p>Module One: Why we use assessments</p> <p>1. CLO Candidates will apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services</p>	<p>MM5.1</p> <p>EX5.</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Chapter Readings Reflection</p> <p>P: IRIS Model RTI</p> <p>A: Presentation of Eligibility</p>	<p>Module One: Why we use assessments</p> <p>Concepts to be Covered:</p> <ul style="list-style-type: none"> • Course Introductions • Overview of Course Syllabus • Assessments • Case management 	
<p>Module One: Why we use assessments</p> <p>2. CLO Each candidate will understand how to utilize assessment data to: 1) identify effective intervention and support techniques</p>	<p>MM5.2</p> <p>EX5.3</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Case Management Reading Reflection</p> <p>P: Develop Data Profiles</p> <p>P: Host Teacher Interview (Fieldwork)</p> <p>A: Disability Impact Discussion Board</p>	<p>Module One: Why we use assessments</p> <p>Concepts to be Covered:</p> <ul style="list-style-type: none"> • Course Introductions • Overview of Course Syllabus • Assessments • Case management 	



<p>Module Two: How to Give Assessments Part 1</p> <p>3. CLO Candidates will apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs ()</p>	<p>MM5.1</p> <p>EX5.2</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Lecture of requirements for appropriate assessment and assigned readings</p> <p>P: Fieldwork Demographic s Form</p> <p>A: How to give assessment Quiz</p>	<p>Module Two: How to Give Assessments Part 1</p> <p><u>Concepts to be Covered:</u></p> <ul style="list-style-type: none"> • Health and illness related disabilities • Family Experiences with children with health, degenerative, and hospitalization needs 	
<p>Module Two: How to Give Assessments Part 1</p> <p>4. CLO Candidates will demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.</p>	<p>MM5.4</p> <p>EX5.5</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Methods of Assessment and Testing Considerations Reading and Reflection</p> <p>P: Case Study Edith</p> <p>P: Discussion with Host teacher: Pre-referral process</p> <p>P: Review school climate</p> <p>P: Develop family interview questionnaire</p> <p>A: Manifestation Determination Quiz</p>	<p>Module Two: How to Give Assessments Part 1</p> <p><u>Concepts to be Covered:</u></p> <ul style="list-style-type: none"> • Assessment Methods • Testing Considerations • Case Study analysis • Pre-referral process • School Climate analysis • Fundamentals of family dynamics • 	
<p>Module Three: How to Give Assessments Part 2</p>	<p>MM</p>	<p>I:Chapter 3 Basic</p>	<p>Module Three: How to Give Assessments Part2</p>	



<p>5. CLO Candidates will know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communication needs</p>	<p>5.6 EX5.7 Introduced, Practiced, Assessed</p>	<p>Statistical Concepts and Chapter 4 Scoring Terminology Used in Assessment Reading Reflection</p> <p>P: Develop brochure of universal tools for designated supports</p> <p>A: Assessment Presentation to Class</p>	<p>Concepts to be Covered:</p> <ul style="list-style-type: none"> ● Statistical concepts ● Scoring of assessments ● Assessment terminology ● Protocol of different assessments ● Techniques to implement assessment ● AAC proper use ● Assessment participation 	
<p>Module Four: How to Give Assessments Part 3 Formal and Informal</p> <p>6. CLO Candidates will apply knowledge of the purposes, characteristics, and appropriate uses of different types of</p>	<p>MM5.1 EX5.2 Introduced, Practiced,</p>	<p>I: Chapter 5: Response to Intervention, Chapter 6: The Child Study Team and Pre-referral Strategies and Reading and Reflection</p> <p>P: Using case studies, candidates apply</p>	<p>Module Four: How to Give Assessments Part 3 Formal and Informal</p> <ul style="list-style-type: none"> ● Formal Assessments ● Informal Assessments ● Augmentative Systems ● Alternative systems ● Sensory Needs ● Access Needs ● Orthopedic Disabilities ● Other Health Impairments ● Multiple Disabilities ● Multidisciplinary Teams ● Parental Participation 	



<p>assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services</p>	<p>Assessed</p>	<p>knowledge of eligibility criteria in mock Child Study team.</p> <p>A: Assessments Quiz</p>	<ul style="list-style-type: none"> • Eligibility Criteria • Child Study Teams 	
<p>Module Four: How to Give Assessments Part 3 Formal and Informal</p> <p>7. CLO Case Management Candidates utilize assessment data to: develop needed augmentative and alternative systems, address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities</p>	<p>MM5.2 EX5.3</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Chapter 7: the Multidisciplinary Team and Parental Participation in the Assessment Process Reading and Reflection</p> <p>P: Using case studies, candidates apply knowledge of eligibility criteria in mock Child Study team</p> <p>A: Assessment Quiz</p>	<p>Module Four: How to Give Assessments Part 3 Formal and Informal</p> <p>Concepts to be Learned:</p> <ul style="list-style-type: none"> • Augmentative Systems • Alternative systems • Sensory Needs • Access Needs • Orthopedic Disabilities • Other Health Impairments • Multiple Disabilities • Multidisciplinary Teams • Parental Participation • Eligibility Criteria • Child Study Teams 	
<p>Module Five: Forms of Data Collection and Communication</p> <p>8. CLO Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan</p>	<p>MM1.4 EX1.4</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Chapter 11: Assessment of Speech and Language and Parental Participation in the Assessment Process Reading and Reflection</p> <p>P:IRIS Module: Monitoring and Reporting Student Progress</p>	<p>Module Five: Forms of Data Collection and Communication</p> <p>Concepts to be Covered:</p> <ul style="list-style-type: none"> • Data Collection • Learning Goals • Academic Content Standards • IEPs • Transitions Plans (ITPs) • Monitoring • Student communication • Teacher communication • 	



		A: Develop system for monitoring student progress toward learning goals.		
<p>Module Five: Forms of Data Collection and Communication</p> <p>9. CLO Candidates will utilize assessment data to: implement instruction of communication and social skills and create and facilitate opportunities for interaction. Candidates will develop a portfolio of communication methods to demonstrate student's academic knowledge .</p>	<p>MM5.2 EX5.3</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Chapter 11: Assessment of Speech and Language and Parental Participation in the Assessment Process Reading and Reflection</p> <p>P: Communication Matrix A. Portfolio of communication methods</p>	<p>Module Five: Forms of Data Collection and Communication</p> <p>Concepts to be Covered:</p> <ul style="list-style-type: none"> • Assessment Data • Instruction of Communication • How to facilitate Interaction • Portfolio Development • Communication Methods • Student's Academic Knowledge 	
<p>Module Six: How to Give Assessments Part 2</p> <p>10. CLO Candidates will know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on</p>	<p>MM5.6 EX5.7</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Watch KTEA video and Reflection</p> <p>P: Attend webinar and fill out KTEA study guide</p> <p>P: Give Academic Assessments</p> <p>A. Write Assessment Report</p>	<p>Module Six: How to Give Assessments Part 2</p> <p>Concepts to be Covered:</p> <ul style="list-style-type: none"> • How to Give KTEA • Accommodation Implementation • AAC and Assessment • Complex Communication needs • 	



<p>assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs</p>				
<p>Module Seven: Unique Learning, Sensory, and Access Needs</p> <p>11. CLO Candidates will be able to address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities</p>	<p>MM 5.2</p> <p>EX5.3.</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Chapter Reading: Understanding Individuals with Physical/Orthopedic, other health impairments, and Multiple Disabilities and Reflection</p> <p>P: Orthopedic Impairment Individual Healthcare Plan</p> <p>P: Individual Healthcare Plan Brochure</p> <p>P: Interview district/school nurse</p> <p>A. Present Healthcare Plan</p>	<p>Module Seven: Unique Learning, Sensory, and Access Needs</p> <p><u>Concepts to be Covered:</u></p> <ul style="list-style-type: none"> • Movement supports • Independent mobility • Sensory needs • Safe environments: Classrooms, schools, and community 	
<p>Module Eight: Performance Assessment</p>		<p>A.</p>	<ul style="list-style-type: none"> • 	





Course Texts

ASSESSMENT IN SPECIAL EDUCATION
A PRACTICAL APPROACH
SIXTH EDITION

Assessment in Special Education: A Practical Approach, 6th edition
Published by Pearson (June 30th 2022) - Copyright © 2023
Roger A. Pierangelo | George A. Giuliani

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ISBN-13: 9780137545438
Assessment in Special Education: A Practical Approach

Roger A. Pierangelo • George Giuliani

Course Expectations & PLNU Catalog Policies

Dispositions of Noble Character

Dispositions are not formally assessed in this course. This course does not require the candidate and the course professor to complete a formative assessment of the Dispositions of Noble Character.

Method of Evaluation

Assignments in this class are assigned a point value. Point values are shown on the assignment chart. At the end of the semester, a letter grade for the course will be based on the following scale:

A	A-	B+	B	B-	C+	C	C-	D	F
93-100	90-	87-	83-	80-	76-	73-	70-	60-	Below
%	92	89	86	82	79	75	72	69	59%
	%	%	%	%	%	%	%	%	

State Authorization (For fully online courses only)

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

Incomplete and Late Assignments

Note: You may use, revise, or delete this section as needed for your course.

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

Incomplete Grades



All work is due by the last day of the quad. Grades will be calculated accordingly. A grade of incomplete is given for work which has been partially completed in a satisfactory manner, but which, for valid reasons such as illness or death in the family, is not finished. (Instructor must be notified and an action plan for completion is developed.) The grade of incomplete must be made up by the end of the next regular semester. Until the work is completed, a grade of Incomplete is considered an F in determining the student's grade point average and eligibility for financial assistance.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See the [Academic Honesty Policy](#) in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

Course Modality Definitions

- 1. In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
- 2. Online:** Coursework is completed 100% online and asynchronously.
- 3. Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
- 4. Hybrid:** Courses that meet face-to-face with required online components.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Graduate and Professional Studies Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Use of Technology *(Note: Add this section if teaching an Online or Hybrid course)*

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.



PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

PLNU Spiritual Care

Bakersfield Campus:

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Bakersfield campus we have an onsite chaplain, Rev. Brent Kall, who is available during class break times across the week. If you have questions, desire to meet or share a prayer request with Rev. Brent Kall, you can contact him directly at bkall@pointloma.edu. Also, there is a weekly Email Newsletter called "The Encourager" that provides a brief devotional and all his contact information.

Balboa Campus:

PLNU strives to be a place where you grow as whole persons. To this end we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Balboa campus we have an onsite chaplain, Rev. Kevin Portillo who is available during class break times across the week. If you have questions, desire to meet with Rev. Portillo or prayer requests you can contact him directly at KevinPortillo@pointloma.edu.

Liberty Station Campus:

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Liberty Station campus we have an onsite chaplain, Rev. Dave Hazel, who is available during class break times across the week. If you have questions, desire to meet or share a prayer request with Rev. Hazel you can contact him directly at dhazel@pointloma.edu or feel free to call or text (913-231-3975).

Mission Valley:

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain, Rev. Gordon Wong, who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request with Rev. Wong you can contact him directly at mcvchaplain@pointloma.edu or gordonwong@pointloma.edu. Rev. Wong's cell number is 808-429-1129 if you need a more immediate response.



In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

Course Evaluation

Toward the end of this course, you will be receiving an email on your Point Loma account from IDEA asking you to log into the course evaluation system. This evaluation is totally confidential, **and it is crucial that ALL candidates complete the evaluation** so that the School of Education has the feedback needed to improve the course and the program in which you are enrolled.



Course Assignment Descriptions

Course Assignments and Activities:

Reading Reflections/Quizzes: (30% of course grade)

This course has several readings that you must complete during each module. You are required to read all assigned pages from course texts as well as all web links and lectures each week. Quizzes must be completed by Monday of each week.

Assignments: (35% of course grade)

This course has assignments due each week. Please see the late policy for assignments that are completed after the due date.

Fieldwork: (35% of course grade)

This course has fieldwork activities due each week. Please pay attention to the activities that are outlined each week. You will be completing 10 hours in the field and watching 10 hours of videos. Please see the late policy for FW assignments that are completed after the due date. If you do not complete all of the FW activities and hours you will NOT pass the course.

Week 1 Why Give Assessments

Reading Reflections/Quizzes:

Book: Pierangelo & Guiliani:

1. Chapter 1 Introduction to Assessment and
2. Chapter 18 Determining Whether a Disability Exists: Eligibility Criteria

Other:

3. Case management and support techniques from a parents perspective.

<https://www.understood.org/articles/en/iep-case-managers-a-guide-for-parents>

<https://www.ctc.ca.gov/credentials/assignment-resources/special-education-case-management>

Assignments:

1. Iris Module: RTI: Part 2

Candidates will complete IRIS Module: RTI: Part 2 in order to apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services.

<https://iris.peabody.vanderbilt.edu/module/rti02/> . Upon completion of the module, candidates will complete and submit the module assessment responses in Canvas. TPE

MM5.1/EX5.2

Fieldwork:

As part of your fieldwork experiences (in-person and via video), you will be required to complete three forms by the end of this course:

1. **Demographics Form** - This form is electronic in Taskstream. You can fill out the electronic document in Taskstream by filling in the numbers in every blank based on the class/campus demographics you are observing. If you observe multiple classes, you only need to submit demographics for one class.

Host Teacher Form - This form requires information on your host teacher/support provider. Please fully complete all sections of this form, including the EL Authorization: CLAD check box before uploading. This form can be used multiple times if you continue to observe the same host specialist. Complete the form with your information if you use your own classroom.



Evaluation Form - You will completely fill in this document. Include the dates, the activities you engaged in, and the total hours, and then you and your host teacher/support provider will sign the bottom of the form. You may attach a second document if needed. You will sign the form if you completed the hours in your own classroom. 22

This week, you will complete the fieldwork demographics form based on your school site or the site where you observed. This form is electronic in Taskstream under **EDU6062 Fieldwork Demographics**. Login to Taskstream, and fill out the electronic document by filling in the numbers in every blank based on the class/campus demographics you are observing. You **MUST** input a number for each section or you will not be able to submit it. If you observe multiple classes, you only need to submit demographics for one class. When you submit it, **please send the form to the Field Experience Coordinator** for your program.

3. Once submitted, type your name in the Canvas text box to submit this assignment.
4. Log 30 minutes on your Evaluation form for this activity and note in the textbox here on Canvas once the activity is completed. MM6.5 & EX6.6

Week 2 How to Give Assessments Part 1

Reading Reflections/Quizzes:

Book: Pierangelo & Guiliani:

1. Chapter 2 Methods of Assessment and Testing Considerations and
2. Chapter 21 Eligibility Procedures for Special Education Services

Other:

3. Case Study Edith

Assignments:

1. Candidates will read the chapter excerpt of the Case Study of Edith. Candidates will determine if Edith should be eligible for special education services under an emotional behavioral disorder or a learning disability, or if she is an English-language learner. Support your determination through examples from the case study and discuss how cultural, ethnic, gender, or linguistic differences may have impacted your decision. How might further assessments have played a critical role in determining Edith's educational needs? **TPE M5.4 & E5.5**

Fieldwork:

1. Candidates will work with their host teacher(s) to discuss their procedures for organizing student information for case management.
2. Candidates will then develop student data profiles that outline assessment data used and support techniques based on their special education eligibility, progress monitoring, and services. **TPE MM5.2 & EX5.3**

Week 3 How to Give Assessments Part 2

Reading Reflections:

Book: Pierangelo & Guiliani:

1. Chapter 3 Basic Statistical Concepts and
2. Chapter 4 Scoring Terminology Used in Assessment **MM5.1/EX5.2**



Assignments:

1. Supports Brochure
 - a. Candidates will explore the California Department of Education website <https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp> outlining Student Assessment Accessibility Resources.
 - b. Candidates will develop a brochure of supports available to students in the categories of Universal Tools, Designated Supports, Accommodations, and research other Unlisted Resources which may be utilized by students on an Individual Education Plan (IEP) or 504 Plan. **TPE MM5.6/EX5.7**

Fieldwork:

1. Candidates will discuss with the host teacher how the school/district established an appropriate pre-referral intervention process to provide students with the support they need to keep them participating and progressing in the general curriculum. Additionally, candidates will discuss with the host teacher when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.
2. Candidates will review the school climate and then respond how that climate may affect the educational progress of students from diverse ethnic/cultural backgrounds.
3. Candidates will develop a family interview questionnaire to learn from them how to understand and respect their child's unique learning strengths, needs, and cultural background. **TPE MM5.1/EX5.2, TPE M5.4 & E5.5**

Week 4 How to Give Assessments Part 3: Formal and Informal Reading Reflections:

Book: Pierangelo & Guiliani:

1. Chapter 7: Response to Intervention,
2. Chapter 9: The Child Study Team and Pre-referral Strategies and
3. Chapter 10: the Multidisciplinary Team and Parental Participation in the Assessment Process **TPE MM5.1/EX5.2**

Assignments:

1. **Mock Child Study Team**
 - a. Using case studies, candidates apply knowledge of eligibility criteria in mock Child Study team. **TPE MM5.1/EX5.2**

Fieldwork:

1. Determine what academic assessment host teacher uses.
2. Observe host teacher giving the assessment.
3. What AAC devices does the host teacher employ to help her students participate in the assessment process at the classroom (LRE) and statewide level. **TPE MM5.6/EX5.7**

Case Management

1. Portfolio of Data Collection Systems



- a. Candidates will develop a portfolio of data collection systems to keep track of formal and informal assessments being utilized with students on the host teacher's caseload, including augmentative and alternative communication systems. **TPE MM5.2 & EX5.3**

Week 5 Forms of Data Collection and Communication

Reading Reflections:

Book: Pierangelo & Guiliani:

1. Chapter 8 Required Responsibilities in Screening and Assessment of Students Assessment of Speech and Language
2. Chapter 11 Assessment of Academic Achievement

Other:

3. Candidates will read articles
 - a. [4 Ways Teachers Can Use Assessment Data to Inform Instruction](#) to learn about how to monitor student progress towards learning goals.
 - b. [Preparing Teachers to Facilitate Communication Skills in Students With Severe Disabilities](#) (CEEDAR Center)

Assignments:

1. Iris Module: Monitoring and Reporting Student Progress

- a. Candidates will complete [Monitoring & Reporting Student Progress](#) of Iris Module. **TPE MM1.4 & EX1.4**

Fieldwork:

1. Communication Matrix

- a. Candidates will read "About" page on Communication Matrix.
- b. Candidates will fill out a [Communication Matrix](#) on a student from fieldwork. **TPE MM5.2 & EX5.3**

Week 6 How to Give Assessment Part 4

Reading Reflections:

Book: Pierangelo & Guiliani:

Other:

Assignments:

1. KTEA Webinar & Quiz
 - a. Candidates will watch the KTEA webinar filling out study guides as they do.
 - b. Candidate will take quiz Part A. **TPE MM5.6/EX5.7**

Fieldwork:

1. Academic Assessment

- a. Candidates will give the academic assessment to student.
- b.

Week 7 Unique Learning, Sensory, and Access Needs

Reading Reflections:

Book: Pierangelo & Guiliani:

1. Chapter 19: Writing a Comprehensive Report in Special Education
2. Chapter 20: Preparation, Participation, and Reporting of Test Results

Other:

Assignments:



1. KTEA Webinar & Quiz
 - c. Candidates will watch the KTEA webinar filling out study guides as they do.
 - d. Candidate will take quiz Part B. **TPE MM5.6/EX5.7**

Fieldwork:

Last week you gave the assessment to a student from that information:

1. Then create video of how to give assessment ([see example](#)). **TPEMM5.6/EX5.7**

Week 8 What You Learned

Reading Reflections:

Book: Pierangelo & Guiliani:

1. Chapter 12: Assessment of Intelligence
2. Chapter 13: Assessment of Behavior
3. Chapter 14: Assessment of Perceptual Abilities

Assignments:

Performance Assessment

Fieldwork: (30% of course grade)

In order to receive full credit for fieldwork hours and activities (30% of your grade), you will need to submit the following forms in Taskstream under their designated spot under EDU6062.

All forms will be submitted to the Field Experience Coordinator (FEC).

Please submit the following:

1. Demographics Form - This form is electronic in Taskstream. You can fill out the electronic document in Taskstream by filling in the numbers in every blank based on the class/campus demographics you are observing. If you observe multiple classes, you only need to submit demographics for one class.
2. Host Teacher Form - This form requires information on your host teacher. Please fully complete/have your host teacher or support provider complete all sections of this form, including the EL Authorization: CLAD check box before uploading. This form can be used multiple times if you continue to observe the same host specialist.
3. Evaluation Form - You will completely fill in this document with 10 hours of in-course videos/activities and 10 hours of in-person observations from your placement. Include the dates, the activities you engaged in, and the total hours, and then you and your host teacher will sign the bottom of the form.

You may attach a second document if needed. You will sign the form if you completed the hours in your own classroom. Forms can be found and downloaded from the PLNUSOE.com website. Once your forms are submitted, the FEC will take the week after the courses end to review all documents. Points for submission will be updated once the FEC communicates who completed the forms to the course professor.

PLEASE NOTE: Reviewing the forms can take several days to over a week. Your grade will default to a zero for this assignment once the due date passes, but as soon as the FEC shares what was submitted, the points will be updated reflecting your grade. Please keep in mind, these forms are worth 30% of your grade - you cannot pass this course if you do not submit the required forms.



Course Calendar

The following suggested timeline shows the main themes, readings, topics, activities, and assignments that may be planned for each class module. The schedule is subject to modifications at the discretion of the professor to meet the needs of the class.

Module/Week	Theme & Topics	Readings/Assignments/Fieldwork	What is due?
Module 1	Why Give Assessments	<p>Reading Reflections/Quizzes: Book: Pierangelo & Guiliani: 1. Chapter 1 Introduction to Assessment and 2. Chapter 18 Determining Whether a Disability Exists: Eligibility Criteria Other: 0. Case management and support techniques from a parents perspective. https://www.understood.org/articles/en/iep-case-managers-a-guide-for-parents https://www.ctc.ca.gov/credentials/assignment-resources/special-education-case-management Assignments: Iris Module: RTI: Part 2 Fieldwork:</p> <p>Demographics Form - This form is electronic in Taskstream. You can fill out the electronic document in Taskstream by filling in the numbers in every blank based on the class/campus demographics you are observing. If you observe multiple classes, you only need to submit demogra</p>	Quiz Chapter 1, 18 Iris Module Demographics form
Module 2	How to Give Assessments	<p>Reading Reflections/Quizzes: Book: Pierangelo & Guiliani: Chapter 2 Methods of Assessment and Testing Considerations and Chapter 21 Eligibility Procedures for Special Education Services Other: Case Study Edith</p> <p>Assignments:</p> <p>Candidates will read the chapter excerpt of the Case Study of Edith. Candidates will determine if Edith should be eligible for special education services under an emotional behavioral disorder or a learning disability, or if she is an English-language learner. Support your determination through examples from the case study and discuss how cultural, ethnic, gender, or linguistic differences may have impacted your decision. How might further assessments have played a critical role in determining Edith's educational needs?TPE M5.4 & E5.5</p> <p>Fieldwork:</p> <p>Candidates will work with their host teacher(s) to discuss their procedures for organizing student information for case management.</p> <p>Candidates will then develop student data profiles that outline assessment data used and support techniques based on their special education eligibility, progress monitoring, and services.TPE MM5.2 & EX5.3</p>	Quiz Chapter 2, 21 Case Study Edith Host Teacher Interview Data Form Profile
Module 3	How to Give Assessments Part 2	<p>Reading Reflections: Book: Pierangelo & Guiliani: Chapter 3 Basic Statistical Concepts and Chapter 4 Scoring Terminology Used in Assessment MM5.1/EX5.2</p> <p>Assignments:</p> <p>Supports Brochure</p> <p>Candidates will explore the California Department of Education website https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp outlining Student Assessment Accessibility Resources.</p> <p>Candidates will develop a brochure of supports available to students in the categories of Universal Tools, Designated Supports, Accommodations, and research other Unlisted Resources which may be utilized by students on an Individual Education Plan (IEP) or 504 Plan. TPE MM5.6/EX5.7</p> <p>Fieldwork:</p> <p>Candidates will discuss with the host teacher how the school/district established an appropriate pre-referral intervention process to provide students with the support they need to keep them participating and progressing in the general curriculum. Additionally, candidates will discuss with the host teacher when and how to use assessment sources that integrate alternative statewide assessments, formative</p>	Quiz Chapter 3, 4 Supports Brochure Host Teacher Pre-Referral Process Family Interview Template



		<p>assessments, and formal/informal assessment results as appropriate, based on students' needs.</p> <p>Candidates will review the school climate and then respond how that climate may affect the educational progress of students from diverse ethnic/cultural backgrounds.</p> <p>Candidates will develop a family interview questionnaire to learn from them how to understand and respect their child's unique learning strengths, needs, and cultural background. TPE MM5.1/EX5.2, TPE M5.4 & E5.5</p>	
Module 4	How to Give Assessments Part 3: Formal and Informal	<p>Reading Reflections: Book: Pierangelo & Guiliani: Chapter 7: Response to Intervention, Chapter 9: The Child Study Team and Pre-referral Strategies and Chapter 10: the Multidisciplinary Team and Parental Participation in the Assessment Process TPE MM5.1/EX5.2</p> <p>Assignments: Mock Child Study Team Using case studies, candidates apply knowledge of eligibility criteria in mock Child Study team. TPE MM5.1/EX5.2</p> <p>Fieldwork: Determine what academic assessment host teacher uses. Observe host teacher giving the assessment. What AAC devices does the host teacher employ to help her students participate in the assessment process at the classroom (LRE) and statewide level. TPE MM5.6/EX5.7</p> <p>Case Management Portfolio of Data Collection Systems Candidates will develop a portfolio of data collection systems to keep track of formal and informal assessments being utilized with students on the host teacher's caseload, including augmentative and alternative communication systems. TPE MM5.2 & EX5.3</p>	Quiz Chapter 7, 9, 10 Mock Child Study Team Portfolio of Data Collection Systems
Module 5	Forms of Data Collection and Communication	<p>Reading Reflections: Book: Pierangelo & Guiliani: Chapter 8 Required Responsibilities in Screening and Assessment of Students Assessment of Speech and Language Chapter 11 Assessment of Academic Achievement</p> <p>Other: 3. Candidates will read articles 4 Ways Teachers Can Use Assessment Data to Inform Instruction to learn about how to monitor student progress towards learning goals. Preparing Teachers to Facilitate Communication Skills in Students With Severe Disabilities (CEEDAR Center)</p> <p>Assignments: Iris Module: Monitoring and Reporting Student Progress Candidates will complete Monitoring & Reporting Student Progress of Iris Module. TPE MM1.4 & EX1.4</p> <p>Fieldwork: Communication Matrix Candidates will read "About" page on Communication Matrix.</p> <p>Candidates will fill out a Communication Matrix on a student from fieldwork. TPE MM5.2 & EX5.3</p>	Quiz Chapter 8, 11 Iris Module Communication Matrix
Module 6	How to Give Assessments Part 4	<p>Reading Reflections: Book: Pierangelo & Guiliani: Chapter 5: Legal Ethical, and Professional Issues in Special Education Assessment Chapter 6: Cultural and Linguistic Diversity in Special Education Assessment</p> <p>Other: Assignments: KTEA Webinar & Quiz Candidates will watch the KTEA webinar filling out study guides as they do. Candidate will take quiz Part A. TPE MM5.6/EX5.7</p> <p>Fieldwork: Academic Assessment Candidates will give the academic assessment to student.</p>	Quiz Chapter 5, 6



Module 7	Unique Learning, Sensory, and Access Needs	<p>Reading Reflections: Book: Pierangelo & Guiliani: Chapter 19: Writing a Comprehensive Report in Special Education Chapter 20: Preparation, Participation, and Reporting of Test Results</p> <p>Other: Assignments: KTEA Webinar & Quiz Candidates will watch the KTEA webinar filling out study guides as they do. Candidate will take quiz Part B. TPE MM5.6/EX5.7</p> <p>Fieldwork: Last week you gave the assessment to a student from that information: Then create video of how to give assessment (see example). TPEMM5.6/EX5.7</p>	Quiz Chapter 19, 20
Module 8	What You Learned	<p>Reading Reflections: Book: Pierangelo & Guiliani: Chapter 12: Assessment of Intelligence Chapter 13: Assessment of Behavior Chapter 14: Assessment of Perceptual Abilities</p> <p>Assignments: Performance Assessment</p> <p>Fieldwork: 30% of course grade All Fieldwork Forms DUE</p>	Quiz Chapter 12, 13, 14

Other course assignments:

Professors insert here descriptions of other assignments and which CLOs those assignments assess. You are encouraged to contact other professors teaching this course for assignments and assessments already designed.

****Professors may attach any additional information about your particular course to the back of these pages.**



Point Loma Nazarene University Dispositions and Indicators of Noble Character

Candidate: _____ **Date:** _____ **Course:** _____

Check one: Self-assessment Professor/University Supervisor Mentor/Cooperating Teacher

- Use the participation rubric to indicate the performance level earned for each indicator.
- Note behavioral evidence to substantiate rating regardless of score level.

<p>1. Honor The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace and service, demonstrating coherence in attitudes and actions.</p>		<ul style="list-style-type: none"> -Treats all students and adults equally with civility and grace -Retains a non-judgmental demeanor -Displays professionalism in dress, posture and attitude -Committed to social justice, equity and cultural competency -Consistent in word and actions -Practices forgiveness and love for one another. -Follows through with commitments
<p>2. Spirit of Harmony and Collaboration The candidate actively contributes to the learning community with caring, patience and respect for the diversity of learners. The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community. The candidate's flexibility and humility assures that all students have the opportunity to achieve to their potential.</p>		<ul style="list-style-type: none"> -Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role. -Openly considers the contributions of diverse learners. -Proactive rather than reactive with classmates, teachers, parents, staff and students. -Employs healthy conflict resolution skills in one-on-one and group situations. -Assists in resolving conflict and promotes acceptance of one another. -Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms.
<p>3. Reflective Learner The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.</p>		<ul style="list-style-type: none"> -Articulates and models his/her calling to the profession -Understands personal strengths and demonstrates consistent performance in given activities -Takes responsibility for his/her own learning -Develops and monitors a plan that balances personal and professional growth -Looks at an incident/activity to analyze what worked and targets areas for improvement -Asks questions, seeks support and guidance -Uses journals or reflections to record thinking and improve practice
<p>4. Professional and Positive Perseverance The candidate displays passion for teaching and learning by remaining positive, engaged and accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback.</p>		<ul style="list-style-type: none"> -Enthusiastic, energetic, prepared, constantly reflecting and improving. -Seeks feedback from other professionals with a positive spirit. -Willingly participates in the school community activities outside of the classroom. -Remains involved in the planning and innovation necessary of professionals. -Holds high expectations for all, and scaffolds learning when assignments are challenging. -Remain aware of all the profession requires and makes changes to own practice.

RUBRICS FOR PERFORMANCE LEVEL

- 4 – Exceptional** - Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed.
- 3.5 - Advanced** - Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting.
- 3 – Appropriate** - Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.
- 2.5 - Improvement Needed** – Lack of this indicator has been evident to peers or teacher. Demonstrates the ability to accept feedback, reflect and improve.
- 2 – Area of Concern** – Demonstration of this indicator is frequently missing. May have some difficulty in responding openly to feedback from peers or teacher.



1 – Inappropriate - Demonstrates indicator infrequently if at all. No indication of desire to improve.



EDT/EDU Course Number	Common Core Standards Addressed	Lesson Plan Components	TPA Component	Dispositions Addressed	Fieldwork	Signature Assessment?
3002/6000	Introduced	Objectives	Lesson Planning	Assessed	No	Yes
3006/6001 4096/6053	With Regard to English Learners	Language Objective English Learner Potential Barriers for Learning	Focus Student: English Learner	Addressed	20 Hours w/ ELs (Interns: 10 hours video)	Yes
4004/6002	With Regard to Students with Special Needs	Students with Special Need Differentiation	Focus Student: Special Needs	Addressed	20 Hours w/ SWDs (Interns: 10 hours video)	No
4017/6017A	N/A	Barriers for Learning: Socio-Emotional Learning (SEL) Needs	Focus Student: SEL	N/A	No	No
4017/6017B	As Needed for Planning	UDL/All Components	Focus Student: SEL, EL, SWD	N/A	No	No
4017/6017C	As Needed for Planning	UDL/All Components	Technology Focus Student: SEL, EL, SWD	N/A	No	No
4017/6017D	N/A	N/A	Focus Student: SEL, EL, SWD	N/A	No	No
4009/6003	With Regard to Assessment	Assessment	Assessment	Assessed	No	No
4010/6010 4020/6020	With Regard to Literacy	Literacy	Language Arts UDL (MS/SPED)	Addressed	20 Hours of Early Reading /Literacy	Yes



<p>3024/6012 4021/6021 4054/6054</p>	<p>3024/6012— With Regard to Math 4021/6021, 4054/6054— With Regard to Literacy and Content Areas</p>	<p>Methods/Instructiona l Design</p>	<p>Math UDL (MS/SPED) Instructional Design and Delivery</p>	<p>Addressed</p>	<p>instruction in a K-3 grade classroom (Interns: 10 hours video) 20 Hours of Content (3024/6012: Math) Instruction (Interns: 20 hours in own classroom if applicable)</p>	<p>No</p>
<p>4092/6050 4093/6051 4094/6052</p>	<p>With Regard to Literacy and Content Areas</p>	<p>Methods/Instructiona l Design</p>	<p>Instructional Design and Delivery</p>	<p>Addressed</p>	<p>No</p>	<p>No EDU 6050 - Yes</p>
<p>4022/6011 4032-4039/ 6022-6029</p>	<p>With Regard to Literacy and Content Areas</p>	<p>Methods/Instructiona l Design/Unit Plan (4022/6011)</p>	<p>Instructional Design and Delivery</p>	<p>Addressed</p>	<p>No</p>	<p>No</p>
<p>4053/6055</p>	<p>N/A</p>				<p>No</p>	<p>No</p>
<p>40CP1/60CP1</p>	<p>All</p>	<p>Implemented</p>	<p>Cycle 1 -Due Wk 7, Thursday Night 11:59 PM</p>	<p>Assessed</p>	<p>8 Weeks, Full Day</p>	<p>No</p>
<p>40CP2/60CP2</p>	<p>All</p>	<p>Implemented</p>	<p>Cycle 2 - Due Wk 7, Thursday Night 11:59 PM</p>	<p>Assessed</p>	<p>8 Weeks, Full Day</p>	<p>No</p>