

**Rhode Island College**  
**Feinstein School of Education and Human Development**  
**Department of Special Education**  
**Fall 2010**

SPED 653 (1 credit) Class	Assessment Practicum-Exceptional Bilingual Students  Section I: Elem. (TBD) Section II: MS/HS (TBD)
Instructor	Ying Hui-Michael, Ph.D., Horace Mann 050, Email: <a href="mailto:yhui@ric.edu">yhui@ric.edu</a> 401-456-8024 (Dept.), 401- 456-8604 (O), 401-456-8819 (Fax) * 401-432-6408 (H) before 10:00pm
Office Hours	By appointment

**Course Description**

Students evaluate the linguistic, academic, and behavioral abilities of selected English Language Learners with disabilities. They select, administer, and interpret multifaceted assessments and write individual educational plans. 1 credit hour, Prerequisite: Certification in special education; SPED 551, 553, 5555, 651, 652; *concurrent enrollment in SPED 55*. Offered spring.

**Relationship to the Professional Program and the Conceptual Framework of the FSEHD**

In this focused practicum students apply the knowledge and skills acquired in their course *Assessing English Language Learners with Disabilities*. They document learner needs and strengths in language and literacy, academic subjects, and social and behavioral functioning. Students use the results of their assessments to construct parent-friendly reports and to plan responsive intervention programs. They work with translators and interpreters to conduct assessments, report the major results of their assessments in a parent-responsive manner, and collaborate with families and school-based professionals to design responsive individual education plans.

**Required Course Texts**

Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

Hamayan, E., Marler, B., Sanchez-Lopez, C., & Damico, J. (2007). *Special education considerations for English language learners*. Philadelphia: Caslon Publishing.

## Recommended

O'Malley, J.M. & Valdez Pierce, L. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. Reading, MA: Addison Wesley Publishing Co.

## Course Outcomes:

*Students will be able to:*

1. select, conduct and interpret linguistic, academic, social-emotional, and behavior assessments; including authentic, performance, curriculum and portfolio-based assessments; in order to make accurate educational decisions at the pre-referral, referral, and instructional planning levels; **CEC Standard 2 & 8; Knowledge: Domain-Specific Knowledge; Contextual Perspective; Practice: Evidence-Based Decision Making; RIPTS 2, 3, 4, 9; TESOL Standard 4.b., 4.c & 5.a.**
2. understand how to effectively work with a translator/interpreter to assess a student from a dual language and cross-cultural perspective and gather pertinent data from home and community learning contexts; **CEC Standard 8 & 10; Practice: Evidence-Based Decision Making; RIPTS 7, 8; TESOL Standard 5.a. & 5.c.**
3. understand how to use the results of assessments conducted to write a parent-friendly report and to develop a culturally-, linguistically-, and educationally-responsive IEP based on the present level of performance of the CLD student; **CEC Standard 8 & 10; Practice: Evidence-Based Decision Making; RIPTS 4, 9; TESOL Standard 5.b.**
4. confer with a CLD family in a culturally and linguistically responsive manner to discuss the results of evaluation and the recommended program for the child; include parents in the decision-making process when planning their child's IEP; **CEC Standard 8 & 10; Practice: Evidence-Based Decision Making; RIPTS 7, 8, 11; TESOL Standard 5.b.**
5. demonstrate the professional capacity to function effectively on an assessment team by understanding the role of each team member and engaging in skillful collaboration and problem solving to resolve difficult issues that may arise when serving culturally and linguistically diverse learners with disabilities. **CEC Standard 8 & 10; Practice: Evidence-Based Decision Making; RIPTS 7, 8; TESOL Standard 5.c.**

## Course Assignments

*Description of the Case Study Student:* Write a two-page description of your case study student. Include: age, ethno-linguistic background, language history, family structure, academic history, disability information, and any other relevant data for selecting

appropriate assessments and interpreting assessment results (e.g. length of time in the country, level of acculturation, and socioeconomic status). (Course Outcomes 4, 5)

*Assessment of the Case Study Student:* Conduct a student assessment of a bilingual student with special education needs using formal and informal measures. The assessment must include (a) A language assessment, and (b) A literacy assessment (i.e., reading and writing) (Course Outcomes 1, 2, 4, 5)

*Parent-Friendly Assessment Report:* Using formal and informal assessment results for a particular student, write a report for parents in parent-friendly language considering the literacy and educational level of the particular parents, their proficiency in English, and their major concerns about their child. Use a recognized readability formula to evaluate the readability of the report. (Course Outcomes 1, 3, 4, 5)

*IEP Goals and Objectives:* Write IEP goals and objectives for your case study student, based on the assessments conducted. (Course Outcomes 1, 3, 4, 5)

### **Grading Procedure**

<i>Assignment</i>	<i>Date Due</i>	<i>Grade Weight</i>
Description of the Case Study Student	10/25	20
Assessment of the Case Study Student	11/20	20
Parent-Friendly Assessment Report	12/27	20
IEP Goals and Objectives	12/4&11	20
Seminar Participation Including the presentation of the case study	TBD	20

### **Grading**

A	100-94	A-	93-90	B+	89-87
B	86-84	B-	83-80	C+	79-77
C	76-74	C-	73-70	D+	69-67
D	66-64	D-	63-60	F	59

### **Course Schedule**

<i>Weeks</i>	<i>Topics/Readings/Assignments</i>
I Sept. 18	<b>Initial Seminar</b> Overview of the Practicum Experience and Practicum Requirements Review of Relevant Assessment Procedures and Resources Small Group Discussions/Planning Sessions

*Throughout the Practicum Students Practice Collaboration and Decision Making Strategies Learned in Their Coursework as Required to Function Effectively as Part of a School-Based Assessment Team*

- II**  
Sept. 25-  
Oct. 2  
**Conducting Home Assessments and Educational Histories**  
Students Conduct Home Assessments for the Selected Student to Obtain Data Regarding the Language History, Educational history, Health History and Educational Concerns of the Parents  
Students Conduct Interviews with Previous Teachers and Collect Archival Documents Regarding School Performance  
*Assignment One: Description of the Case Study Student*
- III**  
Oct. 9-16  
**Assessment of Oral Language**  
Using Formal and Informal Measures, Students Assess the Oral Language Performance of the Case Study Student  
Students Conduct Assessments with the Selected Student Using a Multifaceted Approach (Standardized, Performance-based, Criterion Referenced and Curriculum Based Measures) in the Appropriate Language(s)  
Students Work with Translators and Interpreters as Necessary  
*Begin Assignment Two: Assessment of the Case Study Student.*
- IV**  
Oct. 23-30  
**Assessment of Writing**  
Using Formal and Informal Measures, Students Assess the Writing Performance of the Case Study Student  
Students Conduct Assessments with the Selected Student Using a Multifaceted Approach (Standardized, Performance-based, Criterion Referenced and Curriculum Based Measures) in the Appropriate Language(s)  
Students Work with Translators and Interpreters as Necessary  
*Continue with Assessment of the Case Study Student.*
- V**  
Nov. 6-13  
**Assessment of Writing**  
Using Formal and Informal Measures, Students Assess the Writing Performance of the Case Study Student  
Students Conduct Assessments with the Selected Student Using a Multifaceted Approach (Standardized, Performance-based, Criterion Referenced and Curriculum Based Measures) in the Appropriate Language(s)  
Students Work with Translators and Interpreters as Necessary  
*Continue with Assessment of the Case Study Student.*
- VI**  
Nov. 20-27  
**Writing Effective Assessment Reports for Culturally and Linguistically Diverse Parents**  
Writing Assessment Reports in a Parent-Friendly Manner  
Using a Model to Be Provided and Written Guidelines, Students Produce Assessment Reports for Parents that Acknowledge their Language and Literacy Characteristics, Cultural Characteristics, Educational Background and Concerns for their Child  
*Begin Assignment Three: Parent-Friendly Assessment Report*

- VII  
Dec. 4-11
- Culminating Seminar**  
**Writing IEP Goals and Objectives for Bilingual Students with Disabilities**
- Sharing of Practicum Experiences Among Participants  
*Assignment Four: Produce IEP Goals and Objectives for Your Case Study Student Based on the Assessments Conducted. Produce a Maximum of Three Goals Pages (Oral Language, Literacy or Oral Language, Reading, Writing)*

### **RIC Policies**

- For Information Regarding Criminal Background Check Policies of the Feinstein School of Education:  
<http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/bci.php>
- Academic Dishonesty Policy (Rhode Island College Handbook of Policies, Practices, and Regulations (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.):  
[http://www.ric.edu/administration/pdf/College\\_handbook\\_Chapter\\_3.pdf#28](http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28)
- Request for Reasonable Accommodations for Students with Disabilities:  
<http://www.ric.edu/disabilityservices/faq.php>

