

Assessment: Course Four Column



Courses (EDU) - EDSP

EDSP 301: Education Excpntl Child

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>Preservice teachers-special education history, legislation, and Nevada resources - Preservice teachers will understand special education history, legislation, and Nevada resources measured with assessment and class discussion. InTASC - 4</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2021-2022</p> <p>Start Date: 10/28/2015</p>	<p>Discussion - Mid-Term Class Discussion</p> <p>Criterion: Mid-Term Objective assessment - essay assessment of 4 applications of special education law, referral process, student study, and support for effective practices. (100 pts)</p> <p>Class discussion with case study and Assignments - reading of law and designing questions pertaining to educational law.</p>	<p>Reporting Period: 2016-2017</p> <p>Criterion Met: N/A</p> <p>Students totaled 30 in this course. There are students who are working on their BA degrees, ARL students required to take the course, and all levels from ECE to secondary pre-service teacher candidates. This course engages students and the expectations have been honed to include what should happen once compliance within the various schools districts. One student received a B, all other students received 95%-100% in assessments.</p> <p>This particular semester with 30 students in several sites offered the opportunity for students to learn much from each other as well as the materials provided in the course. (12/13/2017)</p>	<p>Action: This course remains information based and then application rich with the case studies, required team-work to come to a consensus about what should be done with students presented, and application to what is available in schools at the present time.</p> <p>Attendance and engagement are required and assessed during each class period. Students face real-life application of the process of collaborative decision making for students with special needs. Once a decision is reached, the comparison to what actually happened in the "real" person situation is made.</p> <p>The course will remain in this format -- possibly beginning case studies before mid-term in order to provide additional real world experience opportunities.</p> <p>**This format with 30 students --</p>

Course Outcomes	Assessment Measures	Results	Actions
<p>Preservice teachers will identify the significant factors in characteristics - Preservice teachers will identify the significant factors in characteristics of exceptionalities, speech and language impairments, learning disabilities, students with ADHD, emotional or behavioral disorders, intellectual disabilities, physical and health disabilities, hearing impairments, visual impairments, Autism spectrum disorder, low incidence and gifted topics, and issues in special education evidenced by assessment and class discussion using case studies. InTASC - 1,2,3,4,6 Course Outcome Status: Active Next Assessment: 2021-2022 Start Date: 10/28/2015</p>	<p>Discussion - Mid Term Discussion Criterion: Mid-Term Objective assessment - essay assessment of 4 applications of special education law, referral process, student study, and support for effective practices. (100 pts)</p> <p>Class discussion with case study and Assignments - reading of law and designing questions pertaining to educational law.</p>	<p>Reporting Period: 2016-2017 Criterion Met: N/A Students totaled 30 in this course. There are students who are working on their BA degrees, ARL students required to take the course, and all levels from ECE to secondary pre-service teacher candidates. This course engages students and the expectations have been honed to include what should happen once compliance within the various schools districts. One student received a B, all other students received 95%-100% in assessments.</p> <p>This particular semester with 30 students in several sites offered the opportunity for students to learn much from each other as well as the materials provided in the course. (12/13/2017)</p>	<p>optimal for students to be able to learn from each other -- Possibly track enrollment closely and try to see if the course can be offered once per year. (12/13/2017)</p> <p>Action: This course remains information based and then application rich with the case studies, required team-work to come to a consensus about what should be done with students presented, and application to what is available in schools at the present time.</p> <p>Attendance and engagement are required and assessed during each class period. Students face real-life application of the process of collaborative decision making for students with special needs. Once a decision is reached, the comparison to what actually happened in the "real" person situation is made.</p> <p>The course will remain in this format -- possibly beginning case studies before mid-term in order to provide additional real world experience opportunities. (12/13/2017)</p>
<p>Student Study Process - Preservice teachers will demonstrate understanding of the Student Study Process, 504 process, IEP process, and RTI process through assessment and class discussion with case studies. InTASC - 4,5</p>	<p>Discussion - Mid Term Class Discussion Criterion: Mid-Term Objective assessment - essay assessment of 4 applications of special education law, referral process, student study, and support for effective practices.</p>	<p>Reporting Period: 2016-2017 Criterion Met: N/A Students totaled 30 in this course. There are students who are working on their BA degrees, ARL students required to take the course, and all levels from ECE to secondary pre-service teacher candidates. This course engages students</p>	<p>Action: This course remains information based and then application rich with the case studies, required team-work to come to a consensus about what should be done with students</p>

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>Course Outcome Status: Active Next Assessment: 2021-2022 Start Date: 10/28/2015</p>	<p>(100 pts)</p> <p>Class discussion with case study and Assignments - reading of law and designing questions pertaining to educational law.</p>	<p>and the expectations have been honed to include what should happen once compliance within the various schools districts. One student received a B, all other students received 95%-100% in assessments.</p> <p>This particular semester with 30 students in several sites offered the opportunity for students to learn much from each other as well as the materials provided in the course. (12/13/2017)</p>	<p>presented, and application to what is available in schools at the present time.</p> <p>Attendance and engagement are required and assessed during each class period. Students face real-life application of the process of collaborative decision making for students with special needs. Once a decision is reached, the comparison to what actually happened in the "real" person situation is made.</p> <p>The course will remain in this format -- possibly beginning case studies before mid-term in order to provide additional real world experience opportunities. (12/13/2017)</p>

<p>Articulate strategies - Preservice teachers will articulate strategies for research based instruction and support in the regular classroom for individuals with disabilities through case studies and final assessment. InTASC - 1,2,5,6,7,8 Course Outcome Status: Active Next Assessment: 2021-2022 Start Date: 11/03/2015</p>	<p>Discussion - Mid- Term Class discussion Criterion: Mid-Term Objective assessment - essay assessment of 4 applications of special education law, referral process, student study, and support for effective practices. (100 pts)</p> <p>Class discussion with case study and Assignments - reading of law and designing questions pertaining to educational law.</p>	<p>Reporting Period: 2016-2017 Criterion Met: N/A</p> <p>Students totaled 30 in this course. There are students who are working on their BA degrees, ARL students required to take the course, and all levels from ECE to secondary pre-service teacher candidates. This course engages students and the expectations have been honed to include what should happen once compliance within the various schools districts. One student received a B, all other students received 95%-100% in assessments.</p> <p>This particular semester with 30 students in several sites offered the opportunity for students to learn much from each other as well as the materials provided in the course. (12/13/2017)</p>	<p>Action: This course remains information based and then application rich with the case studies, required team-work to come to a consensus about what should be done with students presented, and application to what is available in schools at the present time.</p> <p>Attendance and engagement are required and assessed during each class period. Students face real-life application of the process of collaborative decision making for students with special needs. Once a decision is reached, the comparison to what actually happened in the "real" person</p>
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<p>Observe students with special needs - Preservice teachers will observe students with special needs in the regular classroom during field service experiences and reflect in writing. InTASC - 9 Course Outcome Status: Active Next Assessment: 2021-2022 Start Date: 11/03/2015</p>	<p>Discussion - Mid- Term Class discussion with case study and Assignments Criterion: Mid-Term Objective assessment - essay assessment of 4 applications of special education law, referral process, student study, and support for effective practices. (100 pts)</p> <p>Class discussion with case study and Assignments - reading of law and designing questions pertaining to educational law.</p>	<p>Reporting Period: 2016-2017 Criterion Met: N/A Students totaled 30 in this course. There are students who are working on their BA degrees, ARL students required to take the course, and all levels from ECE to secondary pre-service teacher candidates. This course engages students and the expectations have been honed to include what should happen once compliance within the various schools districts. One student received a B, all other students received 95%-100% in assessments.</p> <p>This particular semester with 30 students in several sites offered the opportunity for students to learn much from each other as well as the materials provided in the course. (12/13/2017)</p>	<p>situation is made.</p> <p>The course will remain in this format -- possibly beginning case studies before mid-term in order to provide additional real world experience opportunities. (12/13/2017)</p> <p>Action: This course remains information based and then application rich with the case studies, required team-work to come to a consensus about what should be done with students presented, and application to what is available in schools at the present time.</p> <p>Attendance and engagement are required and assessed during each class period. Students face real-life application of the process of collaborative decision making for students with special needs. Once a decision is reached, the comparison to what actually happened in the "real" person situation is made.</p> <p>The course will remain in this format -- possibly beginning case studies before mid-term in order to provide additional real world experience opportunities. (12/13/2017)</p>