

Loyola University Chicago
Department of Curriculum, Instruction and Educational Psychology

**CIEP 526: ASSESSMENT OF CULTURALLY AND
LINGUISTICALLY DIVERSE STUDENTS**

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COURSE DESCRIPTION

Assessment is the systematic process of gathering information in order to make efficient decisions about the education of students. Culturally and linguistically diverse (CLD) learners present unique challenges in the assessment process. Equity in education for the bilingual and/or bicultural student presents unique educational and ethical problems for professionals in the field of Education. The historical lack of adequate testing materials and insufficient training of personnel working with these clients has led to widespread misclassification, and over- and under-identification for special education. Before changes can effectively be made to the manner in which these children are assessed, placed, and given educational services, education professionals must become aware of students' cultural, linguistic, and experiential background, level of acculturation, sociolinguistic development, and cognitive learning styles. These are critical to developing a valid picture of the student and his/her cognitive abilities and achievement levels. This information is vital for effective education decision-making.

During this class you will receive information about assessment and evaluation within cross-cultural settings, particularly in the education of English language learners and limited English proficient students. This course will explore a range of assessment techniques, based on an ecological model of assessment, which recognizes the impact of the assessment context on student performance. Additionally, normal patterns of first and second language acquisition will be discussed, as means of facilitating accurate and appropriate assessment of bilingual students. Emphasis will be on those instruments and assessment methods which provide direction for instruction as well as diagnosis, including, but not restricted to: traditional psychometric instruments, curriculum-based assessment, clinical observation, interviews, dynamic assessment, criterion-referenced assessment, and other alternative assessment techniques, with a consistent emphasis on the assessment of CLD students.

COURSE FRAMEWORK

The School of Education, as part of Loyola's Jesuit tradition, espouses the conceptual framework of "Professionalism in Service of Social Justice." In support of this fundamental tenet of leadership development, The School of Education, as part of

Loyola's Jesuit tradition, espouses the conceptual framework of professionalism in service of social justice, through its components of service, skills, knowledge and ethics.

This course emphasizes the equitable and nonbiased use of individualized assessment instruments and an understanding of the responsibilities associated with culturally competent assessment. The student's understanding of the application of the course to the conceptual framework is assessed through the written journals completed by students and through in-class participation

Students gain skills commensurate with professionalism in the service of social justice through the development of data-based decision-making and intervention planning skills in a multicultural context. Students also provide service to a wide range of schools through summarizing school wide data and making recommendations in an ethical and responsible manner, with a focus on needs of an increasingly diverse school population.

- Candidates demonstrate an understanding of issues of social justice and inequity. (CF3)
- Candidates demonstrate skills that will enable them to work effectively with diverse clients. (CF4)

COURSE OBJECTIVES

The specific objectives for the course are in accordance with the primary goal of the Loyola University of Chicago Ed.D. program of study in school psychology. Specifically, the major focus of the school psychology program is the training of professional school psychologists with a strong theoretical knowledge base in psychology and the practical competencies needed to provide psychological services in the schools. Within the Ed. D. program, the focus is on further development of professional competencies, and an increased focus on the generation of scientific applied research related to school psychology and the educational needs of an increasingly diverse student population. The Ed.D. program of study in school psychology offer an integrated, planned sequence of courses with the ultimate goal of training practitioners and scholars who take a critical problem-solving approach to case conceptualization. The incorporation of research and scientific data in professional decision-making is a core concept developed throughout the training sequence.

CIEP 526 is designed to teach diagnostic problem-solving skills for early identification of bilingual students. A primary goal is the development of professional technical competencies in the administration, and interpretation of standardized measures from a culturally competent perspective. Students are also exposed to functional assessment of academic and behavior difficulties. A critical approach to the evaluation of diagnostic instruments is interwoven throughout the entire course. The importance of issues such as ethical test use, standardization, reliability, construct, content and criterion-related validity will be emphasized.

A major principle within the school psychology program is the training of practitioners and scholars who are aware of multicultural and diversity issues, and the sociopolitical

issues that under-represented groups continue to face in society. The current course introduces students to historical misuses of tests in the placement of ethnic minority youth, and current legal and ethical standards for assessment and intervention conducted with youth from underrepresented groups. The requirements of legislation, such as the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act in the service of individuals from underrepresented groups and those with disabilities are reviewed. The application of professional ethical standards such as the NASP Specialty Guidelines, the Ethical Principles of Psychologists, Standards for Educational and Psychological Testing, and the APA Guidelines for Providers of Services to Ethnic, Linguistic, and Culturally Diverse Populations are discussed within the context of the course.

COURSE RATIONALE

The vision of the school psychology program is to facilitate the development of supportive and culturally responsive environments for individuals with special needs and their families. By relying on an ecological model of assessment, this course will go beyond simple identification of disabilities to assessment of the learning environment. This course supports the College of Education and Special Education Program frameworks by addressing student abilities within the context of a diverse society, recognizing the need to support all individuals in life-long learning, and validating all individuals, including those with disabilities, as valuable members of their communities, including their communities of learners.

REQUIRED READINGS AND MATERIALS

Rhodes, R., Ochoa, S.A., Ortiz, S. (2005), *Assessing culturally and linguistically diverse students: a practical guide*. New York: Guildford Press.

Flanagan, D.P. and Ortiz, S. (2013), *Essential of Cross-Battery Assessment*, Third Edition. New York: Wiley.

Serving English Language Learners with Disabilities: A Resource Manual for Illinois Educators (Distributed in class)

Additional readings will be assigned by the instructor. Many of these will be empirical journal articles students will search for and download from online databases found at Loyola University's library site. Other required readings will be posted within units on Sakai.

RECOMMENDED READINGS

Herrera, S.G., Murry, K.G., Morales-Cabral, R. (2007), *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students*. Boston: Allyn and Bacon.

DIVERSITY

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social,

and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

ACCESSIBILITY

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

ADDENDUM

You are encouraged to visit the following website which provides information related to academic honesty, accessibility, the SOE conceptual framework, ethics reporting, and electronic communication policies: www.luc.edu/education/syllabus-addendum/

IDEA OBJECTIVES

In order to continue to improve this course, an online-course evaluation system will be utilized. Feedback from students is critical in the continuous improvement process. It is critical that students return this form. The following essential objectives will be used to frame the course:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Acquiring skills in working with others as a member of a team

DISPOSITIONS

Each course in the School of Education seeks to foster professional dispositions. The dispositions (Professionalism, Fairness and The Belief that all Students can Learn) will

be assessed in each course, using the Disposition Rubrics found in the Program Handbook.

ELECTRONIC COMMUNICATIONS POLICIES AND GUIDELINES

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

ALIGNMENT WITH ISBE AND NASP STANDARDS

1. A conceptual understanding of the major principles regarding measurement and assessment, and a critical review of test instruments and test manuals. The development of critical skill in the evaluation of measures for a specific use and/or a specific population (NASP/ISBE Standard 1).
2. A discussion of the limitations of psychometric tests, with an overview of alternative methods of assessment, including curriculum-based measurement within an overall referral question (NASP/ISBE Standard 1, NASP/ISBE Standard 10)
3. Exposure to the major theories of intelligence, and an understanding of the history and current trends in intellectual assessment, particularly as it relates to ethical and legal uses of tests and assessment devices with under-represented groups (NASP/ISBE Standard 10, NASP/ISBE Standard 5).
4. An understanding of the standardization procedures, appropriate uses, normative data, and appropriate interpretation of a wide variety of intellectual assessment instruments (NASP/ISBE Standard 10, NASP/ISBE Standard 5).
6. An understanding of the clinical populations that are referred for intellectual assessment, and increased ability to make decisions regarding the appropriate measure for the referral question. (NASP/ISBE Standard 1, NASP ISBE Standard 10)
7. Exposure to the ethical principles developed for the use of psychological measurement, and development of internal standards for assessment of bilingual students suspected of special education needs (NASP/ISBE Standard 10).
8. An integrated knowledge base related to multicultural and diversity issues, and application of this knowledge in appropriate and ethical assessment and intervention with under-represented groups. The development of clinical skills related to the non-biased assessment of ethnic minorities and other under-represented groups (NASP/ISBE Standard 5).

METHODS OF INSTRUCTION

In general, we will follow a seminar format. This course will consist of in-class and online lectures, group discussions, group and individual activities, and student presentations. Students are expected to read the assigned materials and to actively participate in online discussions and other activities. . It is very important that readings be completed prior to class.

COURSE REQUIREMENTS

Assignments must be completed on time and submitted no later than 11:55pm CST on the dates noted. Ten percent of the total points possible will be deducted for each day past the due date. All written assignments (unless otherwise specified) must be typewritten and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6th edition.

1) Journal (40 points)

Twelve (12) are required for the course and must be submitted at the beginning of class or on the assigned days. All journals should be typed, double-spaced, and 1-2 pages in length. The journal is to help you process your thoughts and reactions to the material covered in the course. It will not only help prepare you for class discussions, but it can also serve as a record of your personal growth and development during the semester. The journal should consist of your personal reflections on one or more of the following: 1) readings, 2) class discussion or activities, 3) out-of-class activities (e.g., application of skills). You may even include some of your frustrations or excitements about the process of becoming a school psychologist as you proceed in this course. Journals are confidential and will be read only by the instructor.

2) Critical Review of a standardized test and class presentation (30 points) (More details in-class).

The presentation and write-up will include the following: Brief summary of the test; Does it measure what it purports to measure? Does it provide information needed for planning interventions? Is it appropriate for CLD students? Then include your personal opinion: Would you use this test again with CLD students? Why? How? In combination with others, for certain populations, etc.

3) Class / Forum participation (30 points)

Grading Procedure

Final Grade:

A = 90-100

B = 89-80

C = 70-79

D = 69-60

F = <60

FINAL NOTE . . .

Your role in this course is to come to class prepared to actively discuss the readings and participate in class. I am here to help you in any reasonable way I can. I encourage you to make an appointment with me sooner, rather than later, if you are having difficulty with the course material. I am more than happy to meet with you at a mutually agreeable time. The best way to reach me is through email.