

Assessing Young Children

EDSE 108

Fall 2026 Section 01 Hybrid 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 08/18/2026

Contact Information

Instructor: Dr. Andrea Golloher

Email: andrea.golloher@sjsu.edu

Office: SH 235

Phone: 408-924-5791

Email is my preferred mode of contact

Office Hours

Office hours are by appointment. Please set up a meeting using my [calendar scheduler](https://calendar.app.google/Mnyrt2Xt51invc7r5) (<https://calendar.app.google/Mnyrt2Xt51invc7r5>).

Course Information

Course Format: Hybrid

This course will adopt a hybrid delivery format, including synchronous in-person meetings and asynchronous online learning opportunities.

Canvas Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with "sjsu.edu") to learn of any updates. For help with using Canvas see <https://www.sjsu.edu/cfeti/teaching-resources/software/canvas/student-resources/index.php> Canvas Student Resources page (<https://www.sjsu.edu/cfeti/teaching-resources/software/canvas/student-resources/index.php>).

Technology Requirements

Students will need access to a computer or tablet device with internet connectivity and video capability. If you do not have access to a computer with the necessary features to participate in class, please look into the [free equipment loaning program \(https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/index.php\)](https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/index.php) offered by SJSU.

It is also recommended that you have access to Microsoft Office and Adobe Acrobat or Adobe Creative Cloud in order to be able to access materials shared on Canvas. If you do not have these programs on your computer, please refer to [Information Technology Services \(https://www.sjsu.edu/it/services/applications/index.php\)](https://www.sjsu.edu/it/services/applications/index.php) for information on how to download the software on your device. Note: I use a PC and cannot access Pages documents.

For assignments using Google Docs, please use your SJSU account (log in using your SJSU single sign in) to draft and submit documents. Submissions using your personal or work accounts may not be accessible to me.

Course Description and Requisites

Identification, description, and assessment of typical and atypical young children from birth through kindergarten, with an introduction to California learning foundations for children birth-5, and kindergarten state standards. In addition, the course will provide an introduction to ECSE services and collaboration within the local community.

Prerequisite(s): Department consent.

Letter Graded

* Classroom Protocols

Accommodations for Students with Disabilities

[Presidential Directive 97-03 \(https://www.sjsu.edu/president/docs/PD_1997-03.pdf\)](https://www.sjsu.edu/president/docs/PD_1997-03.pdf) requires that students with disabilities requesting accommodations register with the [Accessible Education Center \(https://www.sjsu.edu/aec\)](https://www.sjsu.edu/aec) (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed. If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. We also offer numerous

workshops for students every semester. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](https://www.sjsu.edu/counseling) (<https://www.sjsu.edu/counseling>) at <http://www.sjsu.edu/counseling> (<https://www.sjsu.edu/counseling>).

Important note about a possible work stoppage during the semester

The California Faculty Association (the union that represents all CSU faculty, including lecturer faculty, tenure-line faculty, coaches, counselors, and librarians) is in the midst of a difficult contract dispute with the CSU system-wide administration. In response to the CSU management's stance, it is possible that the faculty union will call a strike or other work stoppage this term. I promise to inform the class as soon as possible of any disruption to our class meeting schedule. For further information about the issues involved in the strike, please see the resources at: www.calfac.org (<https://www.des05.com/t/49857947/1067055571/50324388/0/47801/?x=303bb7c1>) and www.cfabargaining.org (<https://www.des05.com/t/49857947/1067055571/85309844/0/47801/?x=748e3b15>)

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San José State University. The [Academic Integrity Policy S26-10](https://www.sjsu.edu/studentconduct/docs/S26-10%20Academic%20Integrity%20Policy.pdf) (<https://www.sjsu.edu/studentconduct/docs/S26-10%20Academic%20Integrity%20Policy.pdf>) requires you to be honest in all your academic course work, which includes following the course restrictions on AI use and citing any AI use that was permitted. Faculty members are required to report all infractions, regardless of severity, to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](https://www.sjsu.edu/studentconduct/) (<https://www.sjsu.edu/studentconduct/>) website for more information.

Course AI Use Policy

Teacher candidates are encouraged to critically engage with Artificial Intelligence (AI) tools while recognizing their limitations. AI systems are not neutral; they are shaped by the data on which they are trained and can reflect or amplify existing social, cultural, and linguistic biases. Responsible use of AI requires thoughtful evaluation, cross-checking with reliable sources, and a commitment to equity and inclusivity in teaching practice.

This policy recognizes AI can be a supportive tool while upholding the integrity of graduate-level scholarship and professional preparation. As teacher candidates, you are developing the knowledge, skills, and judgment to serve diverse learners; authentic engagement with course content is essential for your growth and your future students' success.

Permitted Uses of AI

In this course, the responsible use of Artificial Intelligence (AI) tools (e.g., ChatGPT, Claude, Bard, etc.) is permitted to support your learning. AI can be a valuable tool for generating ideas, clarifying concepts, and summarizing information. However, it is not a substitute for your own knowledge, analysis, or application of

course concepts. As future educators, your work must reflect your professional judgment, your understanding of course content, and your responsiveness to the individualized needs of students.

You may use AI to:

- Summarize readings, lectures, or other course materials as a study support.
- Brainstorm ideas or generate initial outlines to get started on assignments.
- Explore multiple perspectives on a topic to deepen your understanding.
- Check clarity of written communication (grammar, flow, readability).

Prohibited Uses of AI

You may not use AI to:

- Generate final submissions for written assignments, lesson plans, IEP goals, or case studies.
- Write analytical reflections or apply course content on your behalf.
- Replace your professional judgment in designing instruction or assessing student needs.
- Fabricate citations, references, or data.

Expectations for Authentic Work

While AI may serve as a resource for generating ideas, frameworks, and examples, it cannot replace the professional judgment, lived experience, and human understanding required to meet the unique needs of your students. All instructional decisions should be grounded in your direct knowledge of students, collaboration with colleagues, and professional expertise.

- All submitted assignments must demonstrate your personal application of course knowledge, professional skills, and understanding of student diversity and individualized needs.
- Specific student information, including names, identifying details, or confidential records, should not be submitted to or used with AI tools.
- Lesson plans, IEP goals, and instructional designs must reflect your professional reasoning and commitment to inclusive practices.
- If AI is used at any stage, you must substantively adapt, critique, and expand upon its output.

Transparency

- If you use AI to assist your work, include a brief statement (e.g., "AI was used to summarize readings and suggest outline headings. All final analysis, applications, and instructional decisions reflect my own work.").
- Failure to appropriately acknowledge AI use, or submitting AI-generated work as your own, may be considered academic dishonesty.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7 \(https://www.sjsu.edu/senate/docs/S12-7.pdf\)](https://www.sjsu.edu/senate/docs/S12-7.pdf) requires students to obtain instructor's permission to record the course. The following criteria define expectations relating to recording a course.

- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without approval. You may not publicly share or upload instructor generated material such as exam questions, lecture notes, or homework solutions without instructor consent. This prohibition includes sharing information with third parties and on websites.
- You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Permission from the instructor, whether in writing or orally, may extend to either a single class or the entire semester.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests must be obtained as well.
- Note, sharing information about this course on websites like Course Hero or Chegg is also prohibited for this course.

Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

Course Goals

This course addresses the following course learning outcomes (CLOs) to address the following CCTC Teacher Performance Expectations (TPEs) for Early Childhood Special Education (Items marked with “I” are introduced in this course, “P” are practiced, and “A” are assessed): 1.1(P), 1.4(P), 1.6(I), 1.7(I), 1.8(I), 1.10(I), 3.1(P), 3.2(I), 4.6(P), 4.1(I), 4.5(I), 4.6(P), 4.8(P/A), 4.11(I), 5.1(P), 5.2(P), 5.3(P), 5.4(P), 5.5(I/P), 5.7(I), 5.8(P), 6.3 (I), 6.4(I), 6.5(I), 6.6(I), 6.8(I), 6.9(I), 6.10(I), 6.13(I), 6.14(I), 6.15(I), 6.16(I), 6.17(I), 6.18(I), 7.10(I), 7.12(I/P)

Course Learning Outcomes (CLOs)

By the end of the semester, students in this course will be able to...

1. Explain the DEC Recommended Practices for observing children and strategies for data collection.
2. Describe the importance of developing strategies for collaborating and communicating with families of students with disabilities as it relates to completing various assessments.
3. Engage in objective observation of young children including:
 1. Writing what you see or hear the child do while avoiding interpreting the child’s intentions, thoughts, or beliefs
 2. This includes recording: information about the materials the child was using, the ongoing activity, the other people in the environment, and direct quotes of what the child is saying
4. Describe the purpose of various types of assessment strategies used with young children with disabilities from birth through kindergarten, when to use them, and the importance of objective observation in successfully completing these assessments.
5. Use objective observation skills to complete various forms of assessment, including screening, developmental assessment, and progress monitoring for young children from birth through kindergarten.
6. Use findings from these assessments to write a strengths-based developmental assessment report for young children from birth through kindergarten.
7. Identify IFSP and IEP instructional goals and objectives that reflect each child’s unique strengths and needs, ensuring these goals and objectives are aligned with the Infant and Toddler Development and Learning Foundations, Preschool/TK Learning Foundations, or California/Common Core State Standards.

Course Materials

Assessing young children in inclusive settings: The blended practices approach

Author: Pretti-Frontczak, K., Grisham, J., & Sullivan, L.

Publisher: Brookes Publishing

Edition: 2nd

Year: 2023

Availability: Campus Bookstore

Other Readings

All other readings will be linked on Canvas.

Course Requirements and Assignments

Assignment	Objectives	Points	Percent	TPEs	CLOs
Partner project: Assessment report and IEP/IFSP goals	- Complete screening assessment (ASQ) following parameters outlined in the assessment manual Complete curriculum-based assessment (AEPS-3) following parameters outlined in the assessment manual - Analyze results of the two assessments including comparing and contrasting the use of screening vs curriculum-based assessments - Connect assessment to instruction by developing IFSP/IEP goals based on findings from the assessment, identifying necessary accommodations for child based on assessment results - Write formal assessment report	50	50%	1.1 1.4 1.6 1.8 4.1 4.5 4.8 4.11 5.1 5.5 5.8	1, 3, 4, 5, 6, 7
Independent project: Data collection methods	- Recognize the need for ongoing observation/assessment of children's learning, including both general (e.g., Foundations, DRDP, Standards) and individualized (i.e., IEP/IFSP goals). - Develop strategies to engage in ongoing assessment related to DRDP and IEP/IFSP goals. - Explain how progress monitoring informs instructional activities - Engage in reflective practice, identifying personal development goals and reflecting critically on areas of growth. - Develop coaching skills, supporting partner to develop their professional learning goals	10	10%	1.1 1.4 1.6 3.1 4.6 5.1 5.2 5.3 5.5 6.9 6.10 6.13 6.14 6.15 6.16 6.17	1, 3, 4, 5
Class Project: Mock IFSP/IEP Meeting	- Apply knowledge of child development and assessment findings as part of the development of an individualized education program or family service plan - Work collaboratively with other IFSP/IEP team members, including parents, to complete the IFSP/IEP forms - Describe child's present levels using a strengths- based orientation to the child's abilities - Identify and write IFSP outcomes or IEP goals related to areas of need based on child's present levels - Use assessment data to identify accommodations and related services that may be necessary for the child's learning and development	6	6%	1.1 1.6 4.8 5.1 5.2 5.7 5.8 6.3 6.4 6.5 6.8 6.9	2, 7

Assignment	Objectives	Points	Percent	TPEs	CLOs
Online assignment: Recommended Practices in Early Childhood Assessment + Objective observation Practice	- Explain what assessment practices are, and describe how they support children's short-term and long-term goals. - Describe key assessment principles to make optimal data-driven decisions related to intervention practices. - Practice engaging in objective observation	4	4%	1.6 1.7 1.10 4.5 4.6 5.1 5.2 5.3 6.5	1, 2, 4
Online assignment: IRIS module and activities to support emergent bilingual children + Objective observation practice #2	- Describe young children who are dual language learners - Describe the importance of maintaining children's home languages at the same time they are learning English - Understand the importance of collaborating with families of young children who are dual language learners - List considerations for screening and evaluating young dual language learners with disabilities - Identify strategies for supporting young dual language learners with disabilities - Practice engaging in objective observation	4	4%	1.4 1.6 4.5 4.6 5.3 5.4 5.7	1, 2, 4
Online assignment: Conventional assessment review jigsaw + Larry P reflection	- Gain familiarity with developmental screening and assessment tools used with young children - Compare the purposes and techniques of screening tools versus assessment tools - Describe the uses of standardized assessments in early intervention/early childhood special education - Describe the limitations to using standardized assessments	4	4%	5.1 5.2 5.3	1, 2, 4
Online assignment: DRAccess	- Gain familiarity with the Desired Results Developmental Profile - Use the DRDP to assess children's development Use results from the DRDP to inform instruction	4	4%	1.6 4.5 3.1 5.5	2, 3, 4, 5
Online assignment: IRIS Modules - Progress Monitoring for Reading and Math	- Identify the different types of classroom assessments - Understand how progress monitoring, in particular general outcome measurement (GOM), can inform instruction - Administer, score, and graph GOM measures - Evaluate student data to make informed instructional decisions - Use graphs to facilitate communication with students, parents, and other educators	4	4%	1.6 3.1 3.2 4.6	4, 6
Exit Tickets	Apply content discussed in class to demonstrate learning	7*2pts= 14 pts <i>Miss 1 with no penalty</i>	14%	<i>all</i>	<i>all</i>
Total		100	100%		

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice.

Other course structures will have equivalent workload expectations as described in the syllabus. More detailed descriptions and grading requirements for all assignments can be found on Canvas. Please check the following university links for more details: [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf)

(<http://www.sjsu.edu/senate/docs/S16-9.pdf>) and [University's](http://www.sjsu.edu/curriculum/courses/syllabus-info.php)

(<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) [syllabus information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php)

(<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>)

✓ Grading Information

This class contains a combination of formal and informal assignments. **Informal assignments**, including Exit Tickets and Online Modules are graded for completion. Feedback for these assignments is generally given to the group, unless there is a need for individual consultation.

All other assignments are considered **formal assignments** and should meet academic and professional standards for quality and generally be free of spelling and grammar errors.

Unless otherwise stated, all assignments should be submitted on Canvas. Email or paper copies are not acceptable (expect them to get lost!). All written work must be turned into Canvas using Microsoft Word or a link to a Google Doc with share settings allowing me to be an Editor. My computer cannot open Pages documents; submissions using Pages or other programs will be considered late.

Final grades will be calculated using the following conversion table:

Grade	Percent	Grade	Percent	Grade	Percent
A+	97+	A	93-97	A-	90-93
B+	87-90	B	83-87	B-	80-83
C+	77-80	C	73-77	C-	70-73
D+	67-70	D	63-67	D-	60-63
F	Below 60				

Late Policy

It is part of the ethos of the Department of Special Education to prepare students for the role of special education teacher. This role requires careful attention be paid to due dates (e.g., a late IEP meeting can - and has - led to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework.

As professionals, however, we can anticipate challenges and request extensions within reason. Therefore, in order to encourage students to engage in proactive planning, I offer no questions asked extensions for requests made in writing (via email or using the Canvas messaging system) at least 48 hours in advance. These requests should include the following information:

- Clear subject line
 - Requesting extension for [ASSIGNMENT]
- The specific assignment for which you need an extension
 - Dear Dr. Andy, I need an extension for [ASSIGNMENT] due on [DATE]
- A proposal for the new due date, within 2 weeks of the existing due date
 - I will be able to complete this assignment by [DATE - maximum of 2 weeks late]
- A request for confirmation that this due date is satisfactory
 - Will this revised due date work for you?

- Sign off with your name, student ID number, and class
 - Sincerely, Jane Doe (#####), EDSE 269

Note, I will generally grant extensions for up to 2 weeks, BUT the activities in this class are sequenced to maximize learning and engagement. I may suggest an earlier submission date if I believe it would benefit your learning and completion of the rest of the assignments.

If I do not receive a request for an extension 48 or more hours in advance, grades will be reduced by 10% for each week late (e.g., days 1-7 late will be docked 10% of earned points, etc.). Late submissions, therefore, are preferable to no submission.

California Commission on Teacher Credentialing Grading Policy

The California Commission on Teacher Credentialing (CCTC) requires that students complete their credential coursework with a GPA of 3.0 or higher. Students planning on pursuing a teaching credential in ECSE should, therefore, strive to earn a grade of B or higher in all credential coursework.

Departmental Incomplete Policy

It is the policy of the Department of Special Education that students must have completed 80% of the course work assigned in order to qualify for an incomplete in the class. The final arrangements for making u

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Note: Schedule subject to change. Updates will be announced on Canvas or discussed in class meetings.

When	Topic	Notes
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When	Topic	Notes
Week 1: 8/25/2026 SH 412	Introductions	• Syllabus review • Objective observation: What is it and why is it important? • Set up partners for class activities Assignments: • Exit Ticket 1: Introductions • <i>Identify partners and children for Assessment Report and Data Collection Assignments</i>
Week 2: 9/1/2026 Online	Recommended Practices	• Recommended Practices in Early Childhood Assessment Readings: • Textbook, Chapters 1, 2, and 11 Assignments: • Online assignment: Recommended practices in early childhood assessment + Objective observation practice #1
Week 3: 9/8/2026 SH 412	Family-centered assessment	• Objective observation coaching • Family-centered assessment • SST: Initiating referrals for more intensive intervention • Engaging families: Developing family input tools • Multi-disciplinary teams and parental participation in assessment ◦ Parent rights ◦ MDT purpose ◦ Culturally-responsive practices Readings: • Textbook, Chapter 3 • Review: WestEd (2015) • Review: CA new IEP template Assignments: • Exit Ticket 2: Family-centered planning

When	Topic	Notes
Week 4: 9/15/2026 Online	Considerations for Emergent Multilingual Children	- Supporting emergent bilingual children with disabilities - Assessment considerations for emergent bilingual children Readings: - Textbook, Chapter 10 - Wackerle-Hollman & Durán (2020) Assignments: - Online assignment: IRIS module + Objective observation #2
Week 5: 9/22/2026 SH 412	IDEA Eligibility	- Objective observation coaching - IDEA eligibility for early intervention, preschool, and kindergarten - Using screening and assessment tools Readings: - Textbook, Chapter 8 - Parent Center Hub Part B and EI Eligibility Overview - For reference: Moodie et al. (2014/2019) Assignments: - Exit Ticket 3: Eligibility definitions match
Week 6: 9/29/2026 Online	Conventional assessments	- Conventional developmental assessments Readings: - Textbook, Chapter 4 - Macy et al. (2015) - The miseducation of Larry P podcast Assignment: - Online assignment: Conventional assessment review jigsaw + Larry P podcast reflection

When	Topic	Notes
Week 7: 10/6/2026 SH 412	Curriculum-based assessment	• Introduction to curriculum-based assessments • AEPS-3 overview • Review Assessment Report assignment Readings: • Textbook, Chapter 6 Assignment: • Exit Ticket 4: AEPS-3 Overview
Week 8: 10/13/2026 Online	Desired Results Developmental Profile	• DRDP Review Readings: • Review DRAccess links for DRDP measures to Foundations Assignments: • Online assignment: DRAccess Module
Week 9: 10/20/2026 SH 412	Developing IFSP Outcomes and IEP Goals	• Using assessment data to develop IFSP outcomes and IEP goals • Preparing for the Assessment Report: ASQ, AEPS-3, and DRDP • Coaching Partners: Develop goals Readings: • ECTA Center (2026): Key principles underlying IFSP and IEP services Assignments: • Exit Ticket 5: IFSP/IEP Goals Draft
Week 10: 10/27/2026 Online	Progress Monitoring	• Progress Monitoring for academic learning in kindergarten Readings: • Textbook, Chapters 7 & 12 Assignment: • Online assignment: IRIS Modules - Progress monitoring for reading and math

When	Topic	Notes
Week 11: 11/3/2026 SH 412	Progress monitoring for young children	• Purpose of progress monitoring • Determining what to monitor • Developing recording systems Reading: • Bishop et al. (2020) • Gischlar et al. (2009) Assignment: • Exit Ticket 6: Identification of learning target
Week 12: 11/10/2026 Online	Work Week	• Work week • Time to work on assessments for Assessment Report Assignment: • Required partner check-ins with Dr. Andy
Week 13: 11/17/2026 SH 412	Summarizing data	• Compiling, summarizing, and analyzing assessment information • Coaching check-in Reading: • Textbook, Chapter 5 Assignments: • Exit Ticket 7: Coaching Check-In • Assessment Report
Week 14: 11/24/2026 Online	IFSP/IEP Team Meetings	• IFSP/IEP Teams Introduction • Roles & responsibilities • Quality IFSP Outcomes • Aligning IEP Goals with Foundations and Standards • Data collection method reflection roundtable Readings: • Diliberto & Brewer (2012) • Sheppard & Moran (2022) Assignment: • Online assignment: Data collection method

When	Topic	Notes
Week 15: 12/1/2026 SH 412	Mock IEP Meeting	• Part 1: Group Mock IEP Meeting Reading: • Textbook, Chapter 11 Assignment: • Exit Ticket 8: IEP Goals
Final: 12/15/2026 SH 412	Mock IEP Meeting, Part 2	• Finish Mock IEP Meeting Assignment: • Assessment Report Revise and Resubmit • Mock IEP participation notes