

**SIMON FRASER UNIVERSITY**  
**EDUCATION 373-3**  
**(T3.00)**

**SPECIAL TOPIC: COLLABORATIVE CONSULTATION —**  
**TEACHER SUPPORT TEAMS**

Summer Session, 1991  
(August 6 – 14)

Instructors: Mark Shinn

Monday – Saturday, 8:30 a.m. – 12:20 p.m.

Location: Prince George Senior Secondary School  
2901 Griffiths Ave., Prince George

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**PREREQUISITE:** Educ 401/402, or equivalent and certified practising teacher.

**COURSE DESCRIPTION**

This course covers the topic of Curriculum-Based Measurement (CBM) and how it is used to facilitate special education decision-making and consultation activities. Topics to be presented include an overview and rationale for CBM, and a comparison of CBM to other curriculum-based assessment (CBA) models. Procedures will be taught that will provide skills for making problem identification, problem certification, intervention planning, progress monitoring, and problem solution decisions, with and without local norms. Issues and logistics of implementation within school systems will be embedded throughout the course. Instruction will attempt to provide a skills focus through the use of training workbooks and opportunities to use CBM procedures with elementary-aged children or students with basic skills problems.

**COURSE OBJECTIVES**

1. Identify the major assets and liabilities in current educational assessment practices as well as solutions for improvement.
2. Describe the appropriate use of different CBA methods for making problem identification, problem certification, exploring solutions, evaluating solutions, and problem solution decisions.
3. Demonstrate skill in the developing, administering, and scoring Curriculum-Based Measurement procedures in reading, spelling, written expression, and mathematics.
4. Describe in detail appropriate steps, procedures, and issues in using CBM for making problem identification, problem certification, exploring solutions, evaluating solutions, and problem solution decisions and for increasing the use of data-based consultation.

**COURSE REQUIREMENTS**

A participant's grade will be determined four ways. First, and perhaps most importantly, participants are expected to contribute to discussions. Second, participants are expected to complete the exercises in the training modules that will be assigned daily. Third, participants are expected to complete four short (1–2) page reaction papers and one longer (5–7 pages) reaction paper. Fourth, participants are expected to make a 10-minute presentation on the last day in class (either individually or in a small group) describing a plan of what they plan to do with CBA/M upon return to their classrooms. The presentation should be accompanied by a 1–2 page description that will be disseminated to the class. Participants who are not in classroom or school settings must negotiate a plan with the instructor before Friday. Grades will be determined by a weighting of 60% for completion and participation in activities and 40% for demonstration of knowledge competencies in the reaction papers and presentation.

1. Brief reaction papers are to be completed by class time for four days. These reaction papers are to be 1–2 pages in length and should consist of your thoughts and reactions to the class content and readings. An example might be writing about how a problem-solving model of decision making might improve practice. Students are not to repeat what was said or written but are to write what they think about topics and practices in schools.
2. Extended reaction paper is to be completed within 1 week of the final class and sent to the instructor. 10 days will be allowed in all. The paper should be 5–7 pages in length and provide an overall reaction to the content of the class and its relationship to educational practice. The paper can discuss 1 or more issues.
3. Brief presentation. I'd like this class to change what participants do in some way. Working alone or with others, participants are to select some element of CBA/M (e.g., writing data-based IEP objectives) to do something within the future, especially related to data-based consultation.