

**Murray State University  
COURSE SYLLABUS**

**DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION**

**COURSE PREFIX: ELE COURSE NUMBER: 439 CREDIT HOURS: 3**

I. **TITLE:** Early Childhood Assessment and Program Development

II. **COURSE DESCRIPTION AND PREREQUISITE(S):**

Students will develop skills in observing children birth through five years of age and in conducting developmental screenings, evaluations and assessment. Student will develop skills in creating and implementing individual education programs and individualized family service plans and in monitoring child progress. Students will complete curriculum based assessment and program evaluation.

**Prerequisite:** admission to Teacher Education

III. **COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky IECE Teacher Standards for Preparation and Certification (IECE), National Association for the Education of Young Children (NAEYC), Council for Exceptional Children (CEC), and InTASC Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. demonstrate an understanding of various statistical terms and develop a working knowledge of statistical concepts related to screening and assessment of young children; (IECE IV, VII) (NAEYC 3) (CEC 4)
- B. demonstrate knowledge of advantages and disadvantages of norm-referenced, criterion referenced and informal assessment; (IECE IV, V, VI, VIII) (NAEYC 3) (CEC 4)
- C. demonstrate the ability to write an assessment report based on scores and information derived from multiple assessment methods; (IECE IV) (NAEYC 3) (CEC 4) (InTASC 2)
- D. demonstrate the ability to select, administer, score and interpret appropriate evaluation measures including the use of computer scoring for determining eligibility for special education/early intervention services; (IECE V, VII, IX) (NAEYC 3, 7) (CEC 4) (InTASC 2)

- E. demonstrate knowledge of federal and state regulations related to evaluation, eligibility, and service delivery for special education services; (IECE IV) (NAEYC 3) (CEC 4)
- F. demonstrate the ability to collect, maintain, and disseminate ongoing student evaluation information; (IECE IV) (NAEYC 3) (CEC 4) (InTASC 2)
- G. demonstrate knowledge of observation techniques for assessing the needs of infants, toddlers, and preschoolers; (IECE III, IV) (NAEYC 3) (CEC 4) (InTASC 2)
- H. demonstrate ability to adapt assessment materials and procedures for infants, toddlers, and preschool children with sensory and physical disabilities when conducting assessments for instructional planning; (IECE IV) (NAEYC 3, 7) (CEC 1, 4) (InTASC 2)
- I. demonstrate the ability to conduct and accurately interpret family assessment for concerns, priorities, and resources; (IECE IV, VIII) (NAEYC 2, 3) (CEC 4) and
- J. demonstrate knowledge of teaming techniques for interacting with colleagues and parents to insure mutual respect, cooperation, and exchange of information. (IECE IV, VI, VIII) (NAEYC 3) (CEC 4, 7)

The College of Education and Human Services Conceptual Framework Theme of Educator as a Reflective Decision-Maker is addressed in this course by requiring students to reflect as a part of assignments.

The CAEP/EPBSB Themes of Diversity, Assessment, Closing the Achievement Gap, and Technology are explored in this course through course readings, topics discussed and assignments.

Students complete a curriculum based assessment project that aligns with the Kentucky Early Childhood Standards which reflect skills and knowledge for young children in Kentucky. Students learn to use the state adopted universal kindergarten screener that is used as part of school readiness in Kentucky (College and Career Readiness).

#### **IV. CONTENT OUTLINE:**

- A. Understand the assessment/evaluation process.
- B. Understand how family members and caregivers can be involved in the screening, assessment/evaluation process
- C. Family centered early intervention
- D. Child observation for assessment purposes

- E. Understand purpose of screening and KSI (RTI)
- F. Accurately administer norm-referenced and curriculum based assessment
- G. Interpret screening, assessment/evaluation results
- H. Developing an IEP
- I. Monitoring child progress on curriculum and IEP goals
- J. Written and oral communication of evaluation results.
- K. Federal and state regulations for evaluation and special education services

#### **V. INSTRUCTIONAL ACTIVITIES:**

The focus of this class will be on acquiring skills for screening, assessment, evaluation, program planning, and progress monitoring. A variety of instructional techniques will be used including lecture, cooperative learning activities, small and large group discussion, role playing, performance events such as tests and case studies. Instructional activities will be related to assigned readings and identified topics. Students are expected to complete assigned readings and come to class prepared to participate actively in discussions. Students will be expected to work in groups as full contributing members. Students will be expected to complete screening and assessment of young children outside class time.

#### **VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:**

Students will be required to complete 25 field experiences outside class administering early childhood screening, assessment and program evaluation instruments. EPSB components completed as part of assignments in this course include interactions with students with disabilities, socio-economic diversity and interactions with families. **To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the *LiveText FEM* site. Students are also expected to record field experiences in KFETS.**

#### **VII. TEXTS AND RESOURCES:**

Resources may include College of Education computer labs, MSU Waterfield Library, COE Curriculum Materials Center. Assessment and screening kits must be checked out through the instructor.

Text:

Grisham-Brown, J & Pretti-Frontczak, K. (2011) *Assessing Young Children in Inclusive Settings*. Baltimore, MD: Brooks Publishing Company

Early Childhood Web resources:

National Association for the Education of Young Children: *Early Childhood Curriculum, Assessment and Program Evaluation*

<http://www.naeyc.org/positionstatements/>

Division for Early Childhood <http://www.dec-sped.org/>

Zero to Three <http://www.zerotothree.org/>

First Steps <http://chfs.ky.gov/dph/firststeps.htm>

Kentucky Department of Education Special Education Documents

<http://education.ky.gov/specialed/excep/Pages/default.aspx>

Kentucky Building a Strong Foundation for School Success Documents

<http://education.ky.gov/educational/pre/Pages/Early-Childhood-Resources.aspx>

### **VIII. EVALUATION AND GRADING PROCEDURES:**

1. Class attendance and participation. Attendance is expected and students should come to class prepared to participate actively in discussion and projects related to assigned topic. Several times during the semester students will earn participation points through involvement in class activities.

**A brief reflection must accompany items 2-6**

2. Students will complete 2 developmental screenings. Students will screen **an infant, or a toddler** and a **preschool or kindergarten** age child. The children selected for the screening **should not** have an identified developmental delay or disability at the time screening is administered. (10 points each) (IECE Teacher Standards IV, V, VII, VIII, IX)
3. Students will conduct a curriculum based assessment of a child (between ages of birth and 4 years). Curriculum based assessment may be used with children with or without disabilities or delays. Students will use Teaching Strategies Gold curriculum based assessment which will be discussed in class. Students should observe the child on at least 8 different occasions **across the semester** in the child's classroom environment. Each observation should be at least 15-30 minutes in length. Students will write anecdotal notes to document each of the observations. Anecdotal notes should provide sufficient detail about what was observed and should be dated and entered and scored in Teaching Strategies Gold web based assessment. The required components for this assignment will be provided in class. Students should submit a reflection to the instructor focusing on what was learned from this experience (worth total of 25 points). (IECE Teacher Standards I, III, IV, V, VII, VIII, IX) **This assignment should be posted under Standard 4 in the IECE Live Text Working Portfolio.**
4. Students will conduct a comprehensive evaluation on a young child with a developmental delay or suspected delay to consist of the following:
  - a. Observation of child (at least 1 hour in length) in a setting that is natural for the child such as home, child care center, preschool classroom, Early Head Start classroom, etc. Summary important information from the child observation will be included in the comprehensive evaluation report.
  - b. Summary of interview with child's parents to be included in the comprehensive evaluation report.

- c. Assessment of child (between ages of birth and 5 years) with a developmental delay or suspected delay using the *Battelle Developmental Inventory*.
  - d. Write a comprehensive evaluation report incorporating assessment information from the observation, interview with parents, and the norm-referenced assessment. Guidance about contents of the evaluation report will be provided during a class session along with scoring guide. Scored assessment protocol should be submitted along with the comprehensive report to the instructor. The report should be submitted through Live Text and a hard copy submitted to the instructor along with scored protocol. (50 points possible)  
(IECE Teacher Standards I, III, IV, V, VII, VIII, IX)  
**This assignment should be posted under Standard 4 in the IECE Live Text Working Portfolio.**
5. Complete an ITERS or ECERS to evaluate an early childhood classroom. Identify classroom strengths and areas that need to be improved making suggestions for improvements. (20 points) (IECE Teacher Standards I, II, IV, V, VII, VIII) **This assignment should be posted under Standard 2 in the Live Text IECE Working Portfolio.**
  6. **During class** participate in the development of a team IEP for a young child. Team project is worth 15 points for each team member. (IECE Teacher Standards I, II, III, IV, V, VI, VIII, IX) **This assignment should be posted under Standard 5 in the Live Text IECE Working Portfolio.**
  7. There will be 4 exams across the semester each worth 50 points.

This course uses the following grading scale:

A=92-100% of total points  
B=83-91% of total points  
C=74-82% of total points  
D=65-73% of total points  
E=Below 64% of total points

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are

expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **X. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), [\(270\) 809-3361](tel:2708093361) (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889 (TDD).

## **XI. FLAG SYSTEM/CONTINUOUS ASSESSMENT**

Student progress throughout the teacher preparation program is continually assessed. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. For those students seeking teaching certification positive and negative flags are submitted to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion.

**NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION and/or STUDENT TEACHING, or REVERSAL OF ADMITTED STATUS.**