

**Murray State University**  
**COURSE SYLLABUS**

Revised spring, 2015

**DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION**

**COURSE PREFIX: SED    COURSE NUMBER: 652            CREDIT HOURS: 3**

**I. TITLE:** Assessment and Program Planning for Infants, Toddlers, and Preschoolers and Families

**II. COURSE DESCRIPTION AND PREREQUISITES:**

Students will develop skills in formal and informal assessment practices for young children birth through preschool. They will develop knowledge and skills in developmental screening, curriculum-based assessment, program evaluation, and evaluation for determining eligibility for special education services. Field experiences required.

Prerequisites: None

**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. develop ability to define various statistical terms and a working knowledge of statistical concepts related to assessment of young children; (IECE IV, VII), (NAEYC 3), (CEC 4)
- B. develop knowledge of advantages and disadvantages of screening, RTI, norm-referenced, curriculum referenced and program evaluation procedures including their impact on students from diverse cultural backgrounds; (IECE IV, V, VI, VIII), (NAEYC 3), (CEC 4)
- C. develop ability to select appropriate assessment techniques and give a rationale for their selection; (IECE IV, VII), (NAEYC 3), (CEC 4)
- D. develop ability to write a diagnostic summary report based on information collected through assessment, parent interview and observation of child in natural setting; (IECE IV) (NAEYC 3), (CEC 4)
- E. develop ability to interpret and communicate assessment information accurately to inform instruction; (IECE IV) (NAEYC 3), (CEC 4)
- F. develop ability to select, administer, score and interpret assessment for purpose of determining eligibility for special education/early intervention services; (IECE V, VII, IX), (NAEYC 3,7), (CEC 4), (InTASC 2)
- G. develop knowledge of federal and state regulations related to evaluation, eligibility, and service delivery; (IECE IV), (NAEYC 3), (CEC 4), (InTASC 2)
- H. demonstrate knowledge of systematic and non-systematic observation techniques to assess the needs of infants, toddlers, and preschoolers including use of play-based assessment techniques; (IECE III, IV), (NAEYC 3), (ECE 4), (InTASC 2)

- I. show evidence of general awareness of various current trends in nondiscriminatory assessment; (IECE IV, VII, VIII), (NAEYC 3), (CEC 4), (InTASC 6)
- J. demonstrate awareness of how to adapt assessment materials and procedures for infants, toddlers, and preschool children with sensory and physical disabilities when conducting assessments for instructional program planning; (IECE IV), (CEC 4)
- K. conduct and accurately interpret parent interview for concerns, priorities, and resources; (IECE IV, VIII), (NAEYC 2,3), (CEC 4)
- L. demonstrate knowledge of teaming techniques for interacting with colleagues and parents to insure mutual respect, cooperation, and exchange of information related to child with disabilities; (IECE IV, VI, VIII) (NAEYC 3), (CEC 4,7) and
- M. demonstrate knowledge of how to communicate sensitive assessment information to parents/caregivers. (IECE IV, VIII), (CEC 2,3)

The College of Education Theme of Educator as Reflective Decision Maker is addressed in this course by requiring students to reflect on assessment practices, family-centered services, cultural and linguistic diversity in assessment practices, and developmental progress in early childhood curriculum.

The EPSB Themes of Diversity, Assessment, and Closing the Gap are explored in this course through readings, class activities and assignments, and discussions.

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

- A. Assessment/evaluation process.
- B. Federal and state special education regulations.
- C. Involving parents in the assessment/evaluation process.
- D. Child find, screening and RTI
- E. Transdisciplinary play-based assessment.
- F. Norm-referenced and curriculum based assessment for infants/toddlers, and preschool children.
- G. Diversity and the assessment process.
- H. Interpreting assessment/evaluation results and analyzing evaluation data for purpose of program planning
- I. Developing an IEP
- J. Methods for evaluating/monitoring children's developmental progress.
- K. Program evaluation.

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

The focus of this class will be on acquiring skills for assessment, evaluation, program planning, and progress monitoring of young children. A variety of instructional techniques will be used including lecture, cooperative learning activities, small and large group discussion, role play, and performance events such as tests, presentations, demonstrations, case studies and computer work. Instructional activities will be related to assigned readings and identified topics. Students will be expected to work in groups as full contributing members.

**VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:** Students are required to document 25 hours screening and assessing young children and conducting program evaluation outside of class time.

**VII. TEXT(S) AND RESOURCES:**

McLean, M., Wolery, M., & Bailey, D. (2004) Assessing infants and preschoolers with special needs. Columbus, OH: Pearson/Merrill /Prentice Hall.

Linder, T.W. (2008). Transdisciplinary play-based assessment 2. Baltimore, MD: Paul H. Brookes.

Early Childhood Web resources:

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 IECE Teacher Standards

<http://www.kyepsb.net/teacherprep/iecestandards.asp>

Kentucky Early Childhood Continuous Assessment, Kentucky Early Childhood Quality Self Study and Kentucky Early Childhood Standards

<http://kidsnow.ky.gov/Improving-Early-Care/Pages/Tools-and-Resources.aspx>

Assessment instruments may be checked out from course instructor.

**VIII. EVALUATION AND GRADING PROCEDURES:**

The following grading scale will be determined for course grade:

A=92-100% of total points

B=91-83% of total points

C=82-74% of total points

D=73-65% of total points

E=below 65% of total points

Course Requirements:

Students are required to place the (1) comprehensive evaluation report and scored protocol (2) curriculum based assessment in their graduate Live Text portfolio under Standard 4 and a copy of the (3) Transdisciplinary Play Based Assessment report under Standard 6. Students should submit a copy of the comprehensive evaluation report to the instructor through course assignments in Live Text.

1. Class attendance and participation. Attendance is expected and students should come to class prepared to participate actively in discussion and projects. Several times during the semester students will earn participation points through involvement in class activities. Instructor will determine dates and possible points for each selected activity.

**A reflection on what you learned from the activity must accompany activities 2-7.**

2. Students will complete 2 developmental screenings.

- Developmental screening should be completed with an infant or toddler (IECE Teacher ST IV, VIII)
- Developmental screening should be completed with a preschool or kindergarten age child. (IECE Teacher ST IV, VIII)

Children selected for screening should not have an IEP or be diagnosed with a developmental delay. Each screening should include a brief interpretation of the child's development and a reflection on the experience. Each accurately scored and interpreted screening 10 points.

3. Comprehensive evaluation report: Students will conduct a family focused interview, child observation in a natural setting and administer a standardized assessment covered in class with a young child (infant-kindergarten) with a developmental delay or a young child with a suspected developmental delay. Students will write a comprehensive evaluation report incorporating evaluation information from the parent interview, child observation, and assessment into the report. The test protocol along with evaluation report should be submitted for grading in paper copy to the instructor. In addition, students should submit the comprehensive evaluation report in assignments in Live Text. (worth 50 points) (IECE Teacher ST I, IV, VIII) Place this artifact in your Live Text portfolio under Standard 4 with an appropriate reflection.
4. Participate in a Transdisciplinary-Play Based Assessment of a young child with a developmental delay with classmates. As a team, students will write and submit a team report of the assessment to the instructor. A copy of the report will also be shared with the child's parents. Each student should submit a reflection of the experience. (25 points possible) (IECE Teacher ST I, IV, VIII) Place this artifact in Live Text portfolio under Standard 6 with an appropriate reflection.
5. Student teams will develop in class an IEP or IFSP based on results from the Transdisciplinary-Play Based Assessment. (15 points) (IECE Teacher ST I, IV, VIII)
6. Students will conduct a curriculum based assessment of a child (between ages of birth and 5 years). Students will use one of the curriculum based assessment instruments discussed in class for this requirement. Your reflection should discuss how you would use this information in planning activities for this child. You should provide examples of activities and strategies you would suggest for this child based on results of the curriculum-based assessment. (25 points) (IECE Teacher Standards I, III, IV, V, VII, VIII, IX) Place this artifact in Live Text portfolio under Standard 4 with an appropriate reflection.
7. Students will complete an *Early Childhood Environmental Rating Scale-R* **or** *Infant-Toddler Environmental Rating Scale* **or** *PreK-Early Language and Literacy Classroom Observation*. Program strengths and weakness as well as recommendations should accompany the scored protocol. (25 points) (IECE Teacher St II)
8. There will be three exams. Each examination will be worth 50 points. (150 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.

## **VIII. 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 program is continually assessed. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed.

Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admission committees for graduate students seeking initial certification. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress toward program completion. Negative flags may be grounds for denial of admission to Teacher Education and/or enrollment in practicum, or reversal of admitted status .