I. TITLE: Early Childhood Assessment and Program Development 3 credit hours

II. CATALOG DESCRIPTION:

Students will develop skills in observing children birth through 5 years of age and in conducting developmental screenings, evaluations and assessment. Students will develop skills in creating and implementing Individual Education Programs and Individualized Family Service Plans and in monitoring child progress. Students will be introduced to the concepts of home-based and center-based instruction. Prerequisites are SED 300, EDU 103 and EDP 260 or instructor permission.

III. PURPOSE:

This course is designed to familiarize undergraduate IECE students with screening, assessment, evaluation, and program planning for young children birth through 5 years of age with and without disabilities.

IV. COURSE OBJECTIVES:

The behaviors listed below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are roman numerals, which reference the Kentucky IECE Teacher Standards and numbers in brackets reference the Kentucky Early Childhood Core Competencies.

As a result of participation in this course, the student will:

A. Demonstrate an understanding of various statistical terms and develop a working knowledge of statistical concepts related to screening and assessment of young children. (IV, VII) {3, 5, 7}

B. Demonstrate knowledge of advantages and disadvantages of norm-referenced, criterion referenced and informal assessment. (IV, V, VI, VIII) {3, 5, 7}

C. Demonstrate the ability to write an assessment report based on scores and information derived from multiple assessment methods. (IV) {3, 5, 7}

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. (IV, VII, IX) {3, 5, 7}

E. Demonstrate knowledge of federal and state regulations related to evaluation, eligibility, and service delivery for special education services. (IV) {3, 5}

F. Demonstrate the ability to collect, maintain, and disseminate ongoing student evaluation information. (IV) {5}

G. Demonstrate knowledge of observation techniques for assessing the needs of infants, toddlers, and preschoolers. (III, IV) {5}
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. (IV) {5}

I. Demonstrate the ability to conduct and accurately interpret family assessment for concerns, priorities, and resources. (IV, VIII) {5,6}

J. Demonstrate knowledge of teaming techniques for interacting with colleagues and parents to insure mutual respect, cooperation, and exchange of information. (IV, VI, VIII) {5,6}

V. 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. Child observation
D. Understand purpose of screening and administer some screening instruments.
E. Norm-referenced, criterion-referenced and naturalistic assessment.
F. Interpret screening, assessment/evaluation results.
G. Developing IEP and IFSP.
H. Monitoring child progress.
I. Oral and written communication of evaluation results.
J. Federal and state regulations for evaluation.
K. Assistive technology

VI. 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, 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. Students will be expected to complete screening and assessment of young children outside class time.

VII. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

Students will be required to administer early childhood screening and assessment instruments outside of class time.
VIII. **RESOURCES:**

Resources may include College of Education ATCOM Labs, MSU Waterfield Library, COE Resource Library.

IX. **GRADING PROCEDURES:**

A. **Class Requirements:**
   1. Class attendance, session assignments and participation. Attendance is expected and students should come to class prepared to participate actively in discussion and projects. Five times during the semester students will earn participation points through involvement in class projects and performance assessment events. The class instructor will determine points given and dates of activities.

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

2. Students will complete 2 developmental screenings: one screening with an infant, or a toddler and one screening with a preschool of kindergarten age child. (10 points each)

3. Students will conduct a formal assessment of a child (between ages of birth and 5 years) without a disability. (worth total of 25 points) You are to use one of the curriculum based or norm referenced assessment instruments discussed in class.
   - Additional credit (10 points) will be given for students who use computerized scoring (when available for assessment instrument chosen).

4. Students will conduct:
   - an observation of the child in a natural setting such as home, child care center, preschool classroom, Early Head Start classroom.
   - Parent/guardian interview
   - Formal assessment of a child (between ages of birth and 5 years) with a disability or suspected delay. You are to use one of the curriculum based or norm referenced assessment instruments discussed in class.
   - Write an evaluation report incorporating assessment information from the observation, parent interview and assessment. Guidance about contents of the evaluation report will be provided during a class session (50 points possible)
   - Additional credit (10 points) will be given for students who use computerized scoring (if available for assessment instrument chosen).

5. Students will complete a Professional Growth Plan related to IECE Teacher Standard IV identifying one professional goal related to evaluation and assessment they want to accomplish during this class. This goal must be an activity other that those required for this class. Students must submit documentation that their goal was completed.
   - Some possible activities related to IECE Standard IV and Kentucky Early Childhood Core Competency 5 include using the ITERS or ECERS to evaluate a classroom, using the Creative Curriculum assessment instrument with one child, using the DECA with one child, administering an additional norm referenced assessment instrument, developing and teaching an activity than incorporates use of assistive technology for a student. (20 points)
6. Students must demonstrate the ability to use an assistive technology device in a teaching situation. Examples include programming an augmentative communication devise, using a switch to activate toy or other equipment, and using board maker to make picture schedule or picture communication device, embedding sign language into a music or literacy. (25 points)

7. There will be 4 exams across the semester each worth 50 points (200 points possible).

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 initial certification at the graduate level, 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 PRACTICUM, or REVERSAL OF ADMITTED STATUS.

The course uses the following grading scale:

A=90-100% of total points
B=80-89% of total points
C=70-79% of total points
D=60-69% of total points
E=Below 59% of total points

X. ATTENDANCE POLICY:

This class adheres to the University Policy on Attendance found in the current MSU undergraduate bulletin. Most of the information presented in this course will be new to students. It is critical that you attend every session unless there is illness or an emergency. You must have training in class before you use any early childhood assessment instrument for a class project.

XI. ACADEMIC HONESTY POLICY:

This class adheres to the University Policy on Academic Honesty found in the current MSU undergraduate bulletin.

XII. REQUIRED TEXT:


Web resources:
Division for Early Childhood http://www.dec-sped.org/
NICHY http://www.kidsource.com/index.html
Zero to Three http://www.zerotothree.org/
KY IECE Teacher Standards http://www.kyepsb.net/standards/iece_stds.html
Head Start http://www2.acf.dhhs.gov/programs/hsb/
CCSHCN-First Steps http://chs.ky.gov/commissionkids/firststeps/
Kentucky Department of Education Special Education Forms http://www.kentuckyschools.net/KDE/Instructonal+Resources/Student+and+Family+Support/Exceptional+Children/Forms+and+Documents/State+Approved+Special+Education+Forms+for+Local+School+Districts.htm
Suggested References


THIS SYLLABUS MAY BE CHANGED BASED ON DISCRETION OF THE INSTRUCTOR.

Revised Fall, 2003
Web based resources will be available on blackboard. You will find powerpoint outline for most class sessions on blackboard. Additional resources and handouts will be posted on blackboard. Student should always check this site before coming to class.

**SED 439-01 CLASS SCHEDULE**

**Fall, 2003**

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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT/ACTIVITY</th>
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<tbody>
<tr>
<td>8-21</td>
<td>Introduction and class overview</td>
<td>IECE Teacher Standards Chapter 1 <a href="http://www.kyepsb.net/standards/iece_stds.html">http://www.kyepsb.net/standards/iece_stds.html</a></td>
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<td>Historical perspectives</td>
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<td>Assessment challenges in early childhood</td>
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[http://www.kentuckyschools.net/KDE/Instructional+Resources/Student+and+Family+Support/Exceptional+Children/Forms+and+Documents/State+Approved+Special+Education+Forms+for+Local+School+Districts.htm](http://www.kentuckyschools.net/KDE/Instructional+Resources/Student+and+Family+Support/Exceptional+Children/Forms+and+Documents/State+Approved+Special+Education+Forms+for+Local+School+Districts.htm) |
<p>|       | Evaluation requirements                                               |                                                                                      |
|       | Part C and B of IDEA                                                  |                                                                                      |
|       | Assistive technology requirements for evaluation                      |                                                                                      |
|       | Survey of assistive technology skills                                 |                                                                                      |
|       | Chapter 5, 8                                                          |                                                                                      |
| 9-4   | Tests and Test Properties                                             | Chapters 3, 9                                                                         |
|       | Traditional and contemporary methods of assessment                    |                                                                                      |
|       | Cultural diversity                                                   |                                                                                      |
|       | Reliability and validity                                              |                                                                                      |
|       | Review of assessment instruments                                      |                                                                                      |
| 9-11  | Test 1                                                                | Chapter 2, 4                                                                          |
|       | Assessing family concerns, priorities and resources                   |                                                                                      |
|       | Family interview skills                                               |                                                                                      |
|       | Teaming with professionals and parents                                |                                                                                      |
|       | Using assistive technology                                            |                                                                                      |
| 9-18  | Developmental Screening                                               | Chapter 8                                                                             |
|       | Red flags of developmental delays                                    | Chapter pp. 178-185                                                                  |
|       | Administering and scoring the Denver II; DIAL-3                       |                                                                                      |
| 9-25  | Naturalistic Assessment                                               | Chapter 6, 11                                                                         |
|       | Developing observation skills                                          |                                                                                      |
|       | Creative Curriculum                                                   |                                                                                      |
| 10-2  | No class Kentucky Association for Early Childhood Education Conference |                                                                                      |
|       | Owensboro                                                             |                                                                                      |</p>
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<tr>
<th>Date</th>
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<td>10-9</td>
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<td>Test 2</td>
<td>Chapter 12</td>
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<td>Play assessment Functional Behavioral Assessment</td>
<td>p. 349-350</td>
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<td>10-16</td>
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<td>Social-Behavioral Assessment DECA Vineland</td>
<td>Chapter 16, 18</td>
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<td>10-30</td>
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<td>Assessing Cognitive Development Battelle Developmental Inventory Administering and scoring LAP-D</td>
<td>Chapter 14</td>
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<td>11-6</td>
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<td>Test 3</td>
<td>Chapter 15</td>
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<td>Interpreting assessment results, report writing Sharing results with team members and parents Communication assessment</td>
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<td>11-13</td>
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<td>Developing IEP's and IFSP's Linking assessment, IEP's and curriculum Monitoring children's progress Graphing progress</td>
<td>Chapter 10 Case study on blackboard to be used to develop IEP <a href="http://www.kentuckyschools.net/KDE/Instructional+Resources/Student+and+Family+Support+Exceptional+Children+Forms+and+Documents/State+Approved+Special+Education+Forms+for+Local+School+Districts.htm">http://www.kentuckyschools.net/KDE/Instructional+Resources/Student+and+Family+Support+Exceptional+Children+Forms+and+Documents/State+Approved+Special+Education+Forms+for+Local+School+Districts.htm</a></td>
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<td>11-20</td>
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<td>Performance based assessment ECERS and ITERS Assessing early childhood environments Developmental Screenings due Assistive Technology Presentation</td>
<td>pp.305-308; Chapter 13 pp. 257-261 Survey of assistive technology skills</td>
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<td>11-26</td>
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<td>Thanksgiving Vacation No Class</td>
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11-20

Performance based assessment ECERS and ITERS Assessing early childhood environments Developmental Screenings due Assistive Technology Presentation

pp.305-308; Chapter 13 pp. 257-261 Survey of assistive technology skills
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<tr>
<td>12-4</td>
<td>Assessments and comprehensive evaluation report</td>
<td>pp.305-308; 250-253; 266-271</td>
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<td>Professional Growth Plan due</td>
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<td>12-11</td>
<td>Test 4</td>
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Instructor reserves the right to make changes based on student needs.
Student Information
ELE 439

Name:______________________
Address:_______________________________________
_______________________________________________
Phone:  home:__________________________________
Work phone:________________________
Email address:__________________________________

Describe your career goals:

Identify 3-4 skills you would like to acquire in order to become more skillful and comfortable in screening and assessing young children.

Are you currently admitted to Teacher Education Services?_______
If not what are you lacking for admission?

When do you plan to take IECE Practicum?____________________
When do you plan to student teach?___________________________