SPE 4820 - Assessment of Young Children (Birth to 8) With Exceptional Learning Needs.
(3-1-3) F, S. This course addresses both formal and informal assessment of young children at risk and with exceptional learning needs across severity levels, excluding vision and hearing. Screening, observation strategies, the link between assessment and instruction, and writing formative and summative reports are also addressed. Practica provides observation of preschool screening and administration of norm referenced/criterion referenced assessments.   Prerequisites & Notes: SPE 3000 and 3220 or permission of the department chairperson. Corequisite: SPE 4720 or permission of the department chairperson. University Teacher Education requirements apply and department requirements for enrollment must be met. Permission of the department chairperson required for non-majors. Credits: 3

Grading Methods:	⊠	Traditional (ABCDF)
	☐	ABC/NC
	☐	C/NC
	☐	AU

Repeat information: ☐   May be repeated
                                          How many times   ____
                                          For how many maximum total hours?   ____
                        ⊠   May not be repeated

Restriction(s):	☐	Open only to Special Education majors
	☐	Open to Non-Special Education majors
	☐	College affiliation (or exclusion)
	☐	Major affiliation (or exclusion):
	☐	Undergraduate level
	☐	Graduate level
	☐	Class level

Prerequisite(s)   SPE 2000, 3000, and 3220 or permission of the department chairperson required for non-majors; SPE 4720 must be taken prior to or concurrently with this course.

Co-requisite(s)

Equivalent EIU Course(s):   None

Authority to waive prerequisite: Chairperson

Required Text:

McLean, M., Wolery, M. & Bailey Jr., D. (2004), Assessing infants and preschoolers with special needs, 3rd Ed. Columbus OH: Pearson Education, Inc.

Support of Conceptual Framework:

See "Relationship of the Course to Unit Theme and Conceptual Framework"

Methods of Instruction:

This course is modeled through direct teaching of assessments so students understand how to administer specific criterion-referenced and norm-referenced assessment tests. Students in SPE 4820 then work with real students in preschool and kindergarten settings and administer three tests. The students then score and interpret the results and provide written feedback to the parents/teachers. Students also demonstrate knowledge of material through two multiple choice and essay exams. SPE 4820 students observer a preschool screening and provide written feedback regarding the experience as well as create several assessments that focus on specific subject areas and could be used in the classroom to collect data.

Learning Outcomes/Objectives:

See Standards . . .

Grading Policy:

The grading scale is as follows:

A = 90-100% of total points
B = 80-89% of total points
C = 70%-79% of total points
D = 60-69% of total points
F = less than 60% of total points

Assignments:

See "Methods of Assessment" and "Major Evaluation Components"…

Chart of Assessments:

See Chart . . .

Undergraduate/Initial: Chart of Assessments

Assessment Name	Brief Description	Initial Unit Standards Addressed									Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	1	2	3	4	5
Exams/quizzes	Teacher candidate demonstrates knowledge through multiple choice and short answer essay questions.	☒	☒	☐	☒	☐	☐	☒	☒	☒	☐	☒	☐	☒	☒
Clinical Practice	Teacher candidate completes a minimum of 30 cliinical experience hours. The clinical experience includes administration and scoring of severla assessment instruments.	☐	☐	☐	☐	☐	☐	☒	☐	☒	☒	☒	☐	☐	☒
Assessment Summary report	Teacher candidate interprets assessment information into a written report.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
Preschool Screening	Teacher candidate will attend a preschool screening at a local area school/agency and complete a written report based on the experience.	☒	☐	☐	☒	☒	☐	☒	☒	☒	☒	☐	☒	☐	☒

IPTS Unit Standards:

Standard 1	Teaching Diverse Students
Standard 2	Content Area and Pedagogical Knowledge
Standard 3	Planning for Differentiated Instruction
Standard 4	Learning Environment
Standard 5	Instructional Delivery
Standard 6	Reading Writing, and Oral Communication
Standard 7	Assessment
Standard 8	Collaborative Relationships
Standard 9	Professionalism, Leadership, and Advocacy

List of Unit Dispositions:

Disposition 1 – Interaction with Students
Disposition 2 – Professional and Ethical Practice
Disposition 3 – Effective Communication
Disposition 4 – Planning for Teaching and Student Learning
Disposition 5 – Sensitivity to Diversity and Equity

spe4820cis

This course is:

☒   Writing – Active

☐   Writing – Intensive

☐   Writing – Centered

This course is:

☒   <u>Technology-aware</u>: This course uses the Internet and other technologies to augment a regularly scheduled face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated.

☐   <u>Technology-enhanced</u>: This course adds opportunities for interaction between faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face.

☐   <u>Technology-delivered</u>: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.

☐   <u>ITV</u>: This course uses interactive television; it uses synchronous point-to-point interactive video as the exclusive or predominant mode of instruction.

Relationship of the Course to Unit Theme and Conceptual Framework

Conceptual Framework Unit Theme: Educator As Creator of Effective Educational Environments.

SPE 4820 teaches our candidates to create an appropriate "testing" environment for a child with special needs who is being assessed. Creating an appropriate "testing" environment pertains to the tester being extremely familiar with the testing manual, testing materials, and administering the assessment test in a reliable and valid manner. The tester must also develop an effective rapport with the child prior to the administration of a specific assessment test.

The Five Domains: Subjects, Strategies, Students, Societies and Communities, and Technology:

With regard to SPE 4820, the term " subjects" pertains to the various criterion-referenced assessment tests (i.e., Carolina Curriculum for Preschoolers) that are to be administered as a requirement for this course. SPE 4820 candidates develop "rapport building" strategies with young children prior to the administration of a particular assessment test. The results of the test (i.e., derived scores) allow the tester to see the child's classroom progress. This information is given to the child's teacher and child's parent. Suggestions can then be implemented in the child's classroom by the teacher and in the child's classroom in the home environment and/or community

The Learning Model for this course is: Ecological

Methods used in teaching this course which reflect this learning model:

This course is modeled through direct teaching of assessments so students understand how to administer specific criterion-referenced assessment tests. Also, video allows for the further understanding of assessment information. Candidates work in pairs on home- work assignments that test their level of knowledge with regards to the assessment process as it pertains to administrating and scoring a particular assessment test.

Methods of assessment of candidate performance relative to the theme and/or the domains): SPE 4820 candidates are tested about their knowledge of (birth to8) of the assessment process through the following assignments.

SPE 4820 candidates must administer and score two assessment tests and present their findings with regard to the child's level of pre-academic and social functioning to the class (via a power point presentation). Candidates also write an assessment report summary (ASR) based on this information.

SPE 4820 candidates (i.e., working in pairs) must administer and score a criterion-referenced assessment a child at a local Head Start program. In this last example, SPE 4820 candidates are able to develop their own materials in order to test a particular child. They also have the opportunity to test the child in her/his own natural classroom setting.

SPE 4820 candidates must observe a screening of a child by a team of paraeducators.   They must then write a report on the screening process as it pertains to the child's history, general health, and developmental domains

CEC Content Standards Addressed In This Course

CEC Initial Common Core Standards: Knowledge and Skills (CEC/ICC)
Standard 1: Foundations
ICC1K5: Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds

ICC1K7: Family systems and the role of families in the educational process

Standard 2: Development and Characteristics of Learners
ICC2K3: Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family

ICC2K4: Family systems and the role of families in supporting development

ICC2K5: Similarities and differences of individuals with and without exceptional learning needs

Standard 6: Communication
ICC6K4: Augmentative and assistive communication strategies

Standard 8: Assessment
ICC8K1: Basic terminology used in assessment

ICC8K2: Legal provisions and ethical principles regarding assessment of individuals

ICC8K3: Screening, pre-referral, referral, and classification procedures

ICC8K4: Use and limitations of assessment instruments

ICC8S1: Gather relevant background information

ICC8S2: Administer nonbiased formal and informal assessments

ICC8S4: Develop or modify individualized assessment strategies

ICC8S7: Report assessment results to all stakeholders using effective communication skills

ICC8S9: Create and maintain records

Standard 9: Professional and Ethical Practice
ICC9S1: Practice within the CEC Code of Ethics and other standards of the profession

ICC9S4: Conduct professional activities in compliance with applicable laws and policies

ICC9S7: Practice within one's skill limit and obtain assistance as needed

6

ICC9S8: Use verbal, nonverbal, and written language effectively

ICC9S11: Reflect on one's practice to improve instruction and guide professional growth

Standard 10: Collaboration
ICC10S1: Maintain confidential communication about individuals with exceptional learning needs

ICC10S3: Foster respectful and beneficial relationships between families and professionals

ICC10S4: Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team

ICC10S9: Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs

Council for Exceptional Children Initial Special Education Professionals in Early Childhood Special Education/Early Intervention (Birth to Eight) (CEC/ECSE)

Standard 1: Foundations
ECSE1K1: Historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs

ECSE1K2: Trends and Issues in early childhood education, early childhood special education, and early intervention

Standard 6 Language
ECSE6S1: Support and facilitate family and child interactions as primary contexts for development and learning

Standard 8: Assessment
ECSE8S1: Assist families in identifying their concerns, resources, and priorities

ECSE8S3: Assess progress in the five developmental domains, play, and temperament

ECSE8S4: Select and administer assessment instruments in compliance with established criteria

ECSE8S5: Use informal and formal assessment instruments to make decisions about infants and young children's development and learning

ECSE8S6: Gather information from multiple sources and environments

ECSE8S7: Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process

ECSE8S8: Participate as a team member to integrate assessment results in the development and implementation of individualized plans

ECSE8S9: Emphasize child's strengths and needs in assessment reports

ECSE8S10: Produce reports that focus on developmental domains and functional concerns

ECSE8S11: Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness

Standard 9 Professional and Ethical Practice

ECSE9S2: Integrate family systems theories and principles into professional practice

ECSE9S3: Respect family choices and goals

ECSE9S4: Apply models of team process in early childhood

Standard 10 Collaboration:

ECSE10S5: Involve families in evaluation of services

ECSE10S8: Assist the family in planning for transitions

State of Illinois Standards Addressed in this Course

Illinois Professional Teaching Standards (IPTS)

Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Knowledge Indicators – The competent teacher:
  1B) (I) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;
  1C) (D) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;
  1D) (D) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA") (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);
  1E) (I) understands the impact of linguistic and cultural diversity on learning and communication;
  1G) (D) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.
Performance Indicators – The competent teacher:
  1H) (I) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;

8

1I) (D) stimulates prior knowledge and links new ideas to already familiar ideas and experiences;

1J) (I) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs;

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Knowledge Indicators – The competent teacher:

2A) (I) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;

2D) (I) understands the relationship of knowledge within the disciplines to other content areas and to life applications;

2E) (I) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning;

2F) (I) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;

Performance Indicators – The competent teacher:

2I) (I) evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs;

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Knowledge Indicators – The competent teacher:

3A) (D)   understands the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D), curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction;

3C) (D)   understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;

3D) (I) understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses;

3E) (I) understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning;

9

3G) (I) understands how research and data guide instructional planning, delivery, and adaptation.

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Knowledge Indicators – The competent teacher:
  4A) (I) understands principles of and strategies for effective classroom and behavior management;
  4D) (I) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;
  4E) (I) knows how to assess the instructional environment to determine how best to meet a student's individual needs;
  4H) (I) understands the use of student data (formative and summative) to design and implement behavior management strategies.

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Knowledge Indicators – The competent teacher:
  5E) (I) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;
  5F) (I) knows strategies to maximize student attentiveness and engagement;
  5H) (I) understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses.
Performance Indicators – The competent teacher:
  5P) (I) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student;

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Knowledge Indicators – The competent teacher:
  6A) (I) understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas;

6B) (I) understands that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation;

6C) (I) understands communication theory, language development, and the role of language in learning;

6D) (P) understands writing processes and their importance to content learning;

6E) (P) knows and models standard conventions of written and oral communications;

6F) (I) recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning;

6H) (P) understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Knowledge Indicators – The competent teacher:

7A) (P) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools;

7B) (D) understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards;

7C) (P) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring;

7D) (P) understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data;

7E) (D) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction;

7F) (D) knows research-based assessment strategies appropriate for each student;

7G) (D) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;

7H) (P) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; and

7I) (D) knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student.

Performance Indicators – The competent teacher:

7J) (D) uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes;

7K) (D)   appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole;

7M) (D)   maintains useful and accurate records of student work and performance;

7N) (P) accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008);

7O) (I) effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress;

7Q) (D)   uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts; and

7R) (I) uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Knowledge Indicators – The competent teacher:

8A) (D)   understands schools as organizations within the larger community context;

8B) (I) understands the collaborative process and the skills necessary to initiate and carry out that process;

8D) (I) understands the benefits, barriers, and techniques involved in parent and family collaborations;

8F) (I) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students;

8H) (I) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; and

8I) (I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e., IEP, IFSP, Section 504 plan) for students with disabilities.

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

12

Knowledge Indicators – The competent teacher:

9A) (D)evaluates best practices and research-based materials against benchmarks within the disciplines

9B) (P) knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school;

9F) (D) understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students;

9H) (P) understands the importance of modeling appropriate dispositions in the classroom.

Performance Indicators – The competent teacher:

9I) (P) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;

9J) (P) maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family;

9M) (D) communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats;

9R) (D) is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4];

9S) (D) models digital etiquette and responsible social actions in the use of digital technology; and

9T) (D) models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

State of Illinois Early Childhood Special Education Teacher Standards (ISBE/ECSE)

Standard 1- Content Knowledge

All teachers understand the central concepts, tools of inquiry, and structures of development, functional, and learning curriculum areas appropriate to young children, and creates and provides integrated experiences that develop each child's competence across curriculum areas.

Knowledge Indicators:

1A.   major concepts, assumptions, debates, principles, theories, and processes of inquiry that are central to early childhood special education and its related fields and to its own history, legislation, and research.

1D.   developmental curriculum areas, including social, emotional, cognitive, language, and physical development.

IF.   The structure of curriculum areas within the multiple teaching settings included in early childhood special education from birth through grade three, and the relationship of this structure to other areas of knowledge and to life-long development and learning

Performance Indicators:

IG   develops and implements an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued contend and children's home experiences.

II.   matches different ways of knowing and methods of instruction to different academic, developmental, and functional adaptive goals and outcomes.

Standard 4- Planning for Instruction

All teachers understand and employs a range of curriculum and instructional approaches for fostering individual abilities and meeting the individual learning needs within the context of group and individualized instruction in a variety of classrooms, communities, an home environments and develops individual long-term and short-term educational and service plans based on knowledge of children, families, communities, content areas, and early childhood curriculum goals, as well as knowledge of individual children's abilities and needs and families goals, priorities, and concerns for their child.

Knowledge Indicators

4A.   The Illinois Learning Standards and their relation to the content and structure of academic, developmental and functional/adaptive curriculum in early childhood education, birth through grade 3.

4B.   The rationale for and rules and regulations governing the development of Individualized Education Plans (IEPs) and Individualized Family Service Plans (ISFPs)

4F.   The rationale for and practices underlying developmentally appropriate methods that include play, small group projects, open-ended questioning, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.

4G.   the appropriate use of technology with young children, including assistive technology for use with children with disabilities.

4T.   designs plan that integrate technology, including adaptive, and assistive technology into educational settings.

Standard 7- Communications

All teachers use knowledge of effective written, verbal, nonverbal, and visual communication, techniques to foster active inquiry, collaboration, and supportive interaction in a variety of individual and group learning environments, including inclusive classroom, community, and home.

Knowledge Indicators

7A.   The interrelationships among culture language, thought and expression, and the function of the home language in the development of young children.

14

7D.   ethical practices for confidential information and communication, including ethical practices implied by collaborating with families in early development and learning.

Performance Indicators

7E.   models accurate, effective communication when conveying ideas and information and when asking questions and responding to children.

7F.   employs communication skills that encourage sharing of information and ideas, includes reflective listening, reframing, and constructive feedback.

7G.   Selects and employs written, verbal, nonverbal and visual language modes and styles that are that responsible to audience and purpose and respectful to audience and purpose and respectful of individual differences due to culture, language, or disability.

7H.   creates opportunities for all children to use effective written, verbal, nonverbal and visual communication.

7I.   establishes and maintains positive collaborative relationships with families and other professionals, recognizing and using the dynamics of team roles, interaction, communication, team building, problem solving, and conflict resolution.

Standard 8- Assessment

All teachers use an array of formal and informal assessment sources and approaches together information needed for making decisions about individuals and group development and learning curriculum goals and instructional approaches that are appropriate and responsive to young children and their families.

Knowledge Indicators

8A.   typical procedures used at different points in the special education process in relation to the decisions being made, including decisions related to screening, prereferral, referral, classification, and instructional planning.

8B.   informal instruments and approaches for making placement and instructional decisions with respect to young children with disabilities, including those from culturally and/or linguistically diverse backgrounds.

8C.   measurement theory and assessment related issues, such as validity, reliability, bias, and scoring, including their applicability in evaluating assessments as applied to young children.

Performance Indicators

8D.   gathers background information regarding medical, developmental, educational and family history.

8E.   assesses children's cognitive, social-emotional, communication, motor, adaptive, and aesthetic development, as well as curriculum related learning as appropriate.

8F.   uses a variety of informal and formal assessment instruments and procedures to make decisions about children's learning and development and to develop and monitor instructional approaches.

8G.   bases instructional decisions on a variety of culturally unbiased assessment instruments and procedures.

8H.   selects, adapts, constructs and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

8I.   develops and used authentic performance-based assessments of children's learning to assist in planning, to communicate with children and families, and to engage children in self-assessment.

8J.   involves family members as active participants in the assessment process.

8M.   involves family members as active participants in the assessment process

Standard 11- Professional Conduct

All teachers understand education as a profession, both in general and as it is manifested within the educational community and the social service and family settings in which young children develop and learn, maintains standards of professional conduct, and provides appropriate leadership within these settings to improve children's learning and well being.

Knowledge Indicators

11 A.   trends, issues and debates in ECSE, early childhood education, special education, and related fields, including legislation, policy, and program practices related to young children and the early childhood profession.

11 B.   the field of early childhood special education, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.

11D.   federal, state, and local social policies and procedures applicable to and influential in school programs.

11 E.   assurance and due process rights and procedures related to assessment, eligibility, and placement, including rights and responsibilities of families, students, teachers, and other professionals, and early childhood settings as they relate to individual learning needs.

Performance Indicators

11 G.   uses appropriate health appraisal procedures and recommends referral to appropriate community health and social service organization.

11 H.   recognizes signs of emotional distress, child abuse, and neglect in young children and follows procedures for reporting known or suspected abuse or neglect to appropriate authorities.

11 J.   articulates the historical, philosophical, and legal basis of services for young children both with and without disabilities and other special needs.

11l.   identifies legislation that affects children, families, and programs for children.

11N.   serves as an advocate on behalf of young children and their families for improved quality of programs and services for young children and enhanced professional status and working conditions for early childhood special educators.

11Q.   contributes knowledge and expertise about teaching and learning to the profession.

11R.   articulates a personal philosophy of early childhood special education, including its relationship with general and special education.

11S.   conducts instructional, monitoring, evaluation, and other professional activities consistent with the requirements of local, state, provincial, and federal laws, rules, and regulations, and policies and procedures.

11T.   serves as a model for children by demonstrating moral and ethical behavior, an inquisitive attitude toward learning, and respect for individual differences, including differences related to disability and to culture and language.

11U.   demonstrates commitment to developing the highest educational and quality of life potential of individuals with disabilities

11V.   demonstrates positive regard for the culture, religion, gender, and sexual orientation of other individuals.

11W.   practice within the code of ethics, standards and policies of the education profession and of professional organizations.

Major Evaluation Components:

Primary/assessment process, specific ways students' performance is evaluated in this course relative to standards.

1. Exams/Quizzes

- <u>ISBE/ECSE</u>: 1A, 1D, 1F, 1I, 4B, 4F, 4G, 4O, 5C, 5D, 5G, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 8J, 11A, 11B, 11H, 11I. <u>IPTS:</u> 1C, 1D, 1E, 1G, 2A, 4E, 4H, 7A, 7D, 7E, 7G, 7H, 7I, 7K, 7O, 8D, 8F, 8H, 8I, 9B, 9F, 9H, 9Q. <u>CEC/ICC:</u> ICC1K7, ICC2K3, ICC2K4, ICC2K5, ICC4S3, ICC6K4, ICC8K1, ICC8K2, ICC8K3, ICC8K4, ICC8S1, ICC8S2, ICC8S4. <u>CEC/ECSE</u>: ECSE1K1, ECSE1K2.

2. Clinical Practice (Administration of several assessments)

- <u>ISBE/ECSE</u>: 8B, 8D,_ 8E, 8F, 8G, 8H, 8J, 11S, 11T, 11W. <u>IPTS</u>: 1B, 1D, 1E,1G, 1H, 1I, 2A, 2D, 2E, 2F, 2I, 3D, 3E, 3G, 4A, 4O, 4E, 4H,5E, 5F, 5H, 5P, 6A, 6B, 6C, 6D, 6F, 6H. 7A, 7B, 7C, 7H, 9H, 9I, 9J, 9K, 9M, 9P, 9R, 9U. <u>CEC/ICC</u>: ICC8K1, ICC8K2, ICC8K4, ICC8S4, ICC8S7, ICC8S9, ICC9S1, ICC9S4, ICC9S7, ICC9S8, ICC9S11, ICC10S1. <u>CEC/ECSE:</u> ECSE8S1, ECSE8S3, ECSE8S4, ECSE8S5, ECSE8S6, ECSE8S7, ECSE858.

3. Assessment Summary Report (ASR)

- <u>ISBE/ECSE</u>: 1D, 1G, 1I, 4A, 4F,4G, 4T, 7G, 7I, 11E, 11S, 11V, 11W. <u>IPTS</u>: 1B, 1C, 1E,1G, 1H, 1I, 1J, 2D, 2E, 2F, 2I, 3A, 3C, 3D, 3E, 3G, 4A, 4D, 5E, 5F, 5H, 5P, 6A, 6B, 6C, 6D, 6E, 6F, 6H, 7A, 7B, 7C, 7D, 7E, 7F, 7H, 7J, 7K, 7M, 7N, 7Q, 7R, 8B,8D, 8H, 9A, 9I, 9J, 9M, 9Q, 9S, 9T. <u>CEC/ICC</u>: ICC1K7, ICC2K3, ICC2K4, ICC8S7, ICC9S7, ICC9S8, ICC10S1, ICC10S3, ICC10S9. <u>CEC/ECSE</u>: ECSE8S9, ECSE8S10, ECSE9S4.

4. Assessment Notebook (Teacher candidate designed assessment activities)

- <u>ISBE/ECSE</u>: 1D, 1F, 4F, 4G, 4T, 7E, 7F, 7G, 7H, 8B, 8E, 8F, 8H. IPTS: 1B, 1C, 1D, 1G, 4A, 4D, 4G, 5E, 5F, 5J, 6A, 6B, 6C, 6D, 6E, 6H,7A, 7B, 7E, 7H, 7I, 7J, 7K, 7M, 7O, 7Q, 7R, 9H, 9I, 9J, 9M, 9 S, and 9T <u>CEC/ICC</u>: ICC2K3, ICC6K4, ICC8K1, ICC8K2, ICC8S2, ICC8S4, ICC9S1, ICC9S4, ICC9S7, ICC9S8, ICC9S11, ICC10S1. <u>CEC/ECSE</u>: ECSE8S4, ECSE8S5, ECSE8S7.

5. Screening Assignment

<u>ISBE/ECSE:</u> 7A, 7D, 7E, 7F, 7G, 7I, 8D, 8E, 8F, 11S, 11T, 11W.   <u>IPTS:</u> 1C, 1D, 1E, 1G, 4D, 5A, 5F, 7A, 7B, 7C, 7E, 7H, 8A, 8D, 9H, 9J, 9M. <u>CEC/ICC:</u> ICC1K5, ICC8K3, ICC10S1, ICC10S3, ICC10S4. <u>CEC/ECSE:</u> ECSE8S1, ECSE9S3

Course Outline

I.   Introduction to Assessment of Young Children (2 Weeks)
      A.   Assessment as a process (McLean, Wolery, & Bailey, 2004; Peterson, 1987)
      B.   Statistical considerations
          1.   Measures of central tendency
               a.   Normal distribution
               b.   Mean, median, and mode
          2.   Descriptive statistics
               a.   Standard deviation
               b.   Reliability
               c.   Validity
               d.   Standard error of measure
               e.   Standard scores, percentiles, and stanines.
               f.   Raw scores, percentage scores
               g.   Basal and ceiling levels
               h.   Assessment bias concerns

II.   Case Finding and Developmental Screening (4 weeks)
     (Alberts, Davis, & Prentice, 1995; Brazelton, 1984; Glascoe, 1991; McLean, Wolery, & Bailey, 2004; McLean, Wolery, & Bailey, 2004; Meisels & Provence, 1989; Peterson, 1987)
      A.   Case finding and screening process - why, what, who, where, when, how
      B.   Case finding and screening instruments/procedures
          1.   Developmental
               a.   Denver Developmental Screening Test –
                       Second Edition
               b.   Developmental Indicators for the Assessment
                       of Learning (III) (DIAL-III)
               c.   Brigance Screen II, Preschool and Early Preschool
               d.   Prek DIBELS
          2.   Neonatal
               a.   Apgar
               b.   Neonatal Behavior Assessment Scale
          3.   The role of parents in screening

III.   Diagnostic Evaluation (5 weeks)
      A.   The diagnostic process - why, what, who, where, when, how (Atkinson, 1985; Boone & Crais, 2002; Cox, 1988; Bailey & Simeonsson, 1988; Bufkin & Bryde, 1996; Dunst, Trivette, & Deal, 1988; Feil, Severson, & Walker, 1998; Hanson & Lynch, 1990; Hayley & Baryza, 1990; Linder, 2008; Lockwood, 1994; Mayes, 1997; Meisels & Provence, 1989; Merrell, 1996; Myers, McBride, & Peterson, 1996; Neisworth & Bagnato, 1988; Rossetti, 1990; Svinick, 1984; Wright & Ireton, 1995)
      B.   The role of diagnostic assessment in transition to new services
      C.   Diagnostic instruments/procedures
          1.   Vision and hearing testing
          2.   Motor skills (fine, gross, visual perceptual)
          3.   Social/Adaptive skills

<ol start="4">
Play skills
Cognitive skills (concepts, problem solving, early literacy, early math)
Literacy and Language skills (receptive and expressive)

D.   Family assessment
1.   Mandates of P.L. 99-457 and 102-119
2.   Procedures-observation, interview, questionnaires
    a.   Assessing students in native or primary language
    b.   Providing parents copy of parental rights in native language
3.   Culturally sensitive family assessment
    a.   Language concerns when communicating with families
    b.   Language concerns when assessing the student (including ELL)

IV.   Educational Assessment
(Alberts, Davis, & Prentice, 1995; Bradley & Caldwell, 1988; Brigance, 2004; Caldwell & Bradley, 1984; McCoskey, 1990; McCormick & Noonan, 1996; Merrell, 1996; Moersch, 1981; Peterson, 1987)

A.   Educational assessment tools
1.   Brigance Diagnostic Inventory of Early Development-Second Edition
2.   Curriculum for Preschoolers (Carolina)
3.   Young Children's Achievement Test
4.   Kaufman Survey of Early Academic and Language Skills
5.   Battelle Developmental Inventory, Second Edition
6.   DIBELS
7.   Prek DIBELS

B.   Environmental measures and cultural considerations (Leung, 1996; Maker, Nielson, & Rogers, 1994; McLean, 2002)
1.   Language in test development
2.   Language in assessing student (including ELL)

C.   Interpretation of results
1.   IEP development
2.   Staffings: providing assessment information to families (Kroeger, Leibold, & Ryan, 1999)

D.   Educational assessment in transition to new services (Rous & Hallam, 1999)

V.   Universal Screening/Performance Monitoring (2 weeks)
(Buysse & Peisner-Feinberg, 2010; Hale & Sindelar, 1982)
DIBELS, AimsWeb, RTI in PreK

VI.   Program Evaluation (2 weeks) (DeStefano, Howe, Horn, & Smith, 1991, Sandall, Hemmeter, Smith, & McLean, 2005)

References

Alberts, F.M., Davis, B.L., & Prentice, L. (1995). Validity of an observation screening instrument in a

   multicultural population. *Journal of Early Intervention, 19,* 168-177.

Atkinson, J. (1985). Assessment of vision in infants and young children. In S. Harell & N.J. Anastasiow (Eds.),

   The at-risk infant: Psycho/social/medical/ aspects. (pp. 341-352). Baltimore: Paul H. Brookes

   Publishing Co..

Bailey, Jr., D.B., & Simeonsson, R.J. (1988). *Family assessment in early intervention.* Englewood Cliffs, NJ:

   MacMillan Publishing.

Boone, H. A. & Crais, E. (2002). Strategies for achieving family driven assessment and intervention planning.

   In M. M. Ostrosky & E. Horn (Eds.), Assessment: Gathering meaningful information (pp. 1-14).

   Longmont, CO: Sopris West.

Bradley, R.H., & Caldwell, B.M. (1988). Using the HOME inventory to assess the family environment.

   Pediatric Nursing, 14(2), 94-102.

Brazelton, T.B. (1984). *Neonatal Behavioral Assessment Scale.* Philadelphia: J.P. Lippincott.

Brigance, A. (1991). *Brigance diagnostic inventory of early development.* North Billerica, MA: Curriculum

   Associates.

Bufkin, L.J., & Bryde, S.M. (1996). Young children at their best: Linking play to assessment and intervention.

   Teaching Exceptional Children, 29(2), 50-51.

Buysse, V., & Peisner-Fineberg, E. (2010). Recognition and response: Response to intervention for pre-k.

   Young Exceptional Children, 13(4), 2-13.

Caldwell, B.M., & Bradley, R.H. (1984). *Home observation for measurement of the environment.* Little Rock,

   AR: University of Arkansas.

Cox, L.C. (1988). Screening the high-risk newborn for hearing loss: The Crib-O-Gram vs. the auditory

   brainstem response. *Infants and Young Children, (1),* 71-81.

spe4820cis

DeStefano, D.M., Howe, A.G., Horn, E.M., & Smith, B.A. (1991). *Best practices: Evaluating early childhood special education programs.* Tucson, AZ: Communication Skills Builders.

Dunst, C.J., Trivette, C.H., and Deal, A.G. (1988). *Enabling and empowering families: Principles and guidelines for practice.* Cambridge, MA: Brookline Books.

Feil, E.G., Severson, H.H., & Walker, H.M. (1998). Screening for emotional and behavioral delays: The early screening project. *Journal of Early Intervention, 21*(3), 252-266.

Glascoe, F.P. (1991). Developmental screening: Rationale, methods, and application. *Infants and Young Children, 4(1),* 1-10.

Glascoe, F.P., & Byrne, K.E. (1993). The accuracy of three developmental screening tests. *Journal of Early Intervention, 17(4),* 368-379.

Hale, J.W., & Sindelar, P.T. (1982). Behavioral observation methodologies for early childhood education. *Topics in Early Childhood Special Education, 2(1),* 43-54.

Hanson, M.J., Lynch, E.W., & Wayman, K.I. (1990). Honoring the cultural diversity of families when gathering data. *Topics in Early Childhood Special Education, 10(1),* 112-131.

Hayley, S.M., & Baryza, M.J. (1990). A hierarchy of motor outcome assessment: Self-initiated movements through adaptive motor function. *Infants and Young Children, 3(2),* 1-14.

Kroeger, S.D., Leibold, C.K., & Ryan, B. (1999). Creating a sense of ownership in the IEP process. *Teaching Exceptional Children, 32*(1), 4-9.

Linder, T.W. (2008). *Transdisciplinary play- based assessment (2nd ed).* Baltimore: Paul H. Brookes Publishing Co.

Lockwood, S.L. (1994). Early speech and language indicators for later learning problems: Recognizing a language organization disorder. *Infants and Young Children, 1,* 43-52.

Mayes, S.D. (1997). Potential scoring problems using the Bayley Scales of Infant Development –II Mental Scale. *Journal of Early Intervention, 21*(1), 36-44.

spe4820cis

McCoskey, G. (1990). Selecting and using early childhood rating scales. *Topics in Early Childhood Special Education, 10(3),* 39-64.

McCormick, L., &Noonan, M.J. (1996). A "can-do" inventory for 3-year olds: Preschool-referenced assessment. *Teaching Exceptional Children, 28,* 4-9.

McLean, M. (2002). Assessing young children for whom English is a second language. In M.M. Ostrosky & E. Horn (Eds.), *Assessment: Gathering meaningful information* (pp. 47-60). Longmont, CO: Sopris West.

Meisels, S.J., & Provence, S. (1989). *Screening and assessment: Guidelines for identifying young disabled and developmentally vulnerable children and their families.* Washington, D.C.: National Center for Clinical Infant Programs.

Merrell, K.W. (1996). Social-emotional assessment in early childhood: The preschool and kindergarten behavior scales. *Journal of Early Intervention, 20*(2), 132-145.

Moersch, M.S. (1981). *Developmental programming for infants and young children.* Ann Arbor, MI: University of Michigan Press.

Myers, C.L., McBride, S.L., & Peterson, C.A. (1996). Transdisciplinary play-based assessment in early childhood special education: An examination of social validity. *Topics in Early Childhood Special Education, 16, 102-126.*

Neisworth, J.T., & Bagnato, S.J. (1988). Assessment in early childhood special education. In S.L. Odom & M.B. Karnes (Eds.), *Early intervention for infants and children with handicaps (pp. 23-50).* Baltimore: Paul H. Brookes Publishing Co.

Peterson, N.L. (1987). Assessment and evaluation processes. In N.L. Peterson, *Early intervention for handicapped and at-risk children: An introduction to early childhood special education* (pp. 275-326). Denver: Love Publishing Co.

Rossetti, L.M. (1990). *Infant-toddler assessment: An interdisciplinary approach.* Austin, TX: Pro-Ed.

spe4820cis

Rous, B., & Hallam, R.A. (1999). Easing the transition to kindergarten: Assessment of social, behavioral, and

    functional skills in young children with disabilities. *Young Exceptional Children, 1*(4), 17-26.

Sandall, S., Hemmeter, M. L., Smith, B. J. & McLean, M. E. (2005). *DEC recommended practices: A*

    comprehensive guide. Longmont, CO: Sopris West.

Svinick, J. (1984). *Battelle developmental inventory.* Allen, TX: DLM Teaching Resources.

Wright, A., & Ireton, H. (1995). Child development delays: A new approach to screening for early intervention.
Journal of Early Intervention, 19(3), 253-263