SPED 520 Assessment and Evaluation in Early Childhood Special Education

Instructor:

Office Hours:

Class Location & Time:

IMPORTANT: The department office CANNOT take messages for professors. If you need to contact me, please email me directly. I will try my best to get back to you within 24 hours of receiving your message. I am rarely online during weekends due to other commitments. Do your best to plan the timing of your questions accordingly.

CONCEPTUAL FRAMEWORK

Michael D. Eisner College of Education
California State University, Northridge
(Approved May 2018)

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Course Description:

This course is an ***advanced*** study of the theory and practice of assessment and evaluation of infants, toddlers and young children with exceptional needs. It examines the uses and limitations of current assessment practices for educational decision-making with this population. Included are evaluation, selection, and administration of assessment instruments for both the child and the child's family. Assessment for program evaluation is also considered.

Required Text:

- Grisham-Brown, J., & Pretti-Frontczak, K. (2011). Assessing young children in inclusive settings. Baltimore, MD: Paul Brookes.
- Bricker, D., Pretti-Frontczak, K. (2002). Assessment, Evaluation and Programming System for Children and Infants, Second Edition, Volume 1 Administration Guide. Baltimore, MD: P.H. Bookers.
- Desired Results Developmental Profile access Manual, and instruments available at: www.draccess.org/assessors/drdpinstruments.html
- There will be other readings assigned on CANVAS as appropriate.

Course Objectives:

After completing this course the student will be able to:

1.   discuss the basic principles of assessment and evaluation of groups and individuals including the relationship between assessment and instructional planning;

2.   select, utilize, and interpret assessment devices for infants and young children within one's own discipline;

3.   discuss the impact of ethnic, linguistic, and cultural difference on individual child performance and adapt assessment devices accordingly;

4.   discuss how health factors and related needs of infants and young children affect test performance and select assessment practices responsive to these special developmental needs;

5.   select, utilize, and interpret assessment devices to determine family needs in relationship to the infant or young child with exceptionalities;

6.   integrate and communicate assessment results with information from other sources (e.g., interviews, observations, medical records);

7.   interpret and communicate assessment results to other professionals and to parents (e.g., written reports, oral communication during team meetings);

8.   select, utilize, and interpret a variety of devices for evaluation of program effectiveness in meeting child and family needs.

General Requirements:

1.   All students must abide by CSUN Student Conduct Code. Detailed information can be found at http://catalog.csun.edu/policies/student-conduct-code/. **Plagiarism and cheating will not be tolerated.** It is not the role of the instructor to judge the intent behind copied work or other dishonest conduct but only to report it to the University. *First time plagiarism will result in a Zero in the assignment, and second time plagiarism will result in a grade of F in the course.*

2.   **Person-first language** should be used during class discussions and in written products. Examples of person-first language are "child with a disability" instead of "disabled child"; "child with autism" instead of "autistic child"; "child with language impairments" instead of "language-delayed child"; "child who has an intellectual disability" instead of "mentally retarded child." Focus on the child's strengths instead of deficits. *Failure to do so will result in a Zero in the assignment*.

3.   Students who require academic support services should register with **Disability Resources and Educational Services (DRES) BH 110**. Please make an appointment to see me at the beginning of the semester; I will be happy to make accommodations to increase success in this course.

4.   The instructor will not automatically drop students for absences or poor performance. It is your responsibility to monitor your performance. **Incomplete grades** will not be assigned unless you have a documented illness or family crisis.

Assignment Requirements:

Read the assigned readings by when the topic will be discussed in class. Reflect on the information discussed. Note key points that will be useful in your professional role and questions or concerns that the readings raised. Share these ideas and questions in class. Written assignments should reflect integration of the key concepts presented in reading assignments.

I know you are eager to receive grades after submitting assignments. I put a lot of effort into providing detailed feedback on most assignments in this course, and this takes time. I strive to return all assignments within seven days of submission. If something comes up and I need to deviate from this schedule, I will let you know.

Plan Ahead!

• **Hasty, last-minute work...let's be real**. You don't accept "last-minute-just-get-it-turned-in-so-I-get-some-points" in your own classroom because you have high expectations of your students, and high expectations for our students is a key determining factor in success. Why would I tell you to high expectations for your students if I did not model it? This goes for all assignments.

• All assignments must be typed, double-spaced, one-inch margins, font size 12, and written following the **7th edition of the APA manual**. This website (http://owl.english.purdue.edu/owl/resource/560/01/) will help you with APA style.

- All assignments submitted electronically must be formatted as **Microsoft Word documents (.doc or .docx)**. **Please do not submit a .pdf file.** Problems with technology will not be accepted as an excuse for late or missing assignments.

- Email the instructor **at least 24 hours** before the due date if you need an extension. You will lose **5%** of total points of that assignment per calendar date for the first week (7 days) after due day; and after that you will get a **Zero** unless prior written approval has been given by the instructor or acceptable documentation of an illness or emergency situation can be provided.

- Points will be allocated for each assignment to "writing style", and frequent spelling and grammar errors will result in loss of points SO PROOFREAD YOUR WORK CAREFULLY. **Excessive spelling and/or grammar mistakes will result in a Zero for that assignment.**

- On rare occasions some assignments which have been submitted are not able to be read. Should that occur, I will notify you and asked you to resubmit your assignment. **Please do not submit assignments to my email unless I ask you to do this.**

Assignment #1: Attendance & Participation (10 pts)

A critical aspect of any learning experience is the active and sustained participation by the learner. You are required to attend the class sessions. Points will be allocated and adjusted based on **engagement and participation** in each class session. Evidence of engagement involves attending all class sessions, coming to class on time, completing all readings for each class session, keeping cell phones off tables and away in bags/cases, taking notes or attending to the speaker, asking questions regarding the course material, responding to questions asked in class, and making comments on class readings/topics.

Please attend the class *on time.* During the session, you are expected to actively participate in class sessions by listening, commenting, asking questions, collaborating with fellow students, sharing ideas/resources, and engaging in discussions.

Attendance will be taken at the beginning of each class. If you **arrive at the class at 7:30pm or later**, you will be counted as absent. You are responsible for the information covered in assigned readings, class lectures, handouts, out-of-class assignments, and in-class discussions and activities.

If you miss more than 2 class sessions (excused or unexcused), your final grade will be lowered by a letter grade (e.g., A will become B). Each subsequent absence will result in a reduction of your final grade by ½ letter grade.

If you have some difficulties, please contact the instructor and I am happy to provide accommodations.

Assignment #2: Observation Project (20 pts)

For this assignment, you are required to observe a child **at the same time** with another classmate for at least 30 min.

Individually:

- Maintain a detailed continuous running record of child's behaviors throughout the time as you watch the videos.

- Interpret what you observed in the five developmental domains. Check CDC developmental milestones to help you interpret your observation.

Note: You only observe the child for a very short period of time, so avoid drawing any conclusion. Statements like "The child is typical for her age." will not be accepted as an interpretation of your observation.

With your partner:

- Compare observations, reconcile differences

Individually:

- Write a 2-4 page collaborative summary of observations (including how your observations/interpretations and those of your partner were similar and different, when this type of observation would be effective for assessment, and your reflections on the process and what you learned from it.)

- Submit **a) your own running record, b) interpretation of the observation and c) collaborative summary** (Note: You should submit your raw observation data with your paper).

Criteria will be evaluated as follows:

Criteria	Points
Detailed running record included	/2
Interpretation of behaviors covered all relevant domains, and fit the behaviors described	/5
Comparison with your peer observer is thoughtful	/5
Reflections on the activity is insightful, suggestions to use this type of observation included	/3
Report is well organized, written in strength based manner using person first, jargon free language	/5
Total	/20

ECSE 1.1, 1.6, 5.1, 5.4, 1.1, 1.6, 5.1, 5.4,

Assignment #3: Midterm Exam (20 pts)

Midterm exam will be given to evaluate students' understanding of material presented in class lectures and contained in the readings, as well as proficiency gained from in-class discussions, exercises, and assignments.

ECSE 1.10, 5.1, 5.2, 5.3, 5,4, 5.5, 5.6, 6.6

Assignment #4 - #6: Assessment Group Project (50 pts total)

Assignment #4 & #5: The purpose of this assignment is to provide the student with an opportunity to students to work as members of a team in administering and interpreting the results of assessment instruments, and write comprehensive reports of test results and findings.

In a group of no more than three people, you are required to select **one preschool-aged child with or at risk for disability**, assess the child using assessment instruments, and create a brief but comprehensive written narrative report (include numbers and visuals, 4-5 pages) regarding the child's performance on each of the assessment and present your findings in class. A parental consent should be obtained indicating that the parents understand that this is a class assignment and the results are neither reliable nor valid, and will not be utilized for placement. More details will be provided in class.

ECSE 1.6, 4.6, 5.1, 5.2, 5.3, 5,4, 5.5, 5.6, 5.7, 5.8, 1.6, 4.6, 5.1, 5.2, 5.3, 5,4, 5.5, 5.6, 5.7, 5.8

Assignment #6: Individually, you will turn in a 2-3 pages write-up of your reflections on the two assessment processes, comparing and contrasting the processes and the results obtained. Please note, reflections are personal. You should think about the two experiences, noting how each worked for you and presented you with challenges. Think also about what you learned, both about the child and your own abilities in assessment.

6.9, 6.9

Grading:

Participation	/10
Observation Project	/20
Midterm Exam	/20
AEPS Report	/20
DRDP Report	/20
Assessment Reflection	/10
Total	/100

Grading Scale:

A	92-100	Outstanding: Performance indicates high level of competency attainment, and demonstration
A-	90-91.9	
B+	88-89.9	Very good: Performance surpasses a basic level of competency attainment, and demonstration
B	82-87.9	
B-	80-81.9	
C+	78-79.9	Average: performance reflects a basic level of competency attainment, understanding and skill
C	72-77.9	
Note: The ECSE program requires that candidates obtain a grade of C or better in each course and maintain an overall GPA of 3.0		
C-	70-71.9	Below average: Performance meets attainment of some competencies
D+	68-69.9	
D	62-67.9	
D-	60-61.9	
F	≤ 60	Fail

Course Schedule:

* Class schedule may change during the semester. Changes will be announced in class or on Canvas.

Week	Topics	Readings	Assignments Due
Week 1	Welcome & Introduction Assessment Ethics ECSE 6.6		
Week 2	Legal and procedural considerations ECSE 6.6	Part B & C regulations Grisham-Brown, J., & Pretti-Frontczak, K. (2011). Chapter 1 AEPS Ch 2 ECSE 6.6	
Week 3	Assessing EC Environment ECSE 2.4, 5.1, 5.2, 5.3 ECSE 2.4, 5.1, 5.2, 5.3	Ch.3 McLean, Hemmeter, & Snyder (2013). ECSE 2.4, 5.1, 5.2, 5.3 In-Class Activity: Evaluating the Environment ECSE 2.4, 5.1, 5.2, 5.3	
Week 4	Authentic assessment: Observations ECSE 1.6, 4.6, 5.1, 5.2, 5.3, 5.4, 5.6, 5.7 ECSE 1.1, 1.6, 4.6, 5.2, 5.3, 5.6	Grisham-Brown & Pretti-Frontczak (2011) Chapter 2; ECSE 1.6, 4.6, 5.1, 5.2, 5.3, 5.4, 5.6, 5.7	
Week 5	Authentic assessment: Observations (Cont.) ECSE 1.6, 4.6, 5.1, 5.2, 5.3, 5.4, 5.6, 5.7 ECSE 1.1, 1.6, 4.6, 5.2, 5.3, 5.6		
Week 6	Performance Monitoring; and graphing and analyzing data ECSE 1.10, 4.6, 5.5, 5.6, 5.7, ECSE 1.10, 4.6, 5.2, 5.5, 5.6, 5.7	Iris Module: https://iris.peabody.vanderbilt.edu/module/dbi2/cresource/#content ECSE 1.10, 4.6, 5.5, 5.6, 5.7,	
Week 7	Child find & Screening; Communicating Screening Results ECSE 5.1, 5.2, 5.3, 5.5, 5.7, 5.8 ECSE 5.1, 5.2, 5.3, 5.5, 5.7	Grisham-Brown & Pretti-Frontczak (2011) Chapter 6 ECSE 5.1, 5.2, 5.3, 5.5, 5.7, 5.8	Observation Project due *ECSE* 1.1, 1.6, 5.1, 5.4, 1.1, 1.6, 5.1, 5.4,

Week 8	Formal assessments, psychometric properties ECSE 5.1, 5.2, 5.3, 5.7, ECSE 5.1, 5.2, 5.3, 5.7,	Grisham-Brown & Pretti-Frontczak (2011) Chapter 5 ECSE 5.1, 5.2, 5.3, 5.7,	
Week 9	Mid-term exam ECSE 1.10, 5.1, 5.2, 5.3, 5,4, 5.5, 5.6, 6.6		
Week 10	Assessment for Program Planning Play-based assessment AEPS Write an assessment report ECSE 5.1, 5.2, 5.3, 5.7, 5.8 ECSE 5.1, 5.2, 5.3, 5.7	Grisham-Brown & Pretti-Frontczak (2011) Chapter 7 AEPS Ch 3 &4 ECSE 5.1, 5.2, 5.3, 5.7, 5.8	Midterm Exam due ECSE 1.10, 5.1, 5.2, 5.3, 5,4, 5.5, 5.6, 6.6
Week 11	AEPS Practice ECSE 1.6, 4.6, 5.1, 5.2, 5.3, 5.7		
Week 12	Understanding and using Desired Results ACCESS ECSE 5.1, 5.2, 5.3, 5.7, 5.8 ECSE 5.1, 5.2, 5.3, 5.7	READ: www.draccess.org/drdpinstruments.html Download relevant DRDP worksheets ECSE 5.1, 5.2, 5.3, 5.7, 5.8	AEPS Report Due ECSE 1.6, 4.6, 5.1, 5.2, 5.3, 5,4, 5.5, 5.6, 5.7, 5.8, 1.6, 4.6, 5.1, 5.2, 5.3, 5,4, 5.5, 5.6, 5.7, 5.8
Week 13	DRDP Practice ECSE 1.6, 4.6, 5.1, 5.2, 5.3, 5.7		
Week 14	Program Evaluation ECSE 5.1, 5.2, 5.3, 6.18	Grisham-Brown & Pretti-Frontczak (2011) Chapter 9 ECSE 5.1, 5.2, 5.3, 6.18	• DRDP Report due ECSE 1.6, 4.6, 5.1, 5.2, 5.3, 5,4, 5.5, 5.6, 5.7, 5.8, 1.6, 4.6, 5.1, 5.2, 5.3, 5,4, 5.5, 5.6, 5.7, 5.8
Week 15	Assessment Project Presentation ECSE 1.6, 4.6, 5.1, 5.2, 5.3, 5,4, 5.5, 5.6, 5.7, 5.8, 1.6, 4.6, 5.1, 5.2, 5.3, 5,4, 5.5, 5.6, 5.7, 5.8		

Week 16	Wrap-up		Reflections on the assessments due <mark>ECSE 6.9</mark>, <mark>6.9</mark>

SPED 520 Syllabus Linking page

Instructions requested that only the "I" will be linked:

TPE1-ECSE:
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1.10-pg 8
TPE2-ECSE:
2.4-pg 8
TPE4-ECSE:
4.6-pg 8
TPE5-ECSE:
5.1-pg 9
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TPE6-ECSE:
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