

SPE 4820 Assessment of Young Children (Birth to 8) With Exceptional Learning Needs

Assessment 0-8 At Risk/Disab

(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: SPE 3000 and 3220 or permission of the department chairperson. Corequisite: SPE 4720 or permission of the department chairperson. SPE 4820 Short Title: ASSESS 0-8 ELN

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;
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 observe 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	10	11	1	2	3	4	5
exams	student demonstrates knowledge through multiple choice and short answer essay questions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
protocols	student completes administration and scoring of several tests	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Assessment Summary report	student interprets test information into a written report	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
notebook	students create various assessment tasks for certain subject areas as well as create a parent information flyer	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
preschool screening	students observe a preschool screening and provide a written interpretation of the screening.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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List of Initial Unit Standards:

- Standard 1 – Content Knowledge
- Standard 2 – Human Development & Learning
- Standard 3 – Diversity
- Standard 4 – Planning for Instruction
- Standard 5 – Learning Environment
- Standard 6 – Instructional Delivery
- Standard 7 – Communication
- Standard 8 – Assessment
- Standard 9 – Collaborative Relationships
- Standard 10 – Reflection and Professional Growth
- Standard 11 – Professional Conduct

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

Catalog description:

4820 SPE. 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: SPE 3000 and 3200 or permission of the department chairperson. Corequisite: SPE 4720 or permission of the department chairperson.

Short Title: ASSESS 0-8 ELN

Objectives of the Course

This course is:

- Writing – Active
- Writing – Intensive
- Writing – Centered

This course is:

- Technology-aware: 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.
- Technology-enhanced: 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.
- Technology-delivered: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.
- ITV: 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

Candidates must complete five article reviews that focus on cultural, family systems theory, technology, and the assessment process for students whose disabilities ranging from mild to severe.

CEC Content Standards Addressed In This Course

CEC Common Core Standards, including Knowledge and Skills:

Standard 1: Foundations

ECK1: Trends and Issues in early childhood education and early childhood special education

EC1K3: Law and policies that affect young children, families, and programs for young children

Standard 3 Individual Learning Differences

EC3K6: Significance of socio-cultural and political contexts for the development and learning of young children who are culturally and linguistically diverse

Standard 6 Communication

EC6S1: Support and facilitate family and children interactions as primary contexts for learning and development

Standard 8: Assessment

EC8S1: Assess the development and learning of young children

EC8S2: Select, adapt, and use specialized format for formal and informal assessment results for infants, young children and their families

EC8S3: Participate as a team member to integrate assessment results in the development and implementation of IFSP and IEP.

EC8S4: Assist families in identifying their concerns, resources, and priorities

EC8S5: Participate and collaborate as a team member with other professionals in conducting family centered assessments

Standard 9 Professional and Ethical Practice

EC9S2: Use family theories and principles to guide professional practice

EC9S3: Respect family choices and goals

EC9S4: Apply models of team process in early childhood

Standard 10 Collaboration:

EC10S1: Assist the family in planning for transitions

EC10S7: Evaluate services with families

Skill:

- None in Addition to the Common Core
- Specialized terminology used in the assessment of individuals with disabilities

- Laws and policies regarding referral and placement procedures for individuals with disabilities*.

State of Illinois Standards Addressed in this Course

Illinois Professional Teaching Standards

Standard 1- Content Knowledge

All teachers understand the central concepts, methods of inquiry, and structure of the discipline(s) and creates learning experiences that make the content meaningful to all students.

Knowledge Indicators

- 1A. Understands major concepts, assumptions, debates, principles, and theories that are central to the discipline.
- 1D. Understands the relationship of knowledge within the discipline to other content areas and to life and career applications.
- 1E. Understands how a student's disability affects processes of inquiry and influences patterns of learning.

Performance Indicators:

- 1H. Engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline.
- 1I. Designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.
- 1J. Anticipates and adjusts for common misunderstandings of the discipline(s) that impede learning.
- 1K. Uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.

STANDARD 2 - Human Development and Learning

The teacher understands how individuals grow, develop and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

Knowledge Indicator:

- 2B. Understands that students' physical, social, emotional, ethical, and cognitive development influences learning.
- 2D. Understands that differences in approaches to learning and performance interact with development.
- 2E. Understands how to include student development factors when making instructional decisions.

STANDARD 3 – Diversity

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge Indicator:

- 3C. Understands how students’ learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
- 3D. Understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.
- 3E. Understands cultural and community diversity through a well-grounded framework and understands how to learn about and incorporate students’ experiences, cultures, and community resources into instruction.

Performance Indicators:

- 3G. Facilitates a learning community in which individual differences are respected.
- 3H. Makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.
- 3I. Uses information about students’ families, cultures, and communities as a basis for connecting instruction to students’ experiences.
- 3J. Uses cultural diversity and individual student experiences to enrich instruction.
- 3K. Uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.
- 3L. Identifies and designs instruction appropriate to students’ stages of development, learning styles, strengths, and needs.
- 3N. Demonstrates positive regard for the culture, religion, gender, sexual orientation, and varying abilities of individual students and their families.

STANDARD 4 - Planning for Instruction

The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

Knowledge Indicators:

- 4D. Understands when and how to adjust plans based on student responses and other contingencies.
- 4G. Understands how to use various technological tools to access and manage information.
- 4H. Understands the uses of technology to address student needs.

Performance Indicators:

- 4L. Creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals, relevant to the students, and based on students' prior knowledge and principles of effective instruction.
- 4M. Creates multiple learning activities that allow for variation in student learning styles and performance modes.
- 4N. Incorporates experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.
- 4P. Develops plans based on student responses and provides for different pathways based on student needs.

STANDARD 5 - Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge Indicator:

- 5D. Understands factors that influence motivation and engagement and how to help students become self-motivated.
- 5E. Knows procedures for inventorying the instructional environment to determine when and how best to meet a student's individual needs.
- 5F. Knows applicable laws, rules, and regulations, procedural safeguards, and ethical considerations regarding planning and implementing behavioral change programs for individuals with disabilities.
- 5G. Knows strategies for intervening in situations to prevent crises from developing or escalating.
- 5H. Knows environmental arrangements that promote positive behavior and learning for students with diverse learning characteristics.

Performance Indicators:

- 5K. Uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.
- 5L. Analyzes the classroom environment and makes decisions to enhance social relationships, student motivation and engagement in productive work through mutual respect, cooperation, and support for one another.
- 5M. Organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.

- 5P. Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics.

STANDARD 6 - Instructional Delivery

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Knowledge Indicator:

- 6E. Knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with disabilities and/or diverse learning characteristics.

Performance Indicators:

- 6F. Evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs.
- 6G. Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
- 6H. Monitors and adjusts strategies in response to learner feedback.
- 6I. Varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.
- 6J. Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

STANDARD 7 - Communication

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge Indicator:

- 7B. Understands how cultural and gender differences can affect communication in the classroom.
- 7C. Understands the social, intellectual, and political implications of language use and how they influence meaning.
- 7D. Understands the importance of audience and purpose when selecting ways to communicate ideas.

Performance Indicators:

- 7E. Models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.
- 7F. Uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.

- 7G. Creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.
- 7H. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 7I. Uses a variety of communication modes to effectively communicate with a diverse student population.
- 7J. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.

STANDARD 8 – Assessment

Knowledge Indicator:

- 8A. Understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Academic Standards, and what kinds of experiences will support their further growth and development.
- 8B. Understands the purposes, characteristics and limitations of different kinds of assessments.
- 8C. Understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring.
- 8D. Understands how to use the results of assessment to reflect on and modify teaching.
- 8E. Understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.
- 8F. Knows legal provisions, regulations, and guidelines regarding assessment (and inclusion in statewide assessments) of individuals with disabilities.
- 8G. Knows methods for monitoring progress of individuals with disabilities.
- 8H. Knows strategies that consider the influence of diversity and disability on assessment, eligibility, programming, and placement of students with disabilities.

Performance Indicators:

- 8I. Uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies.
- 8L. Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues.
- 8N. Collaborates with families and other professionals involved in the assessment of individuals with disabilities.
- 8Q. Uses assessment strategies and devices which 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 9 - Collaborative Relationships

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being.

Knowledge Indicator:

- 9B. Understands the benefits, barriers and techniques involved in parent/family relationships.
- 9D. Understands the collaborative process.
- 9E. Understands collaborative skills which are necessary to carry out the collaborative process.
- 9F. Understands concerns of parents of individuals with disabilities and knows appropriate strategies to collaborate with parents in addressing these concerns.
- 9G. Understands roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning individualized education programs for students with disabilities.

Performance Indicators:

- 9H. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- 9J. Participates in collaborative decision making and problem solving with other professionals to achieve student success.
- 9K. Develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable.
- 9L. Works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote student learning and well being. .
- 9P. Coordinates and/or collaborates in directing the activities of a classroom para-educator, volunteer, or peer tutor.
- 9R. Communicates with team members about characteristics and needs of individuals with specific disabilities.
- 9S. Implements and monitors individual students' programs, working in collaboration with team members.

STANDARD 10 - Reflection and Professional Growth

The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

Knowledge Indicator:

- 10D. Understands teachers' attitudes and behaviors that positively or negatively influence behavior of individuals with disabilities.

Performance Indicators:

- 10E. Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
- 10F. Collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.
- 10G. Participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.
- 10H. Actively seeks and collaboratively shares a variety of instructional resources with colleagues.

STANDARD 11 - Professional Conduct and Leadership

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

Knowledge Indicator:

- 11A. Understands the unique characteristics of education as a profession and a professional code of conduct as defined by the Illinois School Code.
- 11C. Understands school policies and procedures.
- 11D. Understands legal issues in education.
- 11E. Understands the importance of active participation and leadership in professional education organizations.
- 11F. Is familiar with the rights of students with disabilities.
- 11G. Knows the roles and responsibilities of teachers, parents, students, and other professionals related to special education.
- 11H. Knows identification and referral procedures for students with disabilities.

Performance Indicators:

- 11I. Contributes knowledge and expertise about teaching and learning to the profession.
- 11J. Follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.
- 11K. Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.
- 11O. Demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.
- 11P. Demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.
- 11Q. Promotes and maintains a high level of integrity in the practice of the profession.
- 11R. Complies with local, state, and federal monitoring and evaluation requirements related to students with disabilities.

- 11S. Complies with local, state, and federal regulations and policies related to students with disabilities.

Common Core Standards for All Special Education Teachers:

Standard 8 – Assessment

Knowledge Indicators:

- Basic terminology used in assessment. Legal provisions and ethical principles regarding assessment of individuals.
- Screening, prereferral, referral, and classification procedures.
- Use and limitations of assessment instruments.
- National, state or provincial, and local accommodations and modifications.

Skills:

- Gather relevant background information.
- Administer nonbiased formal and informal assessments.
- Use technology to conduct assessments.
- Develop or modify individualized assessment strategies.
- Interpret information from formal and informal assessments.
- Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
- Report assessment results to all stakeholders using effective communication skills.
- Evaluate instruction and monitor progress of individuals with exceptional learning needs.
- Develop or modify individualized assessment strategies.
- Create and maintain records.

Standard 9 - Professional and Ethical Practice

Knowledge:

- Methods to remain current regarding research-validated practice.

Skills:

- Practice within the CEC Code of Ethics and other standards of the profession.
- Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.
- Act ethically in advocating for appropriate services.
- Conduct professional activities in compliance with applicable laws and policies.

- Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
- Practice within one's skill limit and obtain assistance as needed.
- Use verbal, nonverbal, and written language effectively.
- Conduct self-evaluation of instruction. Access information on exceptionalities.
- Reflect on one's practice to improve instruction and guide professional growth.
- Engage in professional activities that benefit individuals with exceptionalities.

Core Language Arts Standards for All Teachers:

Standard 2

All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

Knowledge Indicators:

The competent teacher

- 2A. Knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts.
- 2B. Understands how to communicate ideas in writing to accomplish a variety of purposes.

Performance Indicators:

The competent teacher

- 2C. Models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.
- 2D. Reads, understands, and clearly conveys ideas from texts or other supplementary materials.
- 2E. Writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.
- 2F. Expresses ideas orally with explanations, examples, and support in a clear, succinct style.
- 2G. Helps students understand a variety of modes of writing (persuasive, descriptive, informative, and narrative).
- 2H. Listens well.

Standard 3

All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learner needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

Knowledge Indicators:

The competent teacher

- 3A. Understands how to analyze an audience to determine culturally appropriate communication strategies to share ideas effectively in both written and oral formats with students and their families, other faculty and administrators and the community and business in general.
- 3B. Understands how to use diverse instructional strategies and assessments that include an appropriate balance of lecture, discussion, activity, and written and oral work.

Performance Indicators:

The competent teacher

- 3C. Analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking and listening.
- 3D. Assists students whose communication skills may be impeded by learning, language, and/or cultural differences, especially those whose first language is not English.
- 3E. Conducts effective classroom discussions by managing groups, asking questions, eliciting and probing responses, and summarizing for comprehension.
- 3F. Uses a variety of media to enhance and supplement instruction.
- 3G. Uses multi-disciplinary instructional approaches.

Technology Standards for All Teachers:

Standard 3 - Application of Technology in Instruction

The competent teacher will apply learning technologies that support instruction in their grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

Knowledge Indicators:

The competent teacher

- 3A. Understands how to apply learning technologies that support instruction in their grade level and subject areas.

Performance Indicators:

The competent teacher

- 3B. Explores, evaluates, and uses computer/technology resources including applications, tools, educational software, and associated documentation.
- 3C. Describes current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.

- 3D. Designs, implements and assesses student learning activities that integrate computers/technology for a variety of student grouping strategies and for diverse student populations.
- 3E. Practices socially responsible, ethical, and legal use of technology, information, and software resources.
- 3F. Designs student learning activities that foster equitable, ethical, and legal use of technology by students.

Early Childhood Special Education Teacher Standards

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.
- 1F. 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 content 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.
- 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.
- 11I. 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 are evaluated in this course relative to standards.

1. Exams

- ECH: 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. IPTS: 1E, 2B, 3C, 8C, 9B, 9G, 11G. CEC/CC: CC1K7, CC2K3, CC2K4, CC2K5, CC4S3, CC6K4, CC8K1, CC8K2, CC8K3, CC8K4, CC8S1, CC8S2, CC8S4. CEC/EC: EC1K2, EC1K3, EC2K1, EC4S2.

2. Screening

- ECH: 7A, 7D, 7E, 7F, 7G, 7I, 8D, 8E, 8F, 11S, 11T, 11W
IPTS: 3C, 3D. CEC/CC: 1K5, CC8K3, CC10S3, CC10S4.
CEC/EC: EC8S1, EC9S3.

3. Administration of Two Assessment Tests

- ECH: 8E, 8F, 8H, 8J, 11S, 11W. IPTS: 1H, 2B, 3C, 3E, 3G, 3K, 4D, 7G, 8I, 8Q, 10D, 11Q. TECH: 3B, 3C. CEC/CC: CC8S7, CC8S9, CC9S1, CC9S4, CC9S8, CC10S1.
CEC/EC: EC8S1, EC10S5.

4. Administration of Carolina Curriculum for Preschoolers with Disabilities.

- ECH: 8B, 8D, 8E, 8F, 8G, 8J, 11S, 11T, 11W. IPTS: 1H, 1K, 3C, 4P, 5E, 5H, 5P, 6E, 6G, 6H, 7D, 7G, 7H, 8I, 8L, 8Q, 9R, 9S, 11C, 11Q. CEC/CC: CC8S4, CC8S7, CC8S9, CC9S1, CC9S4, CC9S7, CC9S8, CC9S11, CC10S1, CC10S9. CEC/EC: EC8S1, EC10S5, ECS0S6.

• Outline of the Course

- I. Introduction to Assessment of Young Children (2 Weeks)
 - A. Assessment as a process (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 Screening
(Alberts, Davis, & Prentice, 1995; Brazelton, 1984; Glascoe, 1991; Meisels & Provence, 1989; Peterson, 1987) (4 weeks)
 - 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; Cox, 1988; Bailey & Simeonsson, 1988; Bufkin & Bryde, 1996; Dunst, Trivette, & Deal, 1988; Feil, Severson, & Walker, 1998; Hanson & Lynch, 1990; Hayley & Baryza, 1990; 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
 4. Play skills
 5. Cognitive skills (concepts, problem solving, early literacy, early math)
 6. 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, 1991; 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, 1998)
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. Performance Monitoring (Hale & Sindelar, 1982) (2 weeks) DIBELS, AimsWeb
- VI. Program Evaluation (DeStefano, Howe, Horn, & Smith, 1991) (2 weeks)
- A. Techniques
 - B. Issues

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