

WAYNE STATE UNIVERSITY

COLLEGE OF EDUCATION

SED 7030 (28427) Dynamic Assessment in Early Childhood Special Education

Blackboard Website (<http://blackboard.wayne.edu>)

WINTER 2014 COURSE SYLLABUS

DIVISION:	TEACHER EDUCATION
COURSE:	SED 7030 (28427) DYNAMIC ASSESSMENT IN EARLY CHILDHOOD SPECIAL EDUCATION
CREDIT:	3 CREDIT HOURS
LOCATION:	0200 EDUC
TIME:	TUESDAYS, 5:00 – 7:45 p.m.
INSTRUCTOR:	MARK LARSON, PH.D.
OFFICE	239 EDUCATION
EMAIL:	ad5772@wayne.edu
VOICE:	313.577.0903
ADVISING:	MONDAY 4:00-7:00 pm; call 313-577-0902 to schedule telephone and office advising appointments; or sign-up for after class advising.

I. COURSE DESCRIPTION

Introduction to a variety of assessment tools and instruments and their administration for young children who have developmental delays or disabilities. Focus on linking assessment and intervention “best practices.”

II. COURSE GOALS AND OBJECTIVES

Course readings, activities, and assignments are designed to meet the following outcome objectives aligned with the Standards for the Preparation of Teachers of Early Childhood General and Special Education (ZS; Michigan State Board of Education, September 2008; see section **VIII**):

1. Students will examine and describe the ethical and legal aspects of evaluations and assessments within the IFSP and IEP process (IDEA, 2004) and recommended practices (DEC) for young children with developmental delays or disabilities (1.5, 2.4, 2.6, 2.9, 3.7, 4.4, 5.5, 5.6).
2. Students will examine and apply different theories, methods, and tools used to assess young children’s skills and abilities across developmental domains (e.g., standardized, norm-referenced, criterion-referenced, curriculum-based, and functional assessments and analyses) to design relationship-based, Early Intervention (EI) and Early Childhood Special Education (ECSE) intervention programs and services (3.1, 3.2, 3.4, 4.14).
3. Students will describe and integrate multiple sources of assessment information and results across developmental domains including fine and gross motor, self-care and adaptive skills, cognitive, language and communication, and social/play/emotional to develop a strength-based, child profile that informs the design of IFSP/IEP intervention programs (1.1, 3.6, 4.1, 5.3).
4. Students will examine and describe the advantages of various evaluation and assessment teaming models in the implementation and evaluation of EI and ECSE services (1.7, 2.3, 3.5, 5.9, 5.10).

5. Students will become familiar with translating assessment information into individual child and family intervention (i.e., IFSP, IEP) goals and objectives in order to promote and measure improved quality of life outcomes for the child and family (1.2, 2.1, 2.7, 2.8, 4.8).

III. REQUIRED READINGS

We will use two texts for this class: (a) Assessing Infants and Preschoolers with Special Needs (3rd Ed.) by M. McLean, M. Wolery, & D. B. Bailey Jr., (2004, Columbus, OH: Pearson Merrill Prentice Hall) and (b) DEC Recommended Practices: A Comprehensive Guide for Practical Application in Early Intervention/Early Childhood Special by S. Sandall, M.L. Hemmeter, B.J. Smith, & M.E. McLean (2005, Missoula, MT: Division for Early Childhood). These texts are available at the bookstore. There are additional readings provided on the Blackboard (Bb) course Web site.

IV. COURSE REQUIREMENTS AND ASSIGNMENTS

The course content is covered in class through lectures, group discussions and activities, and through readings and assignments outside of class and on our Blackboard (Bb) website (<http://blackboard.wayne.edu>). Students need to complete the reading assignments each week in order to participate in discussions and activities in class and online. The course has six assignments for students.

1. Reflective Journal Entries on Weekly Discussion Board Forums (135-points). Each student is to write **at least 27 (27 x 5 = 135) Reflective Journal entries over at least 10-weeks** on our Blackboard (Bb) website weekly *Discussion Board Forums*. If you are new to email and computing on the internet and need help getting started, telephone the Computing and Information Technology (C & IT) **HELP DESK** at (313) 577-4778. **The Reflective Journal Entries are thoughtful, reflective comments or responses written as Bb REPLYs to other class members' entries using at least 3-5 sentences.** Personal, confidential, or identifying information about others outside of class must be omitted from entries to protect the privacy rights of individuals and agencies. Reflective Journal Entries will be graded pass/fail and evaluated on the extent that course content is integrated (**3-points**) with professional reflections (**2-points**). All entries are to be written in complete sentences and paragraphs with correct spelling. **The instructor will monitor entries.**

2. Application Vignettes on Blackboard Website (150-points). Each student is to write 6 Application Vignettes (25-points each). An Application Vignette is **(a) a descriptive definition of one Assessment, "DEC Recommended Practice" from DEC Recommended Practices: A Comprehensive Guide for Practical Application (Sandall, Hemmeter, Smith, & McLean, 2005, pp. 51-61); and then, (b) a descriptive narrative sketch (300-500 words) that illustrates how that "DEC Recommended Practice" would be applied or implemented in practice.** Personal, confidential, or identifying information about others must be omitted from entries to protect the privacy rights of individuals and agencies. Application vignettes are worth **10-points for the definition and 15-points for the narrative sketch** on how to apply the practice. All entries need to be written in complete sentences and paragraphs with correct spelling in narrative format. **Vignettes 1 and 2 are due on Bb by Week 4; Vignettes 3 and 4 are due on Bb by Week 8; Vignettes 5 and 6 are due on Bb by Week 11. The instructor will monitor entries.**

3. Analysis Essay on Blackboard Website (140-points). All students individually write a 1500-word essay analyzing a week's readings for one class session and place the essay on the appropriate *Discussion Board Forum* session. Students sign-up for one class session and write an essay to (a) compare and contrast individually selected content across **ALL OF THE READINGS** and (b) evaluate selected material across readings in terms of practical applications. The essay

needs to be posted on our Bb website at least by the MONDAY before the class session. **One student** is the maximum to sign-up for a class session. Essays need to be written in complete sentences and paragraphs with correct spelling in narrative format. The quality of the writing across content sections (80-points) and the student's participation in the **Bb THREADED DISCUSSION** with at least 2 class member's entries posted on the essay (60-points) will earn full points (140-points). **A sign-up Thread for weekly readings will be available in the TownCenter Discussion Board forum on Bb.**

4. Anatomy of Test: Curriculum-Based Assessment Report (250-points). This assignment is an individual activity to examine test materials and write an **Anatomy of Test** report. Each student is to select one of the curriculum-based assessments (AEPS, Carolina, or TPBA/TPBI) and describe the construction, test items, scoring, and purpose of the test. Then, use one developmental domain from the selected test to compare and contrast with test items in the same domain from a specific, norm-referenced developmental test (e.g., PMS for motor; DASII for cognition; SICD, TELD, or TOLD for language/communication, etc.). The **Anatomy of a Test** report is to include a section on the extent that the curriculum-based assessment tool meets the eight DEC quality assessment standards across developmental domains of language/communication/speech, adaptive behavior, social/emotional, gross/fine motor, and cognitive/preacademic (see McLean, Wolery, & Bailey text, chapters 10-15). The instructor will provide test materials for examination in class. The **Anatomy of a Test** report is to follow APA style and conventions (see V. Evaluation and Grading in syllabus). A scoring rubric will be provided and the **Anatomy of Test reports are due Week #11.**

5. Blackboard (Bb) Activation Questions (AQs) (100-points). There are **five (5) AQs** posted on five of the **Bb Discussion Board Forum** sessions. Each student is to respond individually to the AQs. Each question is worth 20-points. The answers to AQs are to be posted on the *Discussion Board Forum* session for the week as a **REPLY** to the instructor's AQ entry. The criteria for awarding points are 10-points for a professional reflection with a correct answer posted during 5-days of AQ entry and 10-points if the answer is supported by reference material in the texts or course readings.

6. Probe Quizzes (200-points). There will be four (4) Probe Quizzes, each worth 50-points, scheduled over the semester. The probes will cover material from lectures, class activities, and course readings. The purpose is to assess your knowledge of terminology, concepts, and the application of course material. The Probe Quiz is completed on our **Bb** site during a 5-day period. A Probe Quiz completed after the 5-day period will earn a maximum of 89%-points. Students must complete their own work.

V. EVALUATION AND GRADING

Hard Copy Assignments must be written with a computer application using 12 point font and formatted with 1-inch margins, headings/sub-headings, and a title page in accordance with the "Publication Manual of the American Psychological Association (APA)," 6th Edition (2010). Please write carefully with correct sentence and paragraph structure, grammar, and spelling.

- **Assignments must be turned in by due dates;** 89% of the points are the maximum available for late assignments without an instructor approved written explanation, as well as assignments completed as hard copy rather than online.
- **Students with Disabilities.** If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my

office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

- **Academic Dishonesty -- Plagiarism and Cheating** (edited statement from the DOSO's web site): Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct (<http://www.doso.wayne.edu/student-conduct-services.html>). Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.
 - Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student's test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.
 - Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.
 - Plagiarism: To take and use another's words or ideas as one's own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.
 - Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student's access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.
- **Religious Observance Policy.** Because of the extraordinary variety of religious affiliations represented in the University student body and staff, The Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
- **Student services.**
 - The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
 - The Writing Center is located on the second floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit <http://clasweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of help they can provide.
- **Grading, Course Drops, and ADD/Withdrawal Policies.** In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from

the class can initiate a withdrawal request on Pipeline. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at:

<http://reg.wayne.edu/pdf-policies/students.pdf>

- **Grading is based on absolute, rather than comparative criteria.** The final grading scale is as follows: 950-1000 = A (4.0), 900-949 = A- (3.67), 870-899 = B+ (3.33), 830-869 = B (3.00), 800-829 = B- (2.67), 770-799 = C+ (2.33), 730-769 = C (2.00), 700-729 = C- (1.67), 670-699 = D+ (1.33), 630-669 = D (1.00), 600-629 = D- (0.67), <600 = F (0.66)

The 1000-points available are divided across assignments as follows:

- **Reflective Journal Entries (135-points)**
- **Application Vignettes on Blackboard Website (150-points)**
- **Analysis Essay on Blackboard Website (140-points)**
- **Anatomy of Test: Curriculum-Based Assessment Report (250-points)**
- **Blackboard (Bb) Activation Questions (AQs) (100-points)**
- **Probe Quizzes (200-points)**
- **Student Profile with .jpg Photo on Bb by 1/31/14 (25-points)**

VI. SCHEDULE OF READINGS, TOPICS, AND ASSIGNMENTS

DATE	SEMINAR TOPIC	READINGS and ASSIGNMENTS DUE
Week 1 Session 1 1/7/14 Tuesday	Introduction to Course Syllabus ECSE Evaluation & Assessment Procedures Ethical and Legal Considerations Recommended Practices Dynamic Assessment	McLean, Wolery, & Bailey, Chapters 1 & 2 DEC Recommended Practices, Chapters 1 & 2 Student Profile & Digital .jpg Photo by 1/31/14 - (25-points)
Week 2 Session 2 1/14/14	Evaluation and Assessment Basic Assumptions Ethical Considerations Authentic Assessment	McLean, Wolery, & Bailey, Chapters 3 & 4 DEC Recommended Practices, Chapter 3 ACTIVATION QUESTION (AQ) 1
Week 3 Session 3 1/21/14	Child Find & Screening Teaming Models DIAL-R, AGS DAP and Family-Centered Practice	McLean, Wolery, & Bailey, Chapters 5 & 6 *Thoughts on Assessment of Young Children Whose Sociocultural Background is Unfamiliar to the Assessor (Barrera, 1994; see COURSE DOCUMENTS page)
Week 4 Session 4 1/28/14	Family Resources, Infants and Toddlers Authentic Assessments Within Relationships and Daily Activities Ecological assessment Guest Speaker	McLean, Wolery, & Bailey, Chapter 7 DEC Recommended Practices, Chapter 5 *The Infant Mental Health Specialist (Weatherston, 2000; see COURSE DOCUMENTS page) PROBE QUIZ 1 Application Vignettes 1 and 2 Due on Bb
Week 5 Session 5 2/4/14	Cognitive and Preacademic Curriculum-Based Assessments Writing goals and objectives Designing interventions	McLean, Wolery, & Bailey, Chapter 10 *The Case Against Intelligence Testing in Early Intervention (Neisworth & Bagnato, 1992; see COURSE DOCUMENTS page) AQ 2

Week 6 Session 6 2/11/14	Gross and Fine Motor Curriculum-Based Assessments Writing goals and objectives Designing interventions	McLean, Wolery, & Bailey, Chapter 11 *Using Dynamic Assessment With Children With Language Disorders (Olswang et al., 1992; see COURSE DOCUMENTS page)
Week 7 2/18/14	Assignments Outside Class	Bb Web site [No Class Session.]
Week 8 Session 7 2/25/14	Social/Play, Emotional, & Adaptive Behaviors Curriculum-Based Assessment Writing goals and objectives Designing interventions	McLean, Wolery, & Bailey, Chapter 13, 14, & 15 PROBE QUIZ 2 Application Vignettes 3 and 4 Due on Bb
Week 9 Session 8 3/4/14	Language/Communication/Speech Curriculum-Based Assessments Writing goals and objectives Designing interventions	McLean, Wolery, & Bailey, Chapter 12 <u>DEC Recommended Practices</u> , Chapter 4 *Using Dynamic Assessment With Children With Language Disorders (Olswang et al., 1992; see COURSE DOCUMENTS page) AQ 3
Week of 3/11/14	SPRING BREAK	
Week 10 Session 9 3/18/14	ABA - Functional Assessment and Evaluation -- ASD Characteristics Positive Behavior Interventions Assessments within Relationships & Activities	McLean, Wolery, & Bailey, Chapters 8 & 9 *Positive behavior support for young children (Mueller & Larson, 2001; see COURSE DOCUMENTS page) *Position Statement in Interventions for Challenging Behavior (DEC; see Bb External Link) AQ 4 PROBE QUIZ 3
Week 11 Session 10 3/25/14	Linking Assessment and Curriculum Interventions for Outcomes - I	McLean, Wolery, & Bailey, Chapter 16 <u>DEC Recommended Practices</u> , Chapter 6 *Using Dynamic Assessment With Children With Language Disorders (Olswang et al., 1992; see COURSE DOCUMENTS page) Application Vignettes 5 and 6 Due on Bb ANATOMY OF TEST REPORT DUE IN CLASS
Week 12 4/1/14	Assignments Outside Class	Bb Web site [No Class Session.]
Week 13 Session 11 4/8/14	Linking Assessment and Curriculum Interventions for Outcomes - II	McLean, Wolery, & Bailey, Chapter 17 <u>DEC Recommended Practices</u> , Chapter 7 AQ 5 PROBE QUIZ 4
Week 14 4/15/14	ALL ASSIGNMENTS DUE	[No Class Session.]
Week of 4/29/14	FINAL EXAMINATION	

VII. REFERENCES

- Allen, K.E., & Glynnis, E.C. (2012). The exceptional child: Inclusion in early childhood education (7th Ed.). Belmont, CA: Wadsworth.
- Barrera, (1994). Thoughts on assessment of young children whose sociocultural background is unfamiliar to the assessor. Zero to Three, 14 (6), 9-13.
- Bricker, D., Yovanoff, P., Pretti-Frontczak, K., Waddell, M., Allen, D., & Hoselton, R. (2008). Eligibility determination using a curriculum-based assessment: A further examination. Journal of Early Intervention, 31(1), 3-21.
- Buysse, V., & Peisner-Feinberg, E. (2010). Recognition & response: Response to intervention for prek. Young Exceptional Children, 13(4), 2-13.
- Case-Smith, J., & Wavrek, B. B. (1998). Models of service delivery and team interaction. In J. Case-Smith (Ed.) Pediatric occupational therapy & early intervention 2nd Ed., (pp. 83-107). Boston, MA: Butterworth Heinemann.
- Casey, A.M., & McWilliam, R.A. (2007). The STARE: The scale for teachers' assessment of routines engagement. Young Exceptional Children, 11(1), 2-15.
- Copple, C., & Bredekamp, S. (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8 (3rd. Ed.). Washington DC: National Association for the Education of Young Children.
- Cummings, K.D., Atkins, T., Allison, R., & Cole, C. (2008). Response to intervention: Investigating the new role of special educators. TEACHING Exceptional Children, 40(4), 24-31.
- Exkorn, K. S. (2005). The autism sourcebook: Everything you need to know about diagnosis, treatment, coping, and healing. New York: ReganBooks.
- Gilliam, J.E., (2006). GARS-2: Gilliam autism rating scale (2nd Ed.). Autin, TX: PRO-ED.
- Grisham-Brown, J., Hallam, R.A., & Pretti-Frontczak, K. (2008). Preparing Head Start personnel to use a curriculum-based assessment: An innovative practice in the "age of accountability". Journal of Early Intervention, 30(4), 271-281.
- Koegel, R.L., & Koegel, L.K. (2006). Pivotal response treatments for autism: Communication, social, and academic development. Baltimore, MD: Paul H. Brookes.
- McLean, M., Wolery, M., & Bailey, D. B. (2004). Assessing infants and preschoolers with special needs (3rd Ed.). Columbus, OH: Pearson Merrill Prentice Hall.
- Mueller, F., & Larson, M. (2001). Positive behavior support for young children. Lansing, MI: Michigan Department of Education.
- Neisworth, J. T., & Bagnato, S. J. (1992). The case against intelligence testing in early intervention. Topics In Early Childhood Special Education, 12, 1-20.

Olswang, L. B., Bain, B. A., & Johnson, G. A. (1992). Using dynamic assessment with children with language disorders. In S. F. Warren, & J. Reichle (Eds.), Causes and effects in communication and language intervention (Vol. 1, pp. 187-215). Baltimore: Paul H. Brookes.

Parker, R.I., Vannest, K.J., & Brown, L. (2009). The Improvement Rate Difference for single-case research. Exceptional Children, 75(2), 135-150.

Prizant, B.M., Wetherby, A.M., Rubin, E., Laurent, A.C., & Rydell, P.J. (2006). The SCERTS model: A comprehensive educational approach for children with autism spectrum disorders volume I assessment. Baltimore: Paul H. Brookes.

Salend, S.J. (2008). Determining appropriate testing accommodations: Complying with NCLB and IDEA. TEACHING Exceptional Children, 40(4), 14-22.

Sandall, S., Hemmeter, M.L., Smith, B.J., & McLean, M.E. (2005). DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education. Missoula, MT: Division for Early Childhood.

Schreibman, L. (2005). The science and fiction of autism. Cambridge, MA: Harvard University Press.

Scott-Little, C., Brown, E.G., Hooks, L.M., & Marshall, B.J. (2008). Classroom quality rating system: How do teachers prepare and what do they think about the process? Young Children, 63(6), 40-45.

Siegel, B. (2004). PDDST-II” Pervasive developmental disorders screening test – II: Early childhood screener for autism spectrum disorders. San Antonio, TX: PsychCorp.

Sigafoos, J., & York, J. (1991). Using ecological inventories to promote functional communication. In J. Reichle, J. York, & J. Sigafoos (Eds.), Implementing augmentative and alternative communication: Strategies for learners with severe disabilities (pp. 133-156). Baltimore: Paul H. Brookes.

Simonsen, B., Sugai, G., & Negrón, M. (2008). Schoolwide positive behavior supports: Primary systems and practices. TEACHING Exceptional Children, 40(6), 32-40.

Towles-Reeves, E., Kleinert, H., & Muhomba, M. (2009). Alternative assessment: Have we learned anything new? Exceptional Children, 75(2), 233-252.

Weatherston, D. J. (2000). The infant mental health specialist. ZERO TO THREE, 21(2), 3-10.

VIII. ZS GUIDELINES/STANDARDS Aligned to COURSE ASSIGNMENTS

EARLY CHILDHOOD EDUCATION ZS GUIDELINE/STANDARD	ASSIGNMENTS
<p>1.0 Promoting Child Development and Learning Candidates use their understanding of young children’s typical and atypical developing characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, responsive, supportive, and challenging for all children and in alignment with the State Board of Education’s Universal Education Vision and Principles. The preparation program provides candidates with a variety of opportunities to demonstrate: 1.1 Knowledge and understanding of young children’s characteristics and needs, including multiple interrelated areas of child development and learning (including physical, cognitive, social, emotional, language, aesthetic domains, play), learning processes, and motivation to learn; 1.2 Knowledge and understanding of the multiple influences on development and learning, (i.e.,</p>	<p>Application Vignettes on Blackboard WEB Site Analysis Essay on Blackboard WEB Site</p>

<p>cultural and linguistic context, economic conditions of families, health status and disabilities, learning styles, peer and adult relationships; children’s individual developmental and gender variations, and learning styles, opportunities to play and learn; family and community characteristics; the influence and impact of technology and the media);</p> <p>1.4 Knowledge and skills to promote young children’s physical and psychological health, safety, and sense of security including specifics about child abuse and neglect;</p> <p>1.5 Knowledge and skills to promote learning environments that demonstrate respect for each child as a feeling, thinking, self-regulating individual and also affirm each child’s culture, home language, individual abilities or disabilities, family context, and community;</p> <p>1.7 Application of their knowledge of theory and research to construct learning environments that provide achievable and challenging experiences for all children, including children with special abilities and children with disabilities or developmental delays.</p>	<p>Anatomy of Test: Curriculum-Based Assessment (250-points)</p> <p>Probe Quizzes</p>
---	---

EARLY CHILDHOOD EDUCATION ZS GUIDELINE/STANDARD	ASSIGNMENTS
<p>2.0 Building Family and Community Relationships</p> <p>Candidates know about, understand and value the importance and complex characteristics of children’s families and communities as reflected in State Board of Education (SBE) Universal Education Vision and Principals. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning. The preparation program provides candidates with a variety of opportunities to demonstrate:</p> <p>2.1 Knowledge about and understanding of family and community characteristics and the critical role both play in children’s development;</p> <p>2.3 Strategies that involve families in children’s developmental learning;</p> <p>2.4 An understanding of the processes in initiating and developing an Individualized Family Services Plan (IFSP);</p> <p>2.5 An understanding of the processes in initiating and developing an Individualized Education Program (IEP), state and federal policy, procedures, and laws;</p> <p>2.6 Strategies for clarifying and communicating sensitive issues with appropriate parties including but not limited to child abuse, neglect, hygiene, and nutrition;</p> <p>2.7 Knowledge and understanding of community assets and resources including collaborative community services. The ability to actively assist families in seeking those resources;</p> <p>2.8 Knowledge of signs of emotional distress, child abuse and neglect in young children, and follows appropriate procedures to report suspected abuse and neglect to authorities; and</p> <p>2.9 Knowledge of the teacher’s role in transitioning, including the creation of a required transition plan for children with disabilities.</p>	<p>Reflective Journal Entries</p> <p>Application Vignettes on Blackboard WEB Site</p> <p>Analysis Essay on Blackboard WEB Site</p> <p>Anatomy of Test: Curriculum-Based Assessment</p> <p>Blackboard (Bb) Activation Questions (AQ)</p> <p>Probe Quizzes</p>

EARLY CHILDHOOD EDUCATION ZS GUIDELINE/STANDARD	ASSIGNMENTS
<p>3.0 Assessing to Support Young Children and Families</p> <p>Candidates know about and understand the goals, benefits, use and misuse of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning. The preparation program provides candidates with a variety of opportunities to demonstrate:</p> <p>3.1 Knowledge and use of assessment including an understanding of the goals, benefits, and uses a systematic approach for connecting assessment to planning, implementing, and evaluating effective curriculum;</p> <p>3.2 Knowledge about and use of ongoing systematic observation, documentation, screening tools and play based assessment, and other appropriate formative and summative assessment tools, and approaches embedded in assessment related activities in curriculum and daily routines;</p> <p>3.4 Knowledge about and use of responsible assessment practices including administering</p>	<p>Reflective Journal Entries</p> <p>Application Vignettes on Blackboard WEB Site</p> <p>Analysis Essay on Blackboard WEB Site</p> <p>Anatomy of Test: Curriculum-Based Assessment</p> <p>Blackboard (Bb) Activation Questions (AQ)</p>

<p>assessment tools, adapting assessment tools for specific disabilities and needs (i.e. sensory motor disabilities, generation of reports, communication of results, and data driven decision making for alignment and adjustment of instruction and curriculum);</p> <p>3.5 Knowledge about positive assessment partnerships with families and other professionals. Candidates articulate the value, appropriate use, and potential misuse of screening and referral practices. They are able to demonstrate appropriate use of assessment and other supporting documentation for student instruction;</p> <p>3.6 Knowledge and skills for integrating technology, inclusive of adaptive and assistive devices for children with disabilities, into assessment and instructional practices; and</p> <p>3.7 Knowledge of the teacher’s role as a participant and an advocate during the development and use of an IFSP and IEP.</p>	<p>Probe Quizzes</p>
--	-----------------------------

<p>EARLY CHILDHOOD EDUCATION ZS GUIDELINE/STANDARD</p>	<p>ASSIGNMENTS</p>
<p>4.0 Teaching and Learning</p> <p>Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive behavioral supports and technologies which promote appropriate development and learning for all children. The preparation program provides candidates with a variety of opportunities to demonstrate:</p> <p>4.1 Use of individual and group guidance and problem solving techniques to develop positive and supportive relationships with children; to encourage and teach positive social skills and interaction among children; to promote positive strategies of conflict resolution; and to develop personal self-control, self-motivation, and self-esteem;</p> <p>4.4 Essential dispositions and skills to develop positive, respectful relationships with children whose cultures and languages may differ from their own, as well as with children who may have developmental delays, disabilities, or other learning challenges;</p> <p>4.8 Ability to formulate and use action plans based on IFSP and IEP;</p> <p>4.14 Knowledge of disabilities, including, etiology, characteristics, and classification of common disabilities in young children and implications for development and learning in the early years.</p>	<p>Reflective Journal Entries (120-points)</p> <p>Application Vignettes on Blackboard WEB Site</p> <p>Analysis Essay on Blackboard WEB Site</p> <p>Anatomy of Test: Curriculum-Based Assessment</p> <p>Blackboard (Bb) Activation Questions (AQ)</p> <p>Probe Quizzes</p>

<p>EARLY CHILDHOOD EDUCATION ZS GUIDELINE/STANDARD</p>	<p>ASSIGNMENTS</p>
<p>5.0 Becoming A Professional</p> <p>Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to practices in early childhood education. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. The preparation program provides candidates with a variety of opportunities to demonstrate:</p> <p>5.3 Knowledge and utilization of integrated cross content and interdisciplinary personnel and resources for children who exhibit typical and atypical development and challenging behaviors;</p> <p>5.5 Knowledge and utilization of information about early childhood and other professional groups, resources, and literature, and recognizing the benefits of cross-disciplinary collaboration;</p> <p>5.6 Knowledge of public policy issues, processes, and impact on the education of young children;</p> <p>5.9 Knowledge and skills to participate as a team member to identify dynamics of team roles, interaction, communication, team building, problem solving, and conflict resolution; and,</p> <p>5.10 Understanding and the application of various models of consultation in diverse settings.</p>	<p>Blackboard (Bb) Activation Questions (AQ)</p> <p>Probe Quizzes</p>