ECE 270 – 01

**OBSERVATION AND ASSESSMENT**

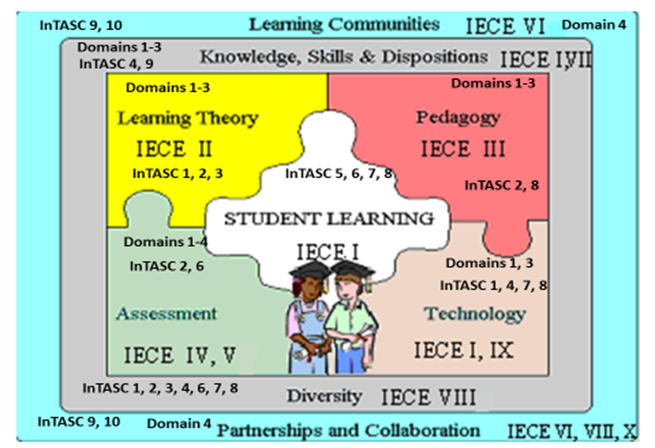
***Spring 2016; Web Reference #* 51974**

***Campbellsville: Wednesday 4:00 – 5:30, Weekly Hybrid***

***Room EDU 117***

**School of Education Theme: Empowerment for Learning**

**Conceptual Framework Model**



**Instructor:** Ellen Hamilton-Ford  **Office Hours:**

**Office Location:** Education Building Room 116 \*Monday 12:00 – 2:00 CU or 3:00 – 5:00/Somerset

**Phone: 270-789- 5477(Office)** (\*Alternating Mondays)

**Cell phone: 270-321-0691**  Tuesday: by appointment

**Email:** [**ehford@campbellsville.edu**](mailto:ehford@campbellsville.edu)Wednesday: 1:00 – 4:00 (Campbellsville)

**ECE Office: 270-789-5366**  Thursday: 11:00 – 2:00 (Campbellsville)

**Campus Security numbers:**  Cell Phone (270) 403-3611 Friday: by appointment

***Other times available by appointment.***

1. **Description:**

A comprehensive introduction to observation and assessment in early childhood education. Reviews legal provisions, regulations, and guidelines. Develops skills and methods of observing young children in structured and unstructured situations. Training in identification, selection, and implementation of various screening and developmental assessment instruments as well as program evaluation tools and links results to planning, guidance, and instruction. Overviews diagnostic process and implications of evaluation.

**Required: 20 hours of field experience. *Recommended Prerequisites: ECE 111, ECE 130, ECE 230***

1. **Course Credit:** 3 credits
2. **Course Objectives:**  Upon completion of this course, the student will be able to:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ECE 270 – Observation & Assessment** | **IECE KTS** | **NAEYC** | **CEC** | **InTASC** | **CAEP** | **ILA** | **IECE KTS Diversity Indicators** | **Technology Yes or No** |
| Explain the purposes of observation, documentation, and assessment. | 4 | 3 | 4 | 2, 3 | 1 | 3 |  | No |
| Exhibit proficiency in using a variety of informal and formal observation methods and techniques to document children’s behavior, development, accomplishment, and skills across all domain and content areas. | 4 | 3, 4, 7 | 4 | 2, 3 | 1, 2 | 3 | 1c, 6f, 9d | Yes |
| Involve families in assessing and planning for their children including activities that can be embedded into home routines. | 4, 6 | 2, 3 | 4, 6, 7 | 3, 4 | 1, 2 | 3 | 6f, 9d | Yes |
| Describe the recommended practices, ethical responsibilities, and legal requirements pertaining to the assessment of young children. | 6, 7 | 6, 5 | 6 | 4 | 1 | 6 |  | No |
| Demonstrate the ability to interpret evaluation data to determine eligibility for early intervention services or special education. | 4 | 1, 3 | 1, 4, 6 | 2, 3 | 1, 2 | 3 | 6f | No |
| Demonstrate competency in the selection, administration, evaluation, and data interpretation of screening and developmental assessment instruments for young children. | 4 | 3 | 1, 4, 6, 7 | 3 | 1, 2 | 3 | 1c, 6f | No |
| Articulate the purpose and process of diagnostic assessment. | 4 | 3 | 4, 7 | 3 | 1 | N/A | 6f | No |
| Explain how program evaluation is used to improve program quality. | 4, 5 | 2, 3 | 4, 6, 7 | 3, 4 | 1, 2 | N/A | 1c,g, 2f, 3e | No |
| Display an ability to communicate assessment results and deal sensitively with families, including those with diverse cultural and linguistic backgrounds. | 4, 6 | 2, 3 | 4, 6, 7 | 1, 3, 4 | 1, 2 | 3 | 6f | No |
| Identify agencies that provide resources, referral, and intervention services. | 6 | 2 | 6 | 4 | 1 | 6 | 6f | Yes |
| Describe the IFSP/IEP process linked to assessment and transition. | 4, 6 | 2, 3, 5 | 4, 6 | 1, 2, 3 | 1 | 6 | 6f | No |
| Explain the role of collaboration in planning, coordinating, implementing, and evaluating assessment procedures. | 6 | 3, 5 | 7 | 3, 4 | 1 | 6 | 3 | No |

1. **Required Texts:**
2. Wortham, S. (2016). *Assessment in early childhood education* . Pearson. ISBN: 9780134057286
3. Harms, T., Clifford, R. M., & Cryer D. (2004). *Early childhood environmental rating scale* (Rev. ed). New York: Teachers College Press. ISBN: 0807745499
4. Three Screening Protocols: Denver, ASQ-3, LAP-D [Available for purchase through IECE program.]
5. Kentucky Department of Education (2005).  *Building a strong foundation for school success: Kentucky’s early childhood quality self study.* Frankfort, KY: Author. (Curriculum & Assessment Section) [See note below.]
6. Kentucky Department of Education *Building a strong foundation for school success: Kentucky’s continuous assessment guide.* Frankfort, KY: Author. [See note below.]

**\*Very Important -** All students are now required to purchase the KY Core Academic Standards document (which includes Kindergarten Standards for English/Language Arts, Math, and the new Science standards) plus all three (3) "Building a Strong Foundation for School Success" documents (KY Early Childhood Standards; Quality Self Study; excluding the Assessment Guide as it is currently undergoing revision). The ECE Program is no longer selling these documents and they are not attached to a specific course. Purchasing these documents is a Program Requirement. Some students may have already purchased some but not all of these documents. IT IS VERY IMPORTANT THAT STUDENTS CONTACT THE BOOKSTORE IMMEDIATELY TO PURCHASE THE DOCUMENTS THEY DO NOT HAVE. THEY MUST DO THIS THE FIRST WEEK OF CLASS. When the student contacts the bookstore, they should reference a course titled "ECE 000". It is a pseudo course established at the bookstore only for these particular documents. \*\*\*If a student has already purchased the KY Core Academic Standards, we will provide them with the new Science standards, free of charge. They will not have to purchase the KY Core Academic Standards again.

1. **Course Materials and Supplemental Resources**
2. Course flashdrive
3. Some materials may be needed for assessments and to document assignments
4. SOE Document forms and other information may be accessed on Campbellsville’s Student Tiger Net: <https://tigernet.campbellsville.edu/ICS/School_of_Education/>. Click on Students, Departments, School of Education then scroll down to see and access the ECE/Early Childhood forms. Note: these documents are in pdf format.
5. **Course Tasks and Grading Scale:**

**\*Field Experiences 55%.... 550 points**

1. **Assessment to Monitor Progress and/or Assess Instruction 20% 200 points**

**Portfolio Assessment (Informal Classroom Assessments) (10 hrs)**

[IECE Standards I, IV, V, VIII; *PGES Domains 1, 2, 4*]

Students will develop a portfolio on one child by gathering data and documenting the development of the child’s progress. This process will be discussed in class. Students will use a variety of informal strategies including:

1. Observation
2. Checklists and Rating Scales
3. Teacher-Designed Tasks
4. Performance-Based Methods
5. Interviews
6. **Assessments Related to the Process for Special Education Services:**

**Screening Instruments (4 hrs) 15 % 150 points**

[IECE IV; PGES Domain 1,4]

Students will administer three screening instruments: **Denver**  for 0-6 (use w/Infant – toddlers); ASQ screen (1 month – 51/2 years old); and the **LAP – D** for 3-5 (PreK). The result of each screening is analyzed to make a recommendation as to the presence of a potential delay. Results may be shared with family. Students prepare a short 1 – 2 page report comparing the three different screening instruments.

* As one of the requirements of the assessment field experiences, students will administer the ASQ screen **for the Larue County Early Childhood Council at the Larue County Expo,** *March 18 from 10:30 A.M. – 12:30 P.M. (SATURDAY).*

* Additionally, students will have the opportunity to observe a local school district administer the DIAL 4, a preschool screen.

**DIAL 4 Screening @ Glasscock Elementary School**, February 24 time TBA.

* + 1. **Continuous Assessment Systems:**

**Curriculum-Based Assessment (3 hrs) 10% 100 points**

[IECE IV; PGES Domain 1, 3]

Students will administer one of the recommended Classroom Instructional Assessment instruments *(The Creative Curriculum)*, analyze the results, and prepare a 1 page summary report.

* + 1. **Continuous Assessment Systems: Program Evaluation (3 - 4 hours) 10% 100 points**

**[IECE V; PGES Domain 4]**

Students will administer the ECERS in a preschool classroom and prepare an ***Acton Plan***.

* **Field Experience Sites**

Field Experiences sites are selected in collaboration with course instructor and may only be completed if the setting meets the assignment criteria. *Students who do not complete all field experience hours will be given an “incomplete” in the course.* *Students are expected to follow the Field Hour Guidelines provided by course instructors for all field work assignments.* Field Experience File must be complete ***prior to*** field experience. All Field Assignments are submitted with a Reflection. Specific instructions will be provided by course instructor.

* **Field Experience Summary Form**:

Students keep a Field Hour Log of all field work tasks for each entry. Each field visit must be signed by a responsible person at the site along with a phone number. Students total the field hours, complete all information, sign the form. You will scan and upload this form to Tiger Net by May 5, 2017 to receive course credit. Instructor will print these, sign them and turn them in for program credit for you. Field Experience Tasks will not be credited toward course grade until the field hour log is received

**\*Kentucky Field Experience Tracking System (KFETS)**: *All students will be required to set up an Educational Professional Standards Board (EPSB) account for the purpose of entering every completed Field Experience (FE). There is no charge to students to create this account. You will continue to keep and submit Field Experience Logs for each of your courses and have them entered into the SOE database through Gwen Sampson. This new system is for the Educational Professional Standards Board (EPSB) to track FE hours, which requires a certain number and representation of all types of FE in order for the state to approve a student for student teaching."*

**Pre-CAP Fieldwork File**

**Must be completed prior to starting fieldwork**

Pre-Cap Fieldwork file includes the following documents, which are provided by course instructor or ECE/IECE Program Secretary at (270)/789-5366.

1. Criminal Background Report [signed release form]
2. **Current** TB Skin Test or Wellness Check [good for two years]
3. Signed Confidentiality Statement [Signature confirms reading the four Codes of Ethics governing ECE/IECE and teaching profession in Kentucky and commitment to abide by principles.]
4. Diversity Survey
5. Disposition Assessment Policy

**The completed file should be returned/mailed to course instructor or:**

Secretary, ECE/IECE Program

Education Bldg., Rm. 120

1 University Dr. UPO # 806

Campbellsville, KY 42718

* + - 1. **Course Tasks 45%.... 450 points**
      2. **IFSP/IEP 5% 50 points**

Read and explain a sample IFSP/IEP and prepare an instruction plan including an activity matrix across multiple settings **(**[IECE Standards IV, PGES Domains 1, 2, 4)

* + - 1. **Tests 20% 200 points**

Students will take three tests.

1. **Class Participation 20% 200 points**

Students will receive a grade that reflects their attendance, promptness, class discussion, professionalism, organization, effort, attitude, and quality of work.

Students are required to complete the hybrid assignments found on TigerNet to include tests. (KIECETS I-IV; PGES Domains 1, 2, 3, 4; InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

**\*\*\*Please note: All course tasks, including hybrid activities are due on Wednesdays on the week of assignment due date at 11:55 p.m. and uploaded to TigerNet unless otherwise indicated.**

* **Larue County Expo** and the **Marion County DIAL 4 Preschool Screening** participation will count for **25 points each** toward the participation grade. (Students will administer the ASQ screening or must complete an alternative assignment. Marion County has more than one preschool screening date.)

**GRADING SCALE:**

**A = 90-100% 900-1000 points**

**B = 80 - 89% 800-899 points**

**C = 70 - 79% 700-799 points**

**D = 60 - 69% 600-699 points**

**F = below 60% below 600 points**

1. **Performance Standards/Competencies**

This program leading to Interdisciplinary Early Childhood Education (IECE) certification has been designed to prepare candidates to teach young children with and without disabilities and support families from culturally and linguistically diverse backgrounds. While some aspects of all ten of the Kentucky IECE Teacher Standards may be embedded into this course, competency development in the following are emphasized:

***IECE Teacher Standards:***

* Standard IV: Assess & Communicates the Learning Results
* Standard V: Reflects/Evaluates Professional Practices
* Standard VI: Collaborates with Colleagues/Families/Others
* IECE Standard VII: Engages in Professional Development

***InTASC Categories:***

* Category #1: Learner and Learning
* Category #2: Content Knowledge
* Category #3: Instructional Practice
* Category #4: Professional Responsibility

***NAEYC Program Standards:*** See NAEYC Standards for Programs Matrix

* Standard #1: Promote Child Development & Learning
* Standard #2: Building Family & Community Relationships
* Standard # 3: Observing, Documenting, & Assessing to Support Young Children and Families
* Standard #4: Teaching and Learning
* Standard #5: Becoming a Professional
* Standard #6: Conduct Self as Professional, Ethical, Collaborative

***CEC/DEC Special Education Standards:***

* Standard #1: Learner Development and Individual Learning Differences
* Standard #4: Assessment
* Standard #6: Professional Learning and Ethical Practice
* Standard #7: Collaboration

***ILA Standards:***

* Standard 3: Assessment and Evaluation
* Standard 6: Professional Learning and Leadership

***CAEP Standards:***

* Standard 1: Content and Pedagogical Knowledge
* Standard 2: Clinical Partnerships and Practice
* Standard 3: Candidate Quality, Recruitment, and Selection
* Standard 4: Program Impact
* Standard 5: Provider Quality Assurance and Continuous Improvement

***Kentucky Early Childhood Core Content—Level IV:***

* Core Competency #1b: Child Growth & Development
* Core Competency #3: Professional Development/Professionalism
* Core Competency #4i, j: Learning Environments & Curriculum
* Core Competency #5a, b: Child Assessment
* Core Competency #6: Family & Community Partnerships
* Core Competency #7: Program Management & Evaluation

**9.** **EPSB Themes**

***Diversity*** – Course Content and Field Experiences

* Cultural and linguistic diversity are addressed in course content regarding ethical assessment and utilization of specific protocols.
* Emphasis placed on supportive interactions with families reflecting a wide array of diversities.

***Assessment*** – Course Content and Field Experiences

* Course content and field experiences focus on the theme of assessment.

***Literacy/Reading Instruction***– Course Content

* All areas of development are supported by the assessment process, including literacy. ***Closing the Achievement Gap*** – Course Content
* The underlying purposes of assessment of young children and the consequent use of that assessment are to support the healthy growth and development, plan learning experiences, and evaluate the effectiveness of programs—a process that has the potential to narrow the achievement gap.

1. **Diversity Proficiencies**
   * + 1. KTS/IECE 1.c Individualize curriculum, instruction plans, and assessment strategies for ALL children.
       2. KTS/IECE 1.g Plan experiences and instruction based on family strengths, resources, priorities, and concerns.
       3. KTS/IECE 2.f Create and maintain culturally responsive environments to support all children and families.
       4. KTS/IECE 3.e Implement culturally responsive learning experiences to support children and their families.
       5. KTS/IECE 6.f Articulate individual outcomes and unique needs for each child to staff and volunteers.
       6. KTS/IECE 8.b Individualize interactions and activities that demonstrate sensitivity to characteristics of each child’s family community.
       7. KTS/IECE 9.d Use technology to meet special needs of children.
2. **Policies and Procedures:**

You are responsible for the lecture material presented in the classroom, the assigned readings in the text, videos, guest presentations and any other material covered in class, including handouts. Assigned readings are to be completed before class to facilitate better understanding and participation. Written assignments must be turned in on time. Class presentations must be ready on assigned date.

It is up to the discretion of the instructor to accept any late work, arrangements will be necessary. Late assignments will result in 10% reduction in grade. *Absolutely no late work will be accepted after the final day of class for the semester without previous arrangements being discussed and placed in writing with the instructor.* **(S***ee the CU calendar)*

Papers will be typed in Microsoft Word unless otherwise noted. It is expected that all written assignments will conform to standards of documentation, organization, mechanics, legibility, and APA style. Task grades will reflect these standards.

**INCOMPLETE STATEMENT:** A grade of “I” is assigned when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete the requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Plagiarism:** Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (See ***Academic Integrity*** in the 2015 -17 Bulletin Catalog.)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**ATTENDANCE POLICY**:   Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is part of the disposition assessment of early childhood students. We will follow the School of Education attendance policy as stated. Students may miss a maximum of two classes for this course. After a second absence, students will receive an attendance warning from the Office of Academic Affairs and may be dropped with a failing grade after the third absence. All absences should be discussed with the instructor. All work is required to be made up. The student is responsible for accessing all course hand-outs and content covered during an absence. Students should contact instructors to discuss absences. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

Students are expected to be engaged in class. Please be courteous of others in class if you need to use your cell phone for any reason. You should never text, email, face book, or tweet during class (or check these accounts).

**DISABILITY STATEMENT:** Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**TITLE IX STATEMENT:** Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter 1 University Drive UPO Box 944 Administration Office 8A Phone – 270-789-5016 Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**CONFIDENTIALITY** of children being observed must be strictly adhered to at all times. **NEVER** mention children’s real names ***when discussing/sharing in online forum*** or with anyone else in the community, school, etc. Children, parents, and teachers must be protected! Violation of this right of children and families can cause you legal problems, loss of job, etc.A parental permission form must be signed before administering any formal assessment procedure or videotaping/photographing children.

**DISPOSITIONS:** Course instructors complete a Disposition Evaluation for each student in their class each semester. These are submitted to the School of Education and placed in each student’s file.

You are responsible for your own learning. It is your responsibility to contact the instructor if you are having trouble with the course material.

**INCLEMENT WEATHER POLICY:** In case of inclement weather inclement weather, you may go to Campbellsville University’s Web site at [www.campbellsville.edu](http://www.campbellsville.edu).

**SECURITY INFORMATON**

For your safety we ask that you place these phone numbers in your cell phone in order to call for HELP:

If on Campbellsville Main Campus (270) 789-5555 or cell phone (270) 403-3611.

All others call 911.

**SATISFACTORY ACADEMIC PROGRESS *(SAP)****In order to be eligible to receive financial aid, a student is required to have met certain standards of satisfactory academic progress (SAP) during his or her previous attendance, whether or not financial aid was received.*

* + *​A student is required to complete sixty-seven percent (67%) of all cumulative credits attempted (number of hours successfully completed divided by the number of hours attempted). Successful completion would be grades of A, B, C, D, or Pass; unsuccessful grades would be E, F, W, Z or Incomplete.​*
  + A student is required to meet a minimum cumulative grade point average.  On a 4-point scale for Grade Point Average (GPA) it is required a student have a 2.0 grade point average after each semester.
  + Students are expected to complete their degree/diploma/certificate program within a Maximum Time Frame (MTF) of 150% of the required number of credit hours to graduate. (e.g., programs requiring 72 credits will have a 108 credit maximum).
  + ***It is the students’ responsibility to contact the Financial Aid Office about their Satisfactory Academic Progress status.******Withdrawing after the first week of class or taking in incomplete in a course may affect your continued access to financial aid."***

**SCORING CAP 3 PORTFOLIO ARTIFACTS:** CAP 3 portfolio artifacts must have a score of 2 or 3 to receive a pass for the course and for the eventual CAP 3 portfolio. A score of “1” indicates the piece is not portfolio ready. Students must re-do a “1” score on an artifact in order to receive credit for that assignment in the course. Students can still pass the course, but a “1” score will likely impact the grade received in the course. Students will be able to continue to work on their portfolio artifact after the end of the course –assuming they will want all artifacts to receive a score of “3.” **Course instructors will not be asked to “re-score” a sources of evidence/ an artifact that is submitted after the conclusion of the class.**

When students complete the course, the artifacts will be stored on a Program flash drive. Students may select sources of evidence/artifacts from this course for the CAP 3 e-portfolio. The scoring rubric completed in the course will not migrate with the artifact. This gives students’ the opportunity to fix those artifacts after the course.

**\*The CAP 3 portfolio artifacts in this course include:**

|  |  |
| --- | --- |
| **IV. Assesses & Communicates Learning Results** | **Assessments related to the process for Early Childhood [IV. e] Special Education Services**   * **1 Developmental Screen (e.g., Ages & Stages, DIAL 3 or 4, Denver, LAP-D Brigance ); *and*** * **Diagnostic Evaluation Report (e.g., Battelle, Bayley)** |
| **Classroom Instructional Assessment [IV. a, b, c]**   * **1 Curriculum-Based Assessment (published e.g., Creative Curriculum, TS-Gold, LAP-3, E-LAP, The Ounce Scale, AEPS, COR); *or*** * **Assessment Report aligned to EC Standards** |
| **Assessment to Monitor Progress and/or Assess Instruction**   * **Three different informal assessment strategies [IV. b, c]** |
| **V. Reflects On & Evaluates Professional Practices** | **1 Program Evaluation with Action Plan (e.g., ECERS, ITERS, ELLCO, DEC Program Evaluation) [V. d]** |

***You are responsible for your own learning. It is your responsibility to contact the instructor if you are having trouble with the course material.***

**ECE 270 – CU Spring 2017**

**This schedule is tentative and subject to change.**

|  |  |  |
| --- | --- | --- |
| Dates | Topics | Assignments |
| **Week 1**  **JAN 18** | **Course Introduction/Welcome** | *Read* Ch 1 and the **Diagnostic section** of Kentucky's Continuous Assessment Guide. |
| **Week 2**  **JAN 25** | **Part I Overview of Assessment in Early Childhood:**  Assessing Infants and Young ChildrenCh 1-2 | *Read* Ch 2 and the **Screen section** of Kentucky's Continuous Assessment Guide.  *Hybrid Activity* |
| **Week 3**  **FEB 1** | **Part IV: Using Assessment Systems**  Portfolios Ch 10  (Screening Training: *LAP -D)* | *Read* Ch 10  *Hybrid Activity* |
| **Week 4**  **FEB 8** | **Part II Standardized Tests:**  Used, Designed Selected Ch 3  (Screening Training: Denver) | *Read* Ch 3  *Hybrid Activity* |
| **Week 5**  **FEB 15** | **Part II Standardized Tests:**  Reporting Standardized Test Results Ch 4  **( DIAL 4 Training)** | *Read* Ch 4  *Hybrid Activity* |
| **Week 6**  **FRIDAY FEB 24** | **Field trip to Glasscock Elementary School (Marion County) to observe a DIAL 4 Screening** |  |
| **Week 7**  **MAR 1** | **Continuous Assessment - Program Assessment:**  ECERS Training  ***Continuous Assessment Guide*** | *Read* Ch 5  *Hybrid Activity* |
| **Week 8**  **MAR 8** | **Part III Classroom Assessments:**  **(Informal Assessments)**  Classroom Assessment & Documentation Ch 5  Writing Behavioral Objectives  Bloom’s Taxonomy  (Screening Training: ASQ-3) | *Read* Ch 5 and the **Informal section** of Kentucky's Continuous Assessment Guide.  *Hybrid Activity* |
| **Week of Mar 13-17** | **CU SPRING BREAK - NO CLASS/NO ASSIGNMENTS** | |
| ***March 18th***  ***Participation at the Laure Count Expo: Child Find Screening*** | | |
| **Week 9**  **MAR 22** | **Part III: Classroom Assessments:**  **(Informal Assessments)**  Observations Ch 6  Anecdotal Notes/ Annotated Photographs/Running Record/Time & Event Sampling  **Curriculum Based Assessment:**  (Creative Curriculum Training) | *Read* Ch 6  *Hybrid Activity* |
| **Week 10**  **MAR 29** | **Part III: Classroom Assessments:**  **(Informal Assessments)**  Checklist, Rating Scale, ***Rubrics*** Ch 7 | *Read* Ch 7  *Hybrid Activity* |
| **Week 11**  **APR 5** | **No in class meeting**  **due to Field Trip on March 15th** | **Due: Task 1d: Program Evaluation: ECERS** |
| **Week 12**  **APR 12** | *Portfolio: Show-n-Tell Night*  **Part III: Classroom Assessments:**  **(Informal Assessments)**  Teacher Designed Strategies Ch 8 | *Read* Ch 8  **Due: Task 1b: Screening Assessments – Denver, ASQ-3, LAP-D** |
| **Week 13**  **APR 19** | **Part III: Classroom Assessments:**  **(Informal Assessments)**  Performance-Based Strategies  Authentic Assessments Ch 9  Student Work Samples | *Read* Ch 9  **Due: Task 1c: Curriculum-Based Assessment - Creative Curriculum** |
| **Week 14**  **APR 26** | **Part IV: Communicating with Families**  IFSP/IEP | **Due:**  **Task 1a: Portfolio (Informal Assessments)** |
| **Week 15**  **May 3** | **Part IV: Communicating with Families**  Ch 11 | *Hybrid Activity*  **Due: Field Hour Log to be Uploaded to Tiger Net**  **Complete KFETS** |
| **Week 1**  **May 8-12** | **Finals Week**  **Test #3 Due May 8**  **No Class** |  |