 **CAMPBELLSVILLE UNIVERSITY**

#### COURSE SYLLABUS\_\_\_

PLEASE TYPE. DATE 9/1/16

ACADEMIC UNIT School of Education FACULTY Dr. Carolyn Garrison

*Please check to indicate this courses has a service learning component. \_\_\_\_\_*

***Discipline Course # Title of Course Credit Hours Cross Reference***

***IEC 660 Assessment & Intervention 3.0\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***TEXTBOOKS Required X Not Required***

Author: Bracken, B. & Nagle, R. Eds. Title *Psychoeducational Assessment of Preschool Children* (4th Ed.).

Publisher: New York, NY: Routledge. Date of Publication: 2007

Author: McLean & Snyder Title: *Young Exceptional Children Monograph Series No. 13. Gathering information to make informed decisions; Contemporary perspectives about assessment in early intervention and early childhood special education.*

Publisher:Longmont, CO: Sopris West. Date of Publication: 2011

\*Students will also use ECERS and CLASS assessments.

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PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
   1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
   2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
   3. Supplemental reading assignments or outside work required.
   4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: *Beverly Ennis* Date Copy Received

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

FORM FH-E.2.7A; rev. 12/21/10 Page 1 of 1

Campbellsville University

School of Education

IECE 660

#### Assessment and Intervention

G2 Aug. 29—Oct. 22, 2016

Updated 8/24/26

**Professor:** Carolyn Garrison, Ed. D.

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**Office:** EB 101, **Phone:** 270 789-5284 (Office)

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**Note:** Please allow 24 hours for responses to your questions or concerns.

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

# **Conceptual Framework Model**



**School of Education Mission**

Campbellsville University’s School of Education, in keeping with the spirit of Campbellsville University, seeks to prepare teachers by providing an academic infrastructure based on scholarship, service, and Christian leadership. The primary aim of the program is to advance scholars who are competent and caring educators committed to life-long learning in a diverse society.

Since research has demonstrated that the teacher is most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.

The teacher education program is a performance-based process that strives to achieve this mission globally by

* preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels,
* honoring, understanding, and respecting diverse voices and communities in society,
* establishing partnerships and collaborating with the professional community,
* supporting and enhancing Christian characteristics of servant leadership.

**Course Description**

This course examines assessment practices, policies, and considerations for young children, birth through kindergarten in inclusive settings and their families. Emphasis is placed on understanding continuous assessment systems, research implications, the types and purposes of assessment, and analysis of formal and informal assessment to impact learning and monitor progress. Attention is given to designing individualized interventions and classroom adaptations that support children’s development and learning. Classroom and program assessments are examined from the perspective of directors and teachers.

**Course Credit** 3 credits

**Textbooks**

1. Bracken, B., & Nagle, R., Eds. (2007). *Psychoeducational Assessment of Preschool Children* (4th Ed.). New York, NY: Routledge. ISBN-13: 978-0805852639
2. Harms, T., Clifford, R. M., & Cryer, D. (2005). *Early Childhood Environmental Rating System (ECERS-R) Revised Edition.* New York: Teachers College Press.

<http://ers.fpg.unc.edu/early-childhood-environment-rating-scale-ecers-r>

1. Pianta, R.C., La Paro, K.M., & Hamre, B.K. (2008). *Classroom assessment scoring system (CLASS).* Baltimore: Paul H. Brookes Publishing. ISBN: 978-1-55766-943-8.
2. McLean & Snyder (2011). *Young Exceptional Children Monograph Series No. 13. Gathering information to make informed decisions; Contemporary perspectives about assessment in early intervention and early childhood special education.* Longmont, CO: Sopris West. ISBN: 978-0-9819327-6-7 \*Note: This book must be advance ordered from the bookstore. They are not in-stock because the publishing companies do not all allow the bookstore to return unpurchased books.
3. Kentucky Department of Education (2014). *Building a strong foundation for school success: Kentucky’s continuous assessment guide* (Rev. Ed.)*.* Frankfort, KY: Author. Includes the following:

**Kentucky Early Childhood Standards:**

<http://kidsnow.ky.gov/Improving-Early-Care/Documents/Assessment%20Guide%20Overview.pdf>

**Continuous Assessment Guide:**

<http://kidsnow.ky.gov/Improving-Early-Care/Documents/Assessment%20Guide%20%28Upd2010%29.pdf>

**Field Guide: Birth to Three:**

<http://kidsnow.ky.gov/Improving-Early-Care/Documents/Field%20Guide%20Birth%20to%20Three.pdf>

**Field Guide: Three to Four:**

<http://kidsnow.ky.gov/Improving-Early-Care/Documents/Field%20Guide%20Three%20to%20Four.pdf>

**Early Quality Self-Study Overview:**

<http://kidsnow.ky.gov/Improving-Early-Care/Documents/Quality%20Self%20Study%20Overview%202012.pdf>

**Early Quality Self-Study:**

<http://kidsnow.ky.gov/Improving-Early-Care/Documents/Quality%20Self%20Study%20%28Rev2006%29.pdf>

**Other Course Materials or Resources:**

Document forms and Sources of Evidence (SE) forms may be accessed on Campbellsville’s web site:

<http://www.campbellsville.edu/early-childhood-education> then scroll down to access and download forms.

**METHODS OF INSTRUCTION**

The instructional methods for this course will include:

* Asynchronous online delivery includes interactive discussions with individual consultations as needed
* Reflective reading, research, application
* Discussion forums
* Critical analysis assessment and intervention
* Self-Assessment; Program Evaluations
* Student planning, observation, recording, and reflection
* Observation and Assessment of Intervention Strategies

**Course Objectives** Upon completion of this course, the student will be able to:

|  |  |  |
| --- | --- | --- |
|  | | **Alignment** |
| 1. | Investigate research, analyze, compare, and discuss assessment systems, models, policies, and practices. | Tasks 1, 2, 5  NAEYC Initial/AP Standards 3, 4c, 5;  IECE KTS IV, VII;  CEC 1, 8, 9  InTASC 6  CAEP 1, 2, 4  Technology-Yes |
| 2. | Demonstrate an understanding of the various types and purposes, advantages and disadvantages, of assessments appropriate for young children, their families, and programs serving children birth through kindergarten. | Tasks 2, 4, 5  NAEYC Initial/AP Standards 3, 4b, 5;  IECE KTS IV, VII, X;  CEC 8  InTASC 1, 2, 3, 6  CAEP 4  Technology-Yes |
| 3. | Plan and utilize appropriate interventions for young children with a variety of special needs. | Tasks 5, 6, 7  NAEYC A Initial/AP Standards 1, 3, 4b, 5;  IECE KTS I, IV, VII;  CEC 3, 4, 5, 6, 7  InTASC 1, 2, 3, 4, 5, 6, 7, 8  CAEP 1, 2, 4  Technology-Yes |
| 4. | Conduct authentic assessments during children’s daily activities and routines. | Tasks 4, 6  NAEYC Initial/AP Standards 3, 4b, 5;  IECE KTS I, II, IV, VII;  CEC 7, 8, 10  InTASC 1, 2, 6, 8  CAEP 1, 2, 4  Technology-Yes |
| 5. | Collect, analyze, and use assessment information to monitor children’s progress. | Tasks 3, 4, 5, 7  NAEYC Initial/AP Standards 1, 3, 4b, 5;  IECE KTS I, II, IV, V, VII;  CEC 7, 8  InTASC 6  CAEP 4  Technology-Yes |
| 6. | Organize assessment information and communicate results to team members. | Tasks 3, 4, 5  NAEYC Initial/AP Standards 1, 2, 3, 4a, 5;  IECE KTS II, IV, V, VI, VII, VIII, X;  CEC 2, 7, 8, 10  InTASC 6, 10  Technology-Yes |
| 7. | Develop student growth goals and create a plan for collecting and measuring outcomes. | Task 5  NAEYC Initial/AP Standards 1, 3, 4b, 4c, 5;  IECE KTS II, IV, V, VII;  CEC 7, 8  InTASC 2, 6  CAEP 4  Technology-Yes |
| 8. | Assess early childhood classrooms and programs and communicate action plans to address growth areas. | Task 3  NAEYC Initial/AP Standards 1, 3, 4a, 4b, 4c, 5;  IECE KTS I, II, III, IV, V, VII;  CEC 8, 9, 10  InTASC 3, 6  CAEP 2, 4  Technology-Yes |
| 9. | Articulate district assessment practices, policies, and responsibilities of directors or leaders in early childhood programs. | Task 5  NAEYC Initial/AP Standards 1, 3, 4b, 4c, 5;  IECE KTS II, IV, V, VII, X;  CEC 1, 8  InTASC 9, 10  CAEP 2, 4  Technology-Yes |
| 10. | Develop skills in designing and implementing instructional programming to increase child’s independence and development in self-care and daily living skills. | Tasks 4, 6  NAEYC Initial/AP Standards 1, 3, 4b, 4c, 4d, 5;  IECE KTS I, II, III, IV, V, VII;  CEC 4, 5, 6, 7  InTASC 3, 4, 7  CAEP 4  Technology-Yes |
| 11. | Develop the ability to conduct a functional skills assessment of a young child with disabilities. | Task 8  NAEYC Initial/AP Standards 1, 2, 3, 4b, 4c, 4d, 5;  IECE KTS I, II, IV, V, VI, VII, VIII, IX;  CEC 7, 8  InTASC 1, 2, 3, 6  CAEP 1, 4  Technology-Yes |

**COURSE ASSIGNMENTS**

**All Graded Assignments must be** submitted in Word to Moodle by due dates posted in the syllabus.

Assignments posted late will have points deducted daily. After one week, there is no credit for

late assignments. Please create your file names as follows: LastnameFirstinitial.IECE660.Wk#.Title of

Assignment.

**Assignment/Task 1 (Obj. 1)**

**Journal: Reflective responses to readings (5 points each per reading assignment) 70 pts.**

1. Students will begin an electronic journal reflecting on each reading assignment.
2. Students are to write one to two paragraphs stating what they gleaned from each reading assignment in the text and online information throughout the course that will enhance their profession.
3. At the end of this eight week course, students will review their Professional Growth Plan (PGP) with goals and write a brief reflection at the end of their electronic journal describing any content that this graduate course contributed to their growth plan.
4. See required readings at the end of this syllabus

***NAEYC Initial/AP Standards 1, 2, 3, 5; IECE KTS I, IV, VII; CEC 1, 8, 9*, *PGES Domains 1 & 4***

**Assignment/Task 2 (Obj. 2)**

**Class of Excellence (COE) Assessment Design Project: Continuous Assessment Guide Report 70 pts.**

The selection of procedures and tools for assessment and methods for planning and providing activities and experiences is left to the discretion of families and early care and education professionals since there is a multitude of ways in which these can be accomplished.

1. Students will look for quality assessments that are congruent with state and national standards by using the Kentucky’s Early Childhood Continuous Assessment Guide. The following features must include:

* Both formal and informal assessments that are conducted on a regular basis
* Are integrated with instruction at various times within the daily/weekly schedule
* Improve learning and helps guide and direct the teaching-learning process
* Should inform every aspect of instruction and curriculum

The Assessment Design Project must provide specific information on recommendation on how to link

children standards and assessment.

1. Students must include the various purposes identified from the National Education Goals Panel (Shepard, Kagan, & Wurtz, 1998):

**Purpose #1: *Assessing to promote child learning and development.***

Providing direct observations of children in authentic tasks and activities, samples of children’s

work, and interviews with families and caregivers.

**Purpose #2: *Assessing to identify children for health and special services***

Providing screen results to identify areas of concern, with follow-up referral to related

professionals for more in-depth assessment and program planning.

**Purpose #3: *Assessing to monitor trends and evaluate programs and services***

Providing meaningful ways to evaluate your program for improvement.

**Purpose #4: *Assessing developmental progress to hold individual children, teachers and schools accountable.***

Providing resources mandated by the federal government which result in continued funding or

de-funding of particular programs.

***NAEYC Initial/AP Standards 1, 3, 4b, 4c, 5; IECE KTS II, IV, V, VII, X*; *CEC 3, 4, 5, 6, 7, 8, 9, 10*; *PGES Domains 1 & 4***

**Assignment/Task 3 (Objectives 5, 6, 8)**

**Program & Classroom Planning Project (Field Experience 2-3 hours) 50 pts.**

1. Students will administer the Early Childhood Environmental Rating Scale-Revised (ECERS-R) to evaluate an early childhood program.
2. Students will administer the Classroom Assessment Scoring System (CLASS) to evaluate a kindergarten program.
3. Students will compare the two program evaluations and report the pros and cons of these evaluations.
4. Students will then write a reflection on both experiences following the guidelines under the Field Experience form.

***NAEYC Initial/AP Standards 1, 3, 4a, 4b, 4c, 5; IECE KTS I, II, III, IV, V, VI, VII*; *CEC 2, 7, 8, 9, 10*; *PGES Domains 1, 2, 3, 4***

**Assignment/Task 4 (Objectives 2, 4, 5, 6, 10)**

**Adaptation plan (least intrusive to intensive framework) 50 pts.**

1. Students will develop a measurement framework by designing an adaptation plan to increase a child’s independence and development in self-care and daily living skills. This framework should depict least intrusive (which means the use of least intrusive and naturalistic interventions possible) to most intensive (which means intensive instructions on specific strategies) that can be implemented during children’s daily activities and routines. The plan must utilize appropriate interventions for young children with and without a variety of special needs.
2. Within the measurement framework, students will select intervention strategies that are:

**Effective** (improve children’s development and learning)

**Efficient** (make meaningful use of child and teacher time)

**Functional** (promote generalization and maintenance of targeted skills)

**Normalized** (use the least intrusive and naturalistic interventions possible)

1. Students will write target behaviors using an antecedent-behavior-criterion formula.

Students will use the Measurement Template provided under resources of this course.

***PGES Domains 1, 3, 4***

**Assignment/Task 5/ Objectives 1, 2, 3, 5, 6, 7, 9**

**Annotated Bibliographies on Assessments and Interventions 100 pts.**

1. Students will develop a list of twenty (20) citations to books, articles, and documents followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. Annotations are descriptive and critical; they expose the author’s point of view, clarity and appropriateness of expression, and authority. Please do not get annotations mixed up with abstracts as abstracts are purely descriptive summaries often found at the beginning of scholarly journal articles or in periodical indexes.
2. Students will cite the book, article, or document using the American Psychological Association (APA) styles.

Students will write a concise annotation that summarizes the central theme and scope of the book or article. Within the annotation, include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast work with another work cited, and (d) explain how this work illuminates assessments and interventions.

***NAEYC Initial/AP Standards 1, 2, 3, 5; IECE KTS I, IV, VII*; *CEC 1, 8, 9*; *PGES Domains 1 & 4***

**Assignment/Task 6 (Objectives 3, 4, 10)**

**Quality Self-Study (COE) (Field Experience 2-3 hours) 100 pts.**

1. Students will conduct and interview a certified early childhood educator verifying the following standards within an early childhood program by using the Kentucky’s Early Childhood Quality Self Study for Center Based Programs document (see resources) and verify the following standards within an early childhood program:

**Standard 2.9:** *Adults promote a climate for a positive social environment by employing strategies that allow*

*children to be successful and recognize children’s attempts at socially acceptable behavior*

**Standard 3.3:** *Schedule provides learning experience during all times, including play, routines and transitions*

**Standard 3.6:** *Teachers implement instruction that supports children in achieving learning goals*

**Standard 3.8:** *Ethical, appropriate, valid and reliable assessment is a cornerstone of quality early childhood*

*programs.*

1. After the verification visit/interview, students will write an action plan to note program evidence of those fully met AND record a plan to meet desired indicators if not met.
2. Students will then write a reflection of their experience using the guidelines under the Field Experience Form.

***NAEYC Initial/AP Standards 1, 3, 5; IECE KTS II, IV, V, VII*; *CEC 4, 5, 6, 7, 8, 9, 10*; *PGES Domains 1 & 4***

**Assignment/Task 7 (Objectives 3, 5)**

**Setting Student Growth Goals (Field Experience 1-2 hours) 100 pts.**

1. Students will assess four (4) students within an early childhood classroom using the activity protocol. (See activity protocol provided under resources of this course)
2. Students will determine which skill(s) to target for each child observed
3. Students will report how they will embed those skills within and across classroom activities

Students will then write a reflection on both experiences following the guidelines under the Field Experience form.

***NAEYC Initial/AP Standards 1, 3, 4b, 4d, 5; IECE KTS I, IV, V, VII*; *CEC 3, 6, 7,8*; *PGES Domains 1, 3, 4***

**Assignment/Task 8 (Obj. 1-11) 120 points**

**Individualized Intervention Plan – Monitor Child’s Progress**

**Field Experience (6 hours)**

1. Students will conduct a functional skills assessment of a young child
2. Students will develop an individualized intervention plan for the child.
3. Students will collaborate with a certified early childhood professional and develop an intervention plan for the young child.
4. Students will collect baseline data for one week then implement the intervention plan for two (2) weeks.
5. Students will monitor the child’s progress collecting data each week to see whether the child responds to the intervention planned.
6. Students will write a 2-5 page document reporting the outcomes of the intervention using data.

Students may use the guidelines provided under the Field Experience form.

***NAEYC Initial/AP Standards 1, 2, 3, 4b, 4c, 4d, 5; IECE KTS I, II, IV, V, VI, VII, VIII, IX*; *CEC 7, 8*; *PGES Domains 1, 2, 3, 4***

**9. Discussion Forums 30 points for each week totaling 240 points**

* Please post your initial response to questions, reflections, or case studies by **11:55 p.m. Eastern Standard Time on Friday.**
* **Respond to at least two classmate’s posts by 11:55 p.m. Eastern Standard time on Saturday.** See rubrics for appropriate response guidelines. Responses that simply read “I agree” or “Nice job” are not considered appropriate.
* You are welcome to continue the discussion, but grades will not be assigned to items posted after the due date. ***(PGES 4)***

**10. Quizzes 10 points for each week totaling 80 points**

* Quizzes are taken after each week’s reading assignment.

**Class Attendance/Participation 20 points**

To be counted present, a student in online courses must log-in to their course in the LMS regularly and complete those activities as prescribed by the instructor in the syllabus. Because this is an eight (8) week course, two weeks without submitting work is considered inactive and the instructor will issue the grade of “WA.” This grade represents an administrative withdrawal and acts as the grade of “F” in the GPA calculation.

Not only will your instructor evaluate you on your class attendance and participation, (s) he will also evaluate you on your disposition (e.g., professional communication, clinical field experiences, professional ethics, professional responsibilities).

**Field Experience Assignments**

Students will complete various field assignment activities related to course topics as required by assignments. Reflections will be submitted with assignments.

1. ECERS, CLASS administration with Program Plan
2. Assessment Design Project; Interviews
3. Adaptation Plan
4. Student Growth Goals
5. Individualized Intervention Plan – Monitoring Progress

**Field Experience**: Field Experiences sites are selected in collaboration with course instructor and may only be completed if the setting meets the assignment criteria. Students are to complete approximately fourteen (14) field experience hours. Students must keep a Field Experience Summary documenting all field experience hours, which is submitted at the end of the course with Reflections. ***Students are expected to follow the Field Hour Guidelines provided by course instructors for all field work assignments.***

**Field Experience Summary Form**:

**For Course Credit:** Students keep a Field Hour Summary Form (1617 edition) of all field work tasks for each entry. Each field visit must be signed by a responsible person at the site. One reflection is required for specified tasks noted in this course. Students total the field hours, sign the form, complete all information to Course instructor for signature. Students upload the signed/scanned field hour log to Gwen Sampson at [gmsampson@campbellsville.edu](mailto:gmsampson@campbellsville.edu)

|  |  |
| --- | --- |
| **GRADING SCALE**: | **Total Points: 1000** |
| **A = 90-100%**  **B = 80 - 89%**  **C = 70 - 79%**  **D = 60 - 69%**  **F = below 60%** | **A= 900-1000 pts.**  **B= 800-899 pts.**  **C= 700-799 pts.**  **D= 600-699 pts.**  **F= Below 600 pts.** |

**Class Session Outline**

1. Foundations
   1. History of Preschool Assessment
   2. Issues in Preschool Assessment
   3. Screening and Readiness Assessment
   4. Assessing Multicultural Preschool Children
2. Ecological Assessment
   1. Clinical Observations
   2. Social and Emotional Development
   3. Optimal Testing Situation
   4. Home and Family Dynamics
   5. School and Classroom Environment
   6. Adaptive Behavior Assessment
   7. Play Based Approaches
3. Assessment of Cognitive Abilities
   1. Wechsler & Primary Scale of Intelligence
   2. Stanford-Binet
   3. Kaufman Assessment Battery
   4. Infant and Toddler Assessment
4. Assessment of Specific Abilities
   1. Communication
   2. Gross Motor
   3. Neuropsychological Assessment
5. Assessment Approaches
   1. Role of Formal and Informal Assessment and Evaluation in Early Childhood
   2. Naturalistic
   3. Focused
   4. Performance-Based
   5. Portfolio
   6. Dynamic
   7. Curriculum-Based
6. Program Evaluation
   1. Program Level
   2. Classroom Level
   3. Improvement Plans
   4. Accreditation

**Performance Standards/Competencies**

***IECE Teacher Standards:***

* IECE Standard I: Designs/Plans Instruction
* IECE Standard II: Creates/Maintains Learning Environment
* IECE Standard III: Implements Instruction
* IECE Standard IV: Assesses & Communicates Learning Results
* IECE Standard V: Reflects/Evaluates Professional Practices
* IECE Standard VI: Collaborates with Colleagues/Families/Others
* IECE Standard VII: Engages in Professional Development
* IECE Standard VIII: Supports Families
* IECE Standard IX: Implements Technology
* IECE Standard X: Provides Leadership within School, Community, and Community

***NAEYC Advanced Program Standards:***

* Standard #1: Promoting Child Development & Learning
* Standard #2: Building Family & Community Relationships
* Standard #3: Observing, Documenting, & Assessing to Support Young Children and Families
* Standard #4a: Connecting with Children and Families
* Standard #4b: Using Developmentally Appropriate Approaches
* Standard #4c: Understanding Content Knowledge in Early Education
* Standard #4d: Building Meaningful Curriculum
* Standard #5: Growing as a Professional

***NAEYC Essential Professional Tools in Advanced Programs:***

* Cultural Competence – Tasks 2, 3, 5, 8
* Knowledge and Application of Ethical Principles – Tasks 2, 3, 4, 5, 6, 7, 8, 9
* Communication Skills – Tasks 3, 5, 8
* Mastery of Relevant Theory and Research – Tasks 2, 5
* Skills in Identifying and Using Professional Resources Tasks 3, 5, 6, 8
* Inquiry Skills and Knowledge of Research Methods Tasks – 2, 5
* Skills in Collaborating, Teaching, and Mentoring Tasks 3, 5, 6
* Advocacy Skills – Tasks 5, 8
* Leadership Skills – Task 5 6

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

* Standard #1: Foundations
* Standard #2: Development and Characteristics of Learners Knowledge
* Standard #3: Individual Learning Differences
* Standard #4: Instructional Strategies
* Standard #5: Learning Environments & Social Interactions
* Standard #6: Language
* Standard #7: Instructional Planning
* Standard #8: Assessment
* Standard #9: Professional and Ethical Practice
* Standard #10: Collaboration

**EPSB Themes**

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

* Course content and experience includes selection, implementation, communication, and evaluation of culturally appropriate assessments and those that address children’s special needs

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

* Course focuses on assessment systems, selecting and designing appropriate assessment instruments and strategies, aligning assessment with curriculum and intervention
* Provides an overview of an array of assessment approaches
* Examines special issues with infant and toddler assessments
* Includes administration and analysis of program assessment instruments

***Literacy/Reading Instruction*** – Course Content and Field Experiences

* Assessment of all domains in course assignments include language and literacy with application for intervention and classroom practice

***Closing the Achievement Gap*** – Course Content and Field Experiences

* Assessment and intervention focus on improving quality of early childhood programs and supporting individual learning and development – practices identified as essential steps to address achievement gaps

**PGES – Framework for Teaching (Charlotte Danielson Model):** [**http://education.ky.gov/teachers/PGES/Pages/PGES.aspx**](http://education.ky.gov/teachers/PGES/Pages/PGES.aspx)

**Domain 1: Planning and Preparation**

1a: Knowledge of content/pedagogy

1b: Demonstrates knowledge of students

1c: Setting Instructional outcomes

1d: Demonstrating knowledge of resources

1e: Designing coherent instruction

1f: Designing student assessment

**Domain 2: Classroom Environment**

2b: Establishing culture of learning

2e: Organizing physical space

**Domain 3: Instruction**

3a: Communicating with students

3b: Using questioning and discussion techniques

3c: Engaging students in learning

3d: Using assessment in instruction

3e: Demonstrating flexibility and responsiveness

**Domain 4: Professional Responsibility**

4a: Reflecting on teaching

4c: Communicating with families

4d: Participating in a professional community

4e: Growing and developing professionally

4f: Demonstrating professionalism

**Interstate Teacher Assessment and Support Consortium** (**InTASC**)

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**Council for Accreditation of Educator Programs (CAEP)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**Campbellsville University’s Online Course Attendance Policy**

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the schedule classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

## **Disposition Assessment**

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the School of Education mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be become familiar with and commit to the Codes of Ethics for Professional Educators which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc. that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education file.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**Online Netiquette**

Effective written communications are an important part of learning. In a face-to-face situation, body language along with verbal responses and questions help communicate with one another. In an online environment, however, misunderstandings can easily occur when basic rules of netiquette (online etiquette) are not followed, such as using texting abbreviations or using capital letters in written communication. Therefore, please use the following guidelines when communicating in online courses:

1. Using ALL capital letters in online communication indicates you are yelling. Limited use of capitalized words is acceptable when emphasis is needed.

2. Emoticons should be avoided. They can easily be misunderstood or the email might not display them properly. Examples include: :) = happy, :( = sad, ;) = wink

3. No derogatory comments, ranting or vulgar language is acceptable in any form of communication in the course.

4. When communicating with your professor using email, please include your name and course number. Instructors cannot tell who you are or what class you are enrolled in based on your email address alone.

## **Incomplete Statement**

A grade of “I” is assigned to a student 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 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.

## **Communication Requirement**

Students are expected to activate and regularly use the university provided email domain [studentname@students.campbellsville.edu](mailto:studentname@students.campbellsville.edu) ) for all email communication for this class.

**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 Director of Disability Services at (270) 789-5450 to inquire about services. Campus Security: Cell Phone: (270) 403-3611; Office: (270) 789-5556

**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

###### **Academic Integrity/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.” (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.

**Bibliography of Course Resources**

1. Chen, D., Haney, M., & Cox, A. (2011). *Supporting cultural and linguistic diversity in early intervention and early childhood special education: A cross-cultural video library.* Baltimore, MD: Paul H. Brookes. ISBN 978-1-59857-218-6
2. Crawford, M J., & Weber, B. (2014). *Early intervention every day: Embedding activities in daily routines for young children and their families.* Baltimore, MD: Paul H. Brookes. ISBN 978-1-59857-276-6
3. Ensher, G. L., Bobish, T. P., Gardner, E. F., Reinson, C. L., Bryden, D. A., & Foertsch, D. J. (2007). *Partners in play: Assessing infants and toddlers in natural contexts.* Belmont, CA: Delmar. ISBN 978-1-4180-3076-6
4. Fletcher, L. C., & Younggren, N. O. (2013). *The early intervention workbook.* Baltimore, MD: Paul H. Brookes. ISBN 978-1-59857-224-7
5. Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). *Blended practices for teaching young children in inclusive settings.* Baltimore, MD: Paul H. Brookes.
6. Allen, K. E., & Cowdery, G. E. (2011). *The exceptional child: Inclusion in early childhood education* (7th Ed)*.* Cengage. ISBN-13: 978-1111342104
7. Gruenberg, A. M., & Miller, R. M. (2010). *A practical guide to early childhood inclusion: Effective reflection.* Upper Saddle River, NJ: Pearson.ISBN-13: 978-0132402798
8. McClean, M. E., & Snyder, P.A. *Gathering information to make informed decisions: Contemporary perspectives about assessment in early intervention and early childhood special education.* Monograph Series No. 13. Missoula, MT: Division for Early Childhood of the Council for Exceptional Children.
9. McLean, M., Wolery, M., & Bailey, D. (2003). *Assessing infants and preschoolers with special needs* (3rd Ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 978-013098662
10. McWilliam, R. A. (2010). *Routines-based intervention: Supporting young children and their families.* Baltimore, MD: Paul H. Brookes ISBN 978-1-59857-062-5
11. Mindes, G., & Jung, L. A. (2014). *Assessing young children* (5th Ed.) Upper Saddle River, NJ: Pearson. ISBN-13: 978-0133519235
12. NAEYC (2003). *Early childhood curriculum, assessment, and program evaluation: Building an effective accountable system in programs for children birth through 8.* Washington, DC: NAEYC.
13. Noonan, M. J., & McCormick, L. (2014). *Teaching young children with disabilities in natural environments* (2nd Ed.). Baltimore, MD: Paul H. Brookes. ISBN 978-1-59857-256-8
14. Richardson-Gibbs, A. M., & Klein, D. (2014). *Making preschool inclusion work: Strategies for supporting children, teachers, and programs.* Baltimore, MD: Paul H. Brookes. ISBN 978-1-59857-211-7

**Professional Resources:**

1. Association of Early Childhood Education International (ACEI)

[www.acei.org](http://www.acei.org)

1. National Association for the Education of Young Children (NAEYC)

[www.naeyc.org](http://www.naeyc.org)

1. Kentucky Department of Education – Preschool

<http://education.ky.gov/educational/pre/Pages/default.aspx>

1. Kentucky Governor’s Office of Early Childhood Education <http://kidsnow.ky.gov/Pages/default.aspx>
2. Kentucky Head Start Programs

<http://www.headstartprogram.us/state/kentucky>

1. Kentucky Preschool Regulations

<http://education.ky.gov/educational/pre/Pages/Regulations.aspx>

1. Southern Early Childhood Association (SECA)

<http://www.southernearlychildhood.org/>

1. The Council for Exceptional Children: Division of Early Childhood (DEC)

<http://www.dec-sped.org/>

1. First Steps Kentucky

<http://chfs.ky.gov/dph/firststeps.htm>

1. Zero the Three

<http://www.zerotothree.org/>

1. Frank Porter Graham Child Development Institute <http://fpg.unc.edu/>
2. National Center for Early Development and Learning (NCEDL) <https://www.woodfords.org/library/education/national-center-for-early-development-and-learning-ncedl/>
3. IDEA [www.fape.org/ida/How\_it\_works/index.htm](http://www.fape.org/ida/How_it_works/index.htm)

**IECE 660 COURSE SCHEDULE**

**Tentative: Revised 8/24/16**

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| --- | --- | --- |
| **DATE** | **TOPIC** | **ASSIGNMENTS**  **Due**  **Discussion Forums:**  **First response due Thursday midnight**  **Response to two classmates: Saturday**  **midnight**  **\*No credit for late responses**  **Written assignments: due Sunday midnight weekly**  **\*If late, one letter grade penalty;**  **\*If a week late, a 0 for the assignment.** |
| **Week 1**  Aug. 29-Sept. 4 | **Text Readings:**  Ch. 1 History of Preschool Assessment  Ch. 2 Issues in Preschool Assessment  **Article Readings:**   1. Issues in Early Childhood Screening and Assessment by Gilbert Gredler 2. Authentic Assessment as “Best Practice” for Early Childhood Intervention: National Consumer Social Validity Research by Stephen Bagnato, Deborah Goins, Kristie Pretti-Frontczak, & John Neisworth   **Students are to plan for Task #8, Field Based Project** | **Task 1: Journal Week 1**  **Discussion Forum** |
| **Week 2**  Sept. 5-11 | **Text Readings:**  Ch. 7 Creating the Optimal Preschool Testing Situation  Building a Strong Foundation for School Success  ECERS  **Articles:**   1. Monograph # 13 Developmental Screening in Early Childhood: Potential Roadmaps for those Considering the Journey 2. Ecobehavioral Assessment in Early Childhood Programs: A portrait of preschool inclusion by William H Brown, Samuel L. Odom, Shouming Li, and Craig Zercher | **Task 1: Journal Week 2**  **Task 2: Assessment Design Project**  **Discussion Forum** |
| **Week 3**  Sept. 12-18 | **Text Readings:**  Ch. 9 Assessment of School and Classroom  Environment  **Article:**  Preschool Assessment: The Diagnostic Classroom Model by Beth T. Clingenpeel, Kelli R. Good, & Karen J. McCleu-Jackson | **Task 1: Journal Week 3**  **Task 3: Program and Classroom Planning Project**  **Discussion Forum** |
| **Week 4**  Sept. 19-25 | **Text Readings:**  Chap 10 Adaptive Behavior Assessment for Preschool Children  **Article:**  Identifying Instructional Targets for Early Childhood via Authentic Assessment: Alignment of Professional Standards and Practice-Based Evidence by Stephen Bagnato, Mary McLean, Marisa Macy, & John Neisworth | **Task 1: Journal Week 4**  **Task 4: Adaptation plan**  **Discussion Forum** |
| **Week 5**  **Sept. 26-Oct. 2** | **Text Readings:**  Chap 11 Play-Based Approaches to Preschool Assessment  **Article Reading**: Dissolving the Line between Assessment and Teaching by Gillian D. McNamee and Jie-Qi Chen | **Task 1: Journal Week 5**  **Task 5: Annotated Bibliographies on Assessments & Interventions**  **Discussion Forum** |
| **Week 6**  **Oct. 3-9** | **Text Readings:**  Chap 15 Infant and Toddler Cognitive Assessment  **Other Readings:**   1. Monograph #13 Using your Good Judgment:   Informed Opinion for Early Intervention   1. Article Reading: Neuroscience, Play and Early Childhood Education: Connections, Implications and Assessments by Stephen Rushton, Anne Juola-Rushton, & Elizabeth Larkin | **Task 1: Journal Week 6**  **Task 6: Quality Self-Study (COE)**  **Discussion Forum** |
| **Week 7**  **Oct. 10-16** | **Readings:**  Chap 18 Neuropsycholocial Assessment of the Preschool Child: Expansion of the Field  **Article Reading:**  Benchmarks Curricular Planning and Assessment Framework: Utilizing Standards Without Introducing Standardization by Erika N. Feldman. | **Task 1: Journal Week 7**  **Task 7: Setting Student Growth Goals**  **Discussion Forum** |
| **Week 8**  **Oct. 17-22** | **Readings:**  Monograph #13Using Goal Attainment Scaling to Monitor the Developmental Progress of Young Children with Disabilities | **Task 1: Journal Week 8**  **Task 8: Individualized Intervention Plan – Monitor Child’s Progress**  **Field Experiences**  **Discussion Forum** |