
Assessing Young Children Section 01

EDSE 108

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/11/2023

Contact Information

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Office Hours

Tuesdays, 2:00-4:00, or by appointment

SH 235

Course Description and Requisites

Identification, description, and assessment of typical and atypical young children from birth through kindergarten, with an introduction to California learning foundations for children birth-5, and kindergarten state standards. In addition, the course will provide an introduction to ECSE services and collaboration within the local community.

Prerequisite(s): Department consent.

Letter Graded

* Classroom Protocols

Course Format: Hybrid

This course will adopt a hybrid delivery format, including synchronous in-person meetings and asynchronous online weeks. Students will need access to a computer or tablet device with internet connectivity and video capability to access the online materials.

Technology Requirements

If you do not have access to a computer with the necessary features to participate in class, please look into the [free equipment loaning program](https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php) (<https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php>) offered by SJSU. If campus is open, there are computer labs for student use available in the [Academic Success Center](http://www.sjsu.edu/at/asc) (<http://www.sjsu.edu/at/asc>) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

All written work must be turned into Canvas using Microsoft Word (my computer *cannot* open Pages documents; submissions using Pages or other programs will be considered late). Microsoft Word is available to all students *for free* from the university. Please see [Information Technology](https://www.sjsu.edu/it/services/applications/office.php) (<https://www.sjsu.edu/it/services/applications/office.php>) for information on how to download Word for your personal device.

Canvas Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with "sjsu.edu") to learn of any updates. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources).

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#) requires students to obtain instructor's permission to record the course. The following criteria define expectations relating to recording a course.

- Course material developed by the instructor is the intellectual property of the instructor and ***cannot be shared publicly without approval***. You may not publicly share or upload instructor-generated material such as exam questions, lecture notes, or homework solutions without instructor consent. This prohibition includes sharing information with third parties and on websites, such as Course Hero, Chegg, etc.
- You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Permission from the instructor, whether in writing or orally, may extend to either a single class or the entire semester.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests must be obtained as well.

Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- PLO 1 Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- PLO 2 Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- PLO 3 Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- PLO 4 Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- PLO 5 Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\) \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

Course Goals

This course addresses the following course learning outcomes (CLOs) to address the following CCTC Teacher Performance Expectations (TPEs) for Early Childhood Special Education (Items marked with "I" are introduced in this course, "P" are practiced, and "A" are assessed): 1.1(A), 1.4(P), 1.6(I), 3.1(P), 3.4(P), 3.5(P), 4.6(P), 4.8(P/A), 5.1(P), 5.2(P), 5.3(P), 5.4(P), 5.5(I/P), 5.6(P), 5.7(P), 5.8(P), 6.3 (P), 6.9(I), 6.11(P)

Course Learning Outcomes (CLOs)

By the end of the semester, students in this course will be able to...

1. Explain the DEC Recommended Practices for observing children and strategies for data collection.
2. Describe the importance of developing strategies for collaborating and communicating with families of students with disabilities as it relates to completing various assessments.
3. Engage in objective observation of young children including:
 1. Writing what you see or hear the child do while avoiding interpreting the child's intentions, thoughts, or beliefs
 2. This includes recording: information about the materials the child was using, the ongoing activity, the other people in the environment, and direct quotes of what the child is saying
4. Describe the purpose of various types of assessment strategies used with young children with disabilities from birth through kindergarten, when to use them, and the importance of objective observation in successfully completing these assessments.
5. Use objective observation skills to complete various forms of assessment, including screening, developmental assessment, and progress monitoring for young children from birth through kindergarten.
6. Use findings from these assessments to write a strengths-based developmental assessment report for young children from birth through kindergarten.
7. Identify IFSP and IEP instructional goals and objectives that reflect each child's unique strengths and needs, ensuring these goals and objectives are aligned with the *Infant and Toddler Development and Learning Foundations*, *Preschool Learning Foundations*, or *California/Common Core State Standards*.

Course Materials

For Purchase:

Pretti-Frontczak, K., Grisham, J., & Sullivan, L. (2023). *Assessing young children in inclusive settings: The blended practices approach* (2nd ed.) Brookes Publishing.

Access Online (links on Canvas):

California Department of Education. (2009). [California preschool learning foundations](https://www.cde.ca.gov/sp/cd/re/psfoundations.asp) (Vols. 1-3). Author.
<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

California Department of Education. (2009). [California infant/toddler learning and development foundations](https://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf). Author.
<https://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf>

California Department of Education. (2012). [The alignment of the California Preschool Learning Foundations with key early education resources](https://www.cde.ca.gov/sp/cd/re/documents/psalignment.pdf): California Infant/Toddler Learning and Development Foundations, California Content Standards, the Common Core State Standards, and Head Start Child Development and Early Learning Framework. Sacramento, CA: CDE Press.
<https://www.cde.ca.gov/sp/cd/re/documents/psalignment.pdf>

California Department of Education. (2015). *DRDP (2015): A developmental continuum from early infancy to kindergarten entry*.
<https://www.cde.ca.gov/sp/cd/ci/documents/drdp2015preschool.pdf>

Diliberto, J. A., & Brewer, D. (2012). Six tips for successful IEP meetings. *Teaching Exceptional Children*, 47(2), 128-135.
<https://doi.org/10.1177/0040059914553205>

Macy, M., Bagnato, S. J., Macy, R. S., & Salaway, J. (2015). Conventional tests and testing for early intervention eligibility: Is there an evidence base? *Infants & Young Children*, 28(2), 182-204. <https://doi.org/10.1097/IYC.0000000000000032>

Moodie, S. (2015). *Selected developmental screening tools: A resource for early educators*. Early Educator Central.
<https://earlyeducatorcentral.acf.hhs.gov/sites/default/files/public/documents/Selected%20Developmental%20Screening%20Tools%20a%20Resource%20for%20Early%20Educators.pdf>

Steed, E. A., Stein, R., Burke, H., & Charlifue-Smith, R. (2023). Early childhood professionals' reported use of culturally and linguistically responsive practices during initial evaluations: A mixed methods study. *Topics in Early Childhood Special Education*, [advance online publication]. <https://doi.org/10.1177/02711214231163720>

Wackerle-Hollman, A., & Durán, L. (2020). Screening and progress monitoring language and early literacy skills in Spanish-speaking dual language learners with disabilities. In M. McLean, R. Banerjee, J. Squires, & K. Hebbeler (Eds.), *Assessment: Recommended practices for young children and families* (DEC Recommended Practices Monograph Series No. 7). Division for Early Childhood.

WestEd Center for Prevention & Early Intervention. (2015). [Developmental and behavioral screening guide for early care and education providers](https://www.wested.org/wp-content/uploads/2016/11/1429744369aECEScrngGde_final_042315_v34b-3.pdf). WestEd. https://www.wested.org/wp-content/uploads/2016/11/1429744369aECEScrngGde_final_042315_v34b-3.pdf

☰ Course Requirements and Assignments

Assignment	Objectives	Points	Percent	TPEs	CLOs
Individual or Partner project: Assessment report and IEP/IFSP goals	<p>Complete screening assessment (ASQ) following parameters outlined in the assessment manual</p> <p>Complete curriculum-based assessment (AEPS-3) following parameters outlined in the assessment manual</p> <p>Analyze results of the two assessments</p> <p>Identify necessary accommodations for child based on assessment results</p> <p>Connect assessment to instruction by developing IFSP/IEP goals based on findings from of the assessment</p> <p>Write formal assessment report</p> <p>Compare and contrast the use of screening vs curriculum-based assessments</p>	40	20%	1.1, 1.4, 1.6, 3.5, 3.6, 4.8, 5.5, 5.6, 5.8	1, 3, 4, 5, 6, 7
Individual or partner project: Observation of learning	<p>Recognize need for ongoing observation/assessment of children’s learning, including both general (e.g., Foundations/DRDP) and individualized (i.e., IEP/IFSP goals)</p> <p>Develop and utilize strategies to engage in ongoing assessment related to DRDP and IEP/IFSP goals</p> <p>Engage in reflective practice, identifying personal development goals and reflecting critically on areas of growth</p> <p>Develop coaching skills, supporting partner to develop their professional learning goals</p>	40	20%	1.1, 1.4, 1.6, 3.1, 3.4, 3.5, 4.6, 5.1, 5.2, 5.3, 5.5, 6.9	1, 3, 4, 5
Class project: Mock IFSP/IEP meeting	<p>Apply knowledge of child development and assessment findings as part of the development of an individualized education program or family service plan</p> <p>Work collaboratively with other IFSP/IEP team members, including parents, to complete the IFSP/IEP forms</p> <p>Describe child’s present levels using a strengths-based orientation to the child’s abilities</p> <p>Identify and write IFSP outcomes or IEP goals related to areas of need based on child’s present levels</p> <p>Use assessment data to identify accommodations and related services that may be necessary for the child’s learning and development</p>	10	5%	1.1, 1.6, 3.5, 4.8, 5.1, 5.2, 5.6, 5.7, 5.8, 6.3, 6.9, 6.11	2, 7

Assignment	Objectives	Points	Percent	TPEs	CLOs
Individual, in-class test: Assessment Tool Review	<p>Gain familiarity with developmental screening and assessment tools used with young children</p> <p>Compare the purposes and techniques of screening tools versus assessment tools</p> <p>Describe the uses of standardized assessments in early intervention/early childhood special education</p> <p>Describe the limitations to using standardized assessments</p>	10	5%	5.1, 5.2, 5.3	1, 2, 4
Online assignment: Recommended Practices Module - Assessment + Objective observation Practice	<p>Explain what assessment practices are, and describe how they support children's short-term and long-term goals.</p> <p>Describe key assessment principles to make optimal data-driven decisions related to intervention practices.</p> <p>Practice engaging in objective observation</p>	10	5%	1.6, 4.6, 5.1, 5.2, 5.3	1, 2, 4
Online assignment: IRIS Modules - Progress Monitoring for Reading and Math	<p>Identify the different types of classroom assessments</p> <p>Understand how progress monitoring, in particular general outcome measurement (GOM), can inform instruction</p> <p>Administer, score, and graph GOM measures</p> <p>Evaluate student data to make informed instructional decisions</p> <p>Use graphs to facilitate communication with students, parents, and other educators</p>	10	5%	1.6, 3.1, 3.5, 4.6	4, 6
Online assignment: IFSP/IEP Goal assignment	<p>Write IFSP outcomes and IEP goals that specify the audience, behavior, conditions, and degree in parent-friendly language</p> <p>Align IFSP outcomes and IEP goals with the appropriate Learning Foundations and Standards</p>	10	5%	1.1, 1.6, 3.4, 4.8, 5.6, 5.8	7
Online assignment: IRIS module and activities to support emergent bilingual children + Objective observation practice #2	<p>Describe young children who are dual language learners</p> <p>Describe the importance of maintaining children's home languages at the same time they are learning English</p> <p>Understand the importance of collaborating with families of young children who are dual language learners</p> <p>List considerations for screening and evaluating young dual language learners with disabilities</p> <p>Identify strategies for supporting young dual language learners with disabilities</p> <p>Practice engaging in objective observation</p>	10	5%	1.4, 1.6, 4.6, 5.3, 5.4, 5.7	1, 2, 4
Online assignment: Data collection method	<p>Develop objective, observational methods to monitor progress on IFSP outcomes or IEP goals</p> <p>Explain how progress monitoring informs instructional activities</p>	10	5%	1.6	2

Assignment	Objectives	Points	Percent	TPEs	CLOs
Online assignment: DRDP Introduction + Practice	Gain familiarity with the Desired Results Developmental Profile Use the DRDP to assess children's development Use results from the DRDP to inform instruction	10	5%	1.6, 3.1, 3.4, 5.5	2, 3, 4, 5
Dispositions	Demonstrate the dispositions of a reflective, culturally sustaining, collaborative, and ethical practitioner as described in the items of dispositions evaluation form relevant to this course (see Canvas)	10	5%		
Exit Tickets	Apply content discussed in class to demonstrate learning	5*6pts= 30 pts	15%		
Total		200	100%		

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. More detailed descriptions and grading requirements for all assignments can be found on Canvas. Please check the following university links for more details: [University Syllabus Policy S16-9](#) and [University's Syllabus Information web page](#)

✓ Grading Information

This class contains a combination of formal and informal assignments. Informal assignments are graded for completion. Feedback for these assignments is generally given to the group, unless there is a need for individual consultation.

Formal assignments should meet academic and professional standards for quality and generally be free of spelling and grammar errors.

Unless otherwise stated, all assignments should be submitted on Canvas. Email or paper copies are not acceptable (expect them to get lost!). All written work must be turned into Canvas using Microsoft Word (my computer *cannot* open Pages documents; submissions using Pages or other programs will be considered late).

Final grades will be calculated using the following conversion table:

Grade	Percent	Grade	Percent	Grade	Percent
A plus	97 or above	A	93 up to 97	A minus	90 up to 93
B plus	87 up to 90	B	83 up to 87	B minus	80 up to 83
C plus	77 up to 80	C	73 up to 77	C minus	70 up to 73
D	60 up to 70				
F	Below 60				

Late Policy

It is part of the ethos of the Department of Special Education to prepare students for the role of special education teacher. This role requires careful attention be paid to due dates (e.g., a late IEP meeting can - and has - led to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework.

As professionals, however, we can anticipate challenges and request extensions within reason. Therefore, in order to encourage students to engage in proactive planning, I offer *no questions asked* extensions for requests made in writing (via email or using the Canvas messaging system) at least 48 hours in advance. These requests must include the following information:

- Clear subject line
 - *Requesting extension for [ASSIGNMENT]*
- The specific assignment for which you need an extension
 - *Dear Dr. Andy, I need an extension for [ASSIGNMENT] due on [DATE]*
- A proposal for the new due date, within 2 weeks of the existing due date
 - *I will be able to complete this assignment by [DATE - maximum of 2 weeks late]*
- A request for confirmation that this due date is satisfactory
 - *Will this revised due date work for you?*
- Sign off with your name, student ID number, and class
 - *Sincerely, Jane Doe (#####), EDSE 221*

Note, I will generally grant extensions for up to 2 weeks, BUT the activities in this class are sequenced to maximize learning and engagement. I may suggest an earlier submission date if I believe it would benefit your learning and completion of the rest of the assignments.

If I do not receive a request for an extension 48 or more hours in advance, grades will be reduced by 10% for each week late (e.g., days 1-7 late will be docked 10% of earned points, etc.). Late submissions, therefore, are preferable to *no* submission.

California Commission on Teacher Credentialing Grading Policy

The California Commission on Teacher Credentialing (CCTC) requires that students complete their credential coursework with a GPA of 3.0 or higher. Students planning on pursuing a teaching credential in ECSE should, therefore, strive to earn a grade of B or higher in all credential coursework.

Departmental Incomplete Policy

It is the policy of the Department of Special Education that students must have completed 80% of the coursework assigned in order to qualify for an incomplete in the class. The final arrangements for making up the incomplete grade (i.e., the due date) will be negotiated between the student and faculty member.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

EDSE 108, Fall 2023, Course Schedule

Note: Schedule subject to change. Updates will be announced on Canvas or discussed in class meetings.

Week	Date & Location	Topics	Readings and Modules	Assignments Due
1	8/22 In Person	Introductions Objective observation: What is it and why is it important?		Exit Ticket 1: <i>Introductions</i>
2	8/29 Online	Online lecture (<i>details on Canvas</i>) Recommended Practices Module (RPM): Assessment	Textbook, Ch 1-2 WestEd (2015)	Online assignment: RPM Worksheet (<i>details on Canvas</i>) + Objective Observation Practice
Purpose of assessment: Determining eligibility				
3	9/5 In Person	IDEA Eligibility for early intervention, preschool, and kindergarten Using screening and assessment tools	Textbook, Ch 8 Parent Center Hub Part B and Early Intervention Eligibility Overview (<i>details on Canvas</i>) Reference: Moodie (2015)	Exit Ticket 2: <i>Eligibility Definitions Match</i> <i>Identify child for Assessment Report/Class for Observation</i>
4	9/12 Online	Supporting emergent bilingual children with disabilities Assessment considerations for emergent bilingual children	Textbook, Ch 10 Wackerle-Hollman & Durán (2020)	Online assignment: IRIS Module assessment questions & activities + Objective Observation Practice #2
5	9/19 In Person	<ul style="list-style-type: none"> Introduction to using conventional assessments to determine eligibility Assessment tool in-class quiz overview 	Textbook, Ch 4-5 The Miseducation of Larry P podcast In class: Macy et al. (2015)	Exit Ticket 3: <i>Macy et al. conclusions</i>
Purpose of assessment: Developing an educational plan (IEP)				
6	9/26 Online	Introduction to the Desired Results Developmental Profile (DRDP) Overview of California Learning Foundations for Infants, Toddlers, and Preschoolers Alignment of the Foundations to the Kindergarten Standards	DRDP (linked in Canvas assignment) Review CDE (2012) Alignment Document (link in Canvas assignment)	Online assignment: DRDP Introduction + Practice
7	10/3 In Person	Curriculum-based assessment AEPS-3 Overview Review Assessment Report assignment	Textbook, Ch 12 Review Carolina Manual	Assessment tool in-class quiz Exit Ticket 4: <i>AEPS-3 Overview</i>

Week	Date & Location	Topics	Readings and Modules	Assignments Due
8	10/10 Online	IFSP/IEP meetings Using assessment data to develop IFSP Outcomes and IEP Goals Aligning Outcomes and Goals with Foundations and Standards		Online assignment: IFSP/IEP Goal Assignment
9	10/17 In person	Family-centered planning Introduce Observation of Learning Assignment	Textbook, Ch 3	
10	10/24 Online	<i>Work week: Assessment Report (ASQ + AEPS-3)</i> <i>Check in with Dr. Andy</i>		<i>Complete ASQ and AEPS-3 with child</i> Assessment Report
Purpose of assessment: Monitoring Learning				
11	10/31 Online	Purpose of progress monitoring Determining what to monitor Developing recording systems Observation of Learning Assignment Overview	Textbook, Ch 7 Bishop et al. (2020) Gischlar et al. (2009)	Online assignment: Data Collection Method (<i>can overlap with EDSE 221 lesson plans</i>)
12	11/7 Work Week	<i>Work week: Observation of Learning Assignment</i> <i>Check in with Dr. Andy</i>		Observation of Learning, Part 1
13	11/14 In person	Compiling, summarizing, and interpreting assessment information	Textbook, Ch 5	Exit Ticket 5: <i>Observation of Learning Plan/Goal</i>
14	11/21 Online	Progress monitoring for academic learning in kindergarten		Online assignment: IRIS modules - Progress monitoring for reading and math
15	11/28 In person	Aligning IEP Goals with Foundations and Standards IFSP/IEP Teams: Roles & Responsibilities Engaging families: Developing family input tools	Diliberto & Brewer (2012)	Observation of Learning, Part 2
16	12/5 In person	Mock IFSP/IEP Meeting		

Week	Date & Location	Topics	Readings and Modules	Assignments Due
Final	12/12 In Person	Class starts at 7:45 Mock IFSP/IEP Meeting <i>Assessment Report Revise and Resubmit</i>		