ECE 411: Introduction to Developmental Assessment of Young Children
2 hours lecture and 2 hours field experience per week

Generic Syllabus

Required Textbooks:


Southeastern Louisiana University Field Experience Student Handbook: Blackboard (Course Documents).

Additional Required Reading:


Course Description:
The early childhood profession is responsible for establishing and promoting standards of high-quality professional practice in early childhood programs. These standards must reflect current knowledge and shared beliefs in what constitutes high-quality, developmentally appropriate early childhood education in the context within which services are delivered.

The purpose of this course is to learn about the observation/assessment techniques and to incorporate information gathered to implement a high quality early childhood classroom. Observations/assessments are a key element in fostering growth and development in young children and is the cornerstone of good teaching. It is the purpose of this course to introduce and support students’ development of skills related to the observation and interpretation of children’s daily activities and behaviors. The information in this course will be presented in a format that provides students with a global understanding of the rich diversity of all children.

This course provides experiences to increase awareness of, and knowledge about, a variety of assessment procedures appropriate for use with children birth through eight years of age. Advantages and limitations of assessment techniques will be noted. Considerations used in the interpretation of findings and in making referrals will be discussed. This course provides opportunities to work with assessing preschool throughout age eight children and to develop prescriptive activity plans.
Statement of Conceptual Framework:
In order to successfully plan, develop, and implement curricula to meet the needs of
diverse learners in today’s world and to prepare candidates for the future, the College of
Education and Human Development (COEHD) has identified four critical components of
_The Effective Educator:_ Professional Standards (PS), Knowledge of Learner (KL),
Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework
provides direction for the development of effective professionals. **Diversity** is an integral
part of each component, and **Technology** is emphasized throughout all programs in the
educational unit.

Course Objectives:
1. Appreciate the uniqueness of individual children. (KL)
2. Learn to gather data about the child’s development, interests, and abilities. (KL)
   (SM)
3. Develop and use authentic performance-based assessment and documentation
   strategies. (SM)
4. Use observation as a planning and assessment tool. (SM)
5. Use ethical best practices in early childhood education. (PS)
6. Be able to effectively communicate with parents, colleagues, and administrators
   about observations and assessments and the implications for children’s learning.
   (SM)

Teacher candidates will gain an understanding of the concepts pertaining to Early
Childhood Developmental Assessment and demonstrate the ability to:

1. Use informal and formal assessments to plan and individualize curriculum and
teaching.
   a. Observe, record, assess and engage children in self-assessments for the
      purpose of planning appropriate adaptive programs, environments, and
      interactions to consider individual difference. (SM)
   b. Develop and use authentic, performance-based assessments of children’s
      learning to guide teacher planning and reporting to children and parents.
      (SM)
   c. Evaluate a young child and interpret formal standardized assessments.
      (PK) (SM)
   d. Discuss assessment results with other specialized school personnel to
      create IEP goals for children with special needs. (SM)
   e. Learn to develop and use formative and summative program evaluation to
      ensure a quality early childhood program for all children, families and
      community. (SM)
2. Reflect on assessment practices and develop a theoretical framework useful for
   guiding assessment decisions and program modifications. (PS)
3. Learn what questions to ask yourself when observing and collecting information to
   provide for children’s physical, social, emotional, cognitive and aesthetic
development (children ages birth through eight years). (SM)
4. Use knowledge of how students differ in their development to support individual differences in learning. (SM)
5. Apply standards of equity and fairness in assessment procedures that demonstrate an understanding of the interrelationships of culture, language, and family context on learning. (PK) (SM)

**Student Learning Objectives:**

Upon completion of this course, students will:

1. Describe and support a rationale for the power of observation and ongoing assessment in early childhood settings. (PK)
2. Describe ethical procedures for gathering, using, and reporting data collected through observations. (PK)
3. Demonstrate ability to use observation to plan for instruction and solve classroom management problems. (SM)
4. Demonstrate the ability to administer, score, and report on data gathered using a standardized screening instrument. (SM)
5. Demonstrate the ability to gather information on child development using a set of standardized, individually administered measures of early literacy development. (SM)
6. Demonstrate use of the following data gathering techniques: Running records, anecdotal records, checklists/rating scales, and ABC narrative event sampling (SM)

**Suggested Assessment Strategies:**

The above objectives will be assessed through the following strategies:

A. Assessor rates products produced for demonstration using predetermined rubric.
B. Assessor rates activities using predetermined rubric.
C. Assessor rates field experiences using predetermined rubric.
D. Candidate self-assesses academic growth through reflecting on field experiences and class assignments.

**Requirements**

1. **Administration of Dynamic Indicators of Basic Early Literacy Skills (DIBELS).** You are required to administer the DIBELS to a kindergarten child. (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. You will score the test and turn it a written report describing the results of this assessment.

2. **Interview with a Parent**

   You will interview a parent of a child in the class in which you are working. This will be the child you are creating a portfolio for. Guidelines for the interview process will be provided by the instructor.

3. **Evaluate an early childhood setting using the Early Childhood Environmental Rating Scale—Revised Edition.** Submit written assessment report. Guidelines for written report will be provided by the instructor.
4. **Administration of Standardized Screening Test (BDI)**
   You are required to administer a standardized screening test to a kindergarten child. You will use the screening test used by the school to which you are assigned. You will score the test and turn it a written report describing the results of this assessment.

5. **Four (4) Informal Assessment Techniques (each assessment is worth 20 points)**
   - Observation #1: Anecdotal notes
   - Observation #2: Running Record
   - Observation #3: Checklists/Rating scale
   - Observation #4: ABC narrative record

6. **Creation of Assessment Portfolio**
   You will be assigned one child to observe throughout the semester. You will need to get written permission to assess a child before you begin the assessment process. Collect examples of the child’s work **throughout the semester** and present the materials in a portfolio showcasing what you have learned about observation and assessment and the development of this particular child.

**Grading Scale:**
A: 100%-94%
B: 93%-87%
C: 86%-80%
D: 79%-70%
F: <69%

**Specification for Written Assignments:**
All written assignments need to be typed and prepared in APA format. Minimally this includes the following: double-spaced, 12 point Times New Roman font, and the first word indented in each paragraph with 1 inch margins. Please put page numbers on the top right hand corner of each page. All assignments must include the following elements in the heading: name, class number, title of assignment, and date. Written assignments will be evaluated on the following criteria:

- Following directions
- Content
- Conventions of grammar and spelling
- Organization

Please! Keep a hard copy of every assignment. Do not trust your disk, hard drive, neighbor’s hard drive, or any other server as a backup. If something should happen to something you’ve turned in, you will be required to provide another copy.
Late Assignments:
All assignments are due on time and will be promptly returned with appropriate feedback. All assignments are due **electronically** by Saturday at midnight and a **hard copy** of the same assignment is due at **beginning** of the class on the Monday immediately following the due date. For every day late you will lose one point. Any paper turned in after 7 days will **NOT** be accepted. No exceptions without an infirmary excuse or a letter from the Dean. A computer/printer problem does not make a legitimate excuse for lateness.

Policies of the Courses:
These classes will follow all university policies.

Dropping the Course:
If you choose to drop these courses, you must follow the proper procedures. Neither of us will drop the course for you.

Academic Integrity:
Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. **Teacher candidates are expected to maintain the highest standards of academic integrity.** Behavior that violates these standards is not acceptable. Cheating on examinations, plagiarism, and improper acknowledgement of sources in essay and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.

Classroom Conduct:
Teacher candidates are expected to fully participate in all classroom activities, and come to class prepared to discuss assigned material. Class will begin promptly, and all teacher candidates are expected to be ready to begin.
- All cell phones should be silenced for the duration of the class. Place your phone on silent or vibrate when you walk through the door to prevent any disruptions during class and put away for the entire class period. Text messaging during class is not allowed.
- Class discussions need to be conducted in a manner that is respectful and considerate of everyone in the class. While opinions may be strong or discussions heated, it is essential that all teacher candidates be given an opportunity to participate in a comfortable environment. Free discussion, inquiry, and expression are encouraged in the classroom. Classroom behavior that interferes with either the instructor’s ability to conduct the class or the ability of teacher candidates to benefit from the instruction is not acceptable. Classroom behavior that is deemed inappropriate and cannot be resolved by the teacher candidate and faculty member may be referred to the Office of Judicial Affairs for administrative or disciplinary review.
The college campus is NOT a place for children. Teacher candidates are not to bring children into the classroom or allow them to remain in the building unattended.

**Accommodations for students with special needs:**
Qualified teacher candidates with a disability who are seeking accommodations under the Americans with Disabilities Act are required to self-identify with the Office of Student Life, Room 203, Student Union. NO accommodations will be granted without appropriate documentation.

**Communication/contacting instructor:**
E-mail communication with students will be made through SLU e-mail addresses only. Contact the instructor if you have any questions or problems through e-mail, preferably, or by phone.

**Additional policies/procedures:**
1. All coursework must be successfully completed prior to student teaching or internship.
2. All PRAXIS exams must be successfully completed prior to student teaching/internship.
3. All students MUST submit their portfolios electronically through PASS-PORT.
4. It is the responsibility of the student to contact his/her advisor to review portfolio contents and reflections at each gate.
5. Students will be permitted to enroll in any EDUC, MAT, EPSY, and EDE course only twice.
6. Students will be permitted to repeat only two EDUC, EPSY, ECE or MAT course twice.
7. Prerequisites for courses and academic policies are based on the current school year catalogue.

**Attendance/Participation:**
This class will be taught in a highly interactive manner and therefore your attendance at every class session is extremely important. It is necessary that you attend all classes, are on time, and do not leave class early. Attendance will be taken and it is your responsibility to sign the attendance for each class.

If something unexpected occurs and you are unable to come to class, it is your responsibility to contact me as soon as possible through email to explain. If you miss class it is your responsibility to find out what was missed or to get copies.

It is also extremely important that you conduct yourself in a professional manner at all times. You will be graded on this aspect of your performance-this applies to all aspects of the course including classroom and field work. Please review the Southeastern Field Experience Student Handbook.
Be prompt. Always report directly to the school office unless otherwise instructed. Candidates must introduce themselves and present the required documentation from the professor assigning the field experience.

If you are unable to keep a commitment (due to extreme circumstances), you must call the school in advance and ask them to inform your partner teacher. You will be expected to contact the partner teacher to reschedule the field experience.

Remember, you are a guest in the school. Do not criticize the school, staff, or candidates in any way. (Southeastern Field Experience Student Handbook)

During field experiences please follow the school’s dress code. You must look and act like a professional. Shorts, Capri pants, jeans, sleeveless shirts, or shirts with slogans printed on them are not acceptable. You may not chew gum or bring children to a field site with you. You must wear an official Southeastern Louisiana nametag at all times. You will need to sign in and out at the start and end of each visit to the field experience school. If you fail to follow these guidelines, and arrive dressed inappropriately or do not present yourself in a professional manner, you will be asked to leave for the day. This would be counted as an absence. You must make up all time missed in the field at a time that is agreeable with the mentor teacher and myself. Extreme emergencies will be dealt with on an individual basis.

Class participation/cooperation includes attendance, appropriate attitudes, professionalism, responsiveness and involvement. Assessment of your level of professional conduct will be at the instructor’s discretion. Points may be deducted from your professionalism grade as deemed appropriate by the instructor.

Professionalism in the Field:
This is one of the most important aspects of your practicum experience. Professionalism covers a broad range of behaviors including (but not limited to) the following:

- Timeliness
- Reliability
- Ethical behavior
- Appearance
- Demeanor
- Ability to receive constructive criticism
- Appropriate dress
- Appropriate care for materials and equipment
- Appropriateness of interactions with all adults and children

It is your responsibility to clarify your role with your site supervisor. Know what you are expected to do and how you are expected to handle yourself. One true sign of a professional is going above and beyond the minimum requirements of the job-check with your site supervisor and make sure you understand all expectations and requirements prior to beginning your practicum.
Please be sure to clarify with your site supervisor any issues regarding professionalism. If at any time you need assistance in determining the professional behaviors that are appropriate for your site, please contact your college supervisor immediately.

PASS-PORT REQUIREMENTS-Field Experiences:
As you complete field experiences, you are required to enter them into PASS-PORT on a weekly basis. Don’t wait until the end of the semester. It is your responsibility to collect classroom student data on all field experiences. Field Experience Data Collection Forms, specifically Form C, are available on the Department of Teaching and Learning home page under Student Information, Field Experiences link.

PASS-PORT REQUIREMENTS-Professional Development Activities:
As you complete any professional development activity, you are required to enter it into PASS-PORT.

PASS-PORT REQUIREMENTS-Questionnaires:
At the beginning of the semester, log into PASS-PORT and complete any assigned questionnaire task. It is advisable to periodically check your task list for additional requests throughout the semester.

PASS-PORT REQUIREMENTS-Artifacts:
Teacher candidates are required to upload portfolio specified artifacts (assignments) and/or any other artifact the instructor deems necessary for evaluation.

Getting Help with PASS-PORT
You can receive assistance in using PASS-PORT from various sources depending on your needs and questions. Use the list below to contact and/or seek assistance from the appropriate source:

- PASS-POR Training and/or assistance: John Fulwiler, e-mail john.fulwiler@selu.edu. Check the NEWS section in PASS-PORT for scheduled training sessions.
- Field experiences: Dr Gerald Keller, PK-16 Field Placement Coordinator, located in the Dean’s Offices 1018 in the TEC, (985) 549-2199.
- Course Requirements: Assigned instructor

It is also recommended that you go through the on-line PASS-PORT Candidate Overview located at http://pass-port.org/training/candidate and/or download a copy of the PASS-PORT Candidate Manual.

REFERENCES


