

SPED 63957 Assessment and Evaluation in Early Childhood Services

Syllabus
Spring 2013

Who are the Instructors and how can I reach them??

Ashley Lyons, M.Ed.
ECI doctoral student
Office: 220 White Hall
Phone: 330-752-3858
E-mail: anlyons@kent.edu
Skype Name: Ashley Lyons

Tom Rendon, MBA
ECI doctoral student
Virtual office contact
Phone: 515-326-5389
Email: trendon@kent.edu
Skype Name: Tom Rendon



Note: Office hours are by appointment only. Please sign up on Ashley's calendar or email Tom.

- Uniform resource locator (URL) for Ashley's appointment calendar:
<http://www.brownbears.wv.com/freecal/ANLCalendar>
- URL for course dropbox folder: <https://dropbox.kent.edu/list/index.cfm>
 - password is "anlanl"
 - folder is Assessment
- URL for course learning system (Blackboard Learn - BBL): <http://learn.kent.edu>
 - Flashline username and password
 - SPED 63957 Assess/Eval in ECS

What is the description of the course?

Examines a range of systems for comparing and observing early childhood services, practices, for young children and families including: child find, screening, eligibility, programmatic assessment, performance monitoring, program evaluation, and accountability. Discusses issues and trends related to assessing young children with disabilities (e.g., high stakes testing, assessing family outcomes, cultural and linguistic differences).

What are the learning outcomes for the course?

Participants will:

- Understand and remember the basic purposes, functions and practices of early childhood intervention (ECI) assessment and evaluation and appreciate and value its importance in working with young children and their families.
- Compare various assessment instruments to the evidence base for their use.
- Understand and be able to apply the principles of recommended assessment practices for young children, particularly those with disabilities and delays.

- Understand and be able to describe assessment and performance monitoring as elements of a curriculum framework.
- Describe the rationale for authentic assessment practices, what makes assessment authentic or not and why that matters.
- Be ready to implement quality assessment practices including articulating and justifying purposes for assessment, the instruments selected, proper administration practices, and the appropriate use of results; and to see oneself as qualified assessors in roles as early childhood interventionists.
- Understand and feel confident discussing the current issues, trends, and recommended practices related to assessing young children.

When and where will we meet?

- The class is a combination of a) face-2-face (otherwise known as f2f or onground) meetings in room **210 White Hall** from **4:30 pm EST to 7:00 pm EST** on **Wednesdays**; b) synchronous online meetings held from **4:30 pm EST to 7:00 pm EST** on **Wednesdays**, and c) asynchronous (no common time) online learning opportunities. We will use a Hybrid model of instruction.
 - Hybrid **courses** combine face-to-face meetings with online-learning activities. People often think an online course duplicates what an instructor teaches in the classroom. Instead, hybrids should integrate the best qualities of both the face-to-face and online activities to create a complete course. Hybrid courses can also be referred to as blended learning (Learning Technology Center, 2011).
- Specifically, we will work, collaborate, and share using two technologies (defined next). The two technologies include a course learning system – *Blackboard Learn (BBL)*, and a software application that allows for conferencing over the Internet – *Skype*.
- See Course Calendar file posted in BBL for an overview of weekly formats/locations as well as each week’s topical agenda and assignment due dates if there are any. Be sure you are familiar with how to locate the Course Calendar and check it regularly to make sure you are aware of the weeks’ topics, readings and assignments.

How will participants in the course and the instructors communicate and interact with one another?

- Primarily through the use of a collaborative space in Blackboard Learn (BBL) (<https://learn.kent.edu/>) and with professionalism and respect.
- Everyone must follow the rules of netiquette in all correspondence. See <http://www.albion.com/netiquette/corerules.html>
- Timely feedback will be provided to students via BBL, screencast recordings, and/or university e-mail.
- Meetings (f2f, phone, Internet) can be made with Ashley or Tom as needed.
- Efforts to respond to course participants within 48 hours.

What is Blackboard Learn?

- Blackboard Learn (BBL) is a course learning system. Features include discussion threads, e-mail, course calendar, and course content.
- Class information including syllabus, course calendar, course policies, description of assignments, weekly lectures, supplemental readings, tips, and related links are posted within BBL.
- You can obtain desired course information using any Internet browser and going to <https://learn.kent.edu/> and logging using your KSU flashline username and password and clicking on **SPED 63957-001-201210: ASSES/EVAL EC SERVICES** space. If you need support – go to contact <http://support.kent.edu>



What is Skype?

- Skype is an Internet software that allows for video and audio conferencing, conference calling, and instant messaging as well as file share. The software is free and can be downloaded onto a MAC or Windows based machine.
- Worried about privacy? Read more about Skype's privacy policy (<http://www.skype.com/intl/en-us/legal/privacy/general>) and/or talk to the instructors about options for setting up an account.



Are there required readings for this class?

- Yes, there is **one** required *text* and **one** required *monograph*. The readings can be purchased from the publishing companies, checked out from a library, and/or purchased online (e.g., through Amazon).

- Required Text: Grisham-Brown, J. L., & Pretti-Frontczak, K. (Eds). (2011). *Assessing young children in inclusive settings: The blended practices approach*. Baltimore: Paul Brookes Publishing Company. (<http://www.brookespublishing.com/store/books/grisham-brown-70571/index.htm>)

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- Required Monograph: McLean, M., & Snyder, P. (eds.) (2011). *Young Exceptional Children Monograph, No. 13: Gathering Information to Make Informed Decisions: Contemporary Perspectives about Assessment in Early Intervention and Early Childhood Special Education*. Missoula, MT: Division for Early Childhood, Council for Exceptional Children. http://www.dec-sped.org/Store/YEC_Monograph_Series



- There is also one recommended text: Bagnato, S.J., Neisworth, J.T., & Pretti-Frontczak, K. (2010). *LINKing authentic assessment and early childhood intervention: Best measures for best practices*. Baltimore: Paul H. Brookes Publishing Co. We refer to it frequently and feel it is a good resource to help students be critical consumers of various assessments; however, they are not required to purchase.



- Additional required readings will be posted in BBL at least a week before each class session.
- Students are expected to seek additional resources by conducting searches of educational databases (e.g., ERIC) and/or visiting the library as needed.
 - KSU Library main page: <http://www.library.kent.edu/page/10000>
 - Information for accessing KSU Library resources off campus: <http://www.library.kent.edu/page/10231>
 - Direct Link to KSU databases: <http://www.library.kent.edu/page/10680>
 - Four part library search tutorials: <http://www.ehhs.kent.edu/ceecrt/index.php/student-information/current-student-portal>

- Students are also expected to seek additional resources (not just electronic resources). Additional resources can include experts, printed materials, multi-media works etc.
 - See the Writing and Research Tools posted online for more support: <http://www.ehhs.kent.edu/ceecrt/index.php/training/resource-library>
- Students are not expected to read everything posted or available on a given topic, but should be able to fully participate, complete assignments, and enhance skills.

What are the required assignments and can any of them be modified to better meet my personal goals?

- Full descriptions of course assignments are posted in BBL (Homepage | Assignment Support and Resources)
- All assignments can be modified to meet your learning goals and individual needs through conversations with the course instructors.
- Multiple means of expression are encouraged. That means some assignments may be completed using a variety of modes of multimedia expression such as video, PowerPoint, web site development, etc.

What should I expect in terms of workload?

- Time intensive in terms of reading new material, ensuring you are prepared for each class session, and completing assessments, particularly through the use of BBL and other popular technology-based instructional formats. Depending upon your comfort and experience with various technologies, your learning curve may be greater.
- Assignments, while comprehensive, should not be intensive if participants work to embed them into existing or future roles and responsibilities.

What should I do if I have questions or concerns?

- Please use the Class Q&A forum in Blackboard as well. Anyone can post answers, but using the shared forum allows everyone to hear/see the same answer.
- Still stuck? Contact Ashley or Tom.

What is expected of me as a participant in this class?

- Each person should target/identify individual goals for their participation.
- In general, all participants are expected to engage in self-reflection and evaluation activities to facilitate changes in their practice.
- Participants are expected to find creative ways to explore new ideas and solve problems.

- Participants are expected to prepare for and participate in **all** class sessions. Each week is composed of problem-based learning activities, demonstrations, lectures, discussions, time for group and individual reflection, and lectures supported by PowerPoint. Weekly content will also provide participants with opportunities to apply new knowledge and receive feedback.
- Participants are expected to complete all assignments according to directions posted in BBL and in the course policies. All assignments should be complete, professional, and on time.
- Lastly, participants are expected to use technology in their search for information, communication with the instructors and other students, and in dissemination of products. All students must ensure they have **daily** access to a computer to engage in word processing activities, e-mail communications, and Internet searches. Most students prefer to use the e-mail address/account automatically generated through the use of BBL.

What is expected of the instructors for this class?

- Flexibility
- Creation of a supportive learning environment
- Ongoing critical feedback
- Stimulating learning activities

What are the instructors' philosophy toward teaching and learning?

- Learning is co-constructed by the interactions of those involved in the learning activity.
- Much of the responsibility for learning falls to the participant, but a strong guide is needed to make learning effective and efficient.
- Improving teaching techniques requires ongoing reflection, data collection, and revision.
- Learners should be engaged and critical thinkers – but the instructors need to encourage multiple means of engagement and promote critical thinking.

Jones and colleagues (1995) describe engaged learning as follows:

In engaged learning settings, students are *responsible for their own learning*; they take charge and are self-regulated. They define learning goals and problems that are meaningful to them; have a big picture of how specific activities relate to those goals; develop standards of excellence; and evaluate how well they have achieved their goals. They have alternative routes or strategies for attaining goals--and some strategies for correcting errors and redirecting themselves when their plans do not work. They know their own strengths and weaknesses and know how to deal with them productively and constructively. Engaged learners are also able to shape and manage change (p. 8).

How can I be most successful?

- Identify strengths and emerging skills as a learner. You will need strong information literacy and writing skills. For emerging skills seek outside help from other students, other faculty, and resources on campus (e.g., Writing Center, Educational Librarian)
- Check your time management skills. This is not a class where you can allot a single day for participation. New information will be posted daily and you need to develop strategies for keeping up and moving forward on a daily basis.

Resources:

Kent State University Resources

- KSU's Library and associated resources: <http://www.library.kent.edu/page/10000>
- Student Portal (links to key class websites and tutorials): <http://www.ehhs.kent.edu/ceecrt/index.php/student-information/current-student-portal>
- CEECRT Resource library: <http://www.ehhs.kent.edu/ceecrt/index.php/training/resource-library>
- KSUtube: <http://ksutube.kent.edu>
- Kent State Multimedia Presenter: <https://mmp.kent.edu/editor/cfm/>
- Faculty Professional Development Center- Technology: <http://www.kent.edu/fpdc/technology/index.cfm>

Other Helpful Resources

APA Resources

- APA Style: <http://www.apastyle.org/learn/faqs/index.aspx>
- Getting Started with APA Style: <http://www.library.ubc.ca/pubs/apastyle.html>
- APA Reference Style Guide: http://library.nmu.edu/guides/userguides/style_apa.htm
- Purdue Online Writing Lab for APA: <http://owl.english.purdue.edu/owl/resource/560/01/>