San José State University
Lurie College of Education, Department of Special Education
EDSE 108: Assessment and Evaluation for Young Children, Spring 2022

Course and Contact Information
Instructor: Andrea Golloher
Office Location: SH 235 (if on campus)
Email: andrea.golloher@sjsu.edu (preferred mode of contact)
Office Hours: Mondays, 2:00-4:00 or by appointment
Class Days/Time: Mondays, 4:00-6:45 (see schedule for meeting dates)
Classroom: SH 230

Course Description (from SJSU Catalog)
This course will look at the identification, description, and assessment of typical and atypical young children from birth through kindergarten. The course will also provide 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.

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) 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) 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.

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).

Course Goals and Knowledge Base
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)
By the end of the semester, students in this course will be able to...

1. Describe various types of assessment strategies used with young children with disabilities from birth through kindergarten and when to use them.
2. Explain recommended practices for observing children and strategies for data collection.
3. Perform a developmental assessment with young children from birth through kindergarten.
4. Write a strength based developmental assessment report for young children from birth through kindergarten.
5. Develop IFSP and IEP instructional goals and objectives which reflect each child’s unique strengths and needs.
6. Identify and plan the use of strategies for collaborating and communicating with families of students with disabilities.

Required Texts/Readings


Caroline Curriculum - CHOOSE ONE


OR


Access Online (links on Canvas):


## Course Requirements and Assignments

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<thead>
<tr>
<th>Assignment</th>
<th>Objectives</th>
<th>Points</th>
<th>Percent</th>
<th>TPEs</th>
<th>CLOs</th>
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</table>
| **Group project: Carolina Assessment Report** | • Complete curriculum-based assessment following parameters outlined in the assessment manual  
  • Analyze results of the assessment  
  • Identify necessary accommodations for child based on assessment results  
  • Connect assessment to instructing by developing IFSP/IEP goals based on findings from the assessment  
  • Write formal assessment report | 30     | 15%     | ECSE 1.1, 1.4, 1.6, 3.5, 3.6, 4.8, 5.5, 5.6, 5.8 | 1, 3, 4, 5 |
| **Group project: Assessment Tool Presentation** | • Gain familiarity with developmental screening and assessment tools used with young children  
  • Describe the uses of standardized assessments in early intervention/early childhood special education  
  • Describe the limitations to using standardized assessments  
  • Complete formal presentation | 50     | 25%     | ECSE 5.1, 5.2, 5.3 | 1, 2 |
| **Group project: Mock IFSP/IEP meeting** | • Apply knowledge of child development and assessment findings as part of the development of an individualized education program or family service plan  
  • Work collaboratively with other IFSP/IEP team members, including parents, to complete the IFSP/IEP forms  
  • Describe child’s present levels using a strengths-based orientation to the child’s abilities  
  • Identify and write IFSP outcomes or IEP goals related to areas of need based on child’s present levels  
  • Use assessment data to identify accommodations and related services that may be necessary for the child’s learning and development | 25     | 12.5%   | ECSE 1.1, 1.6, 3.5, 4.8, 5.1, 5.2, 5.6, 5.7, 5.8, 6.3, 6.9, 6.11 | 4, 5, 6 |
<p>| <strong>Professionalism: Timeliness</strong>     | • Demonstrate ability to effectively manage time commitments by: Turning in assignments on time OR proactively reaching out to instructor to establish a plan to submit assignments if needed | 10     | 5%      |                  |      |
| <strong>Exit Tickets</strong>                    | • Apply content discussed in class to demonstrate learning | 5*5pts=25pts | 12.5%   |                  | all  |</p>
<table>
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| Online assignment: Recommended Practices Module - Assessment | ● Explain what assessment practices are, and describe how they support children’s short-term and long-term goals.  
● Describe key assessment principles to make optimal data-driven decisions related to intervention practices. | 10 | 5% | ECSE 5.1, ECSE 5.2, ECSE 5.3 | 1, 2 |
| Online assignment: Objective documentation practice | ● Demonstrate ability to engage in objective assessment  
● Reflect on differences between objective and subjective assessments | 10 | 5% | ECSE 1.6, ECSE 4.6 | 2 |
| Online assignment: IRIS module and activities to support emergent bilingual children | ● Describe young children who are dual language learners  
● Describe the importance of maintaining children’s home languages at the same time they are learning English  
● Understand the importance of collaborating with families of young children who are dual language learners  
● List considerations for screening and evaluating young dual language learners with disabilities  
● Identify strategies for supporting young dual language learners with disabilities | 10 | 5% | ECSE 1.4, ECSE 5.3, ECSE 5.4, ECSE 5.7 | 1 |
| Online assignment: IFSP/IEP Goal assignment | ● Write IFSP outcomes and IEP goals that specify the audience, behavior, conditions, and degree in parent-friendly language  
● Align IFSP outcomes and IEP goals with the appropriate Learning Foundations and Standards | 10 | 5% | ECSE 1.1, ECSE 1.6, ECSE 3.4, ECSE 4.8, ECSE 5.6, ECSE 5.8 | 5 |
| Online assignment: Data collection method | ● Develop objective, observational methods to monitor progress on IFSP outcomes or IEP goals  
● Explain how progress monitoring informs instructional activities | 10 | 5% | ECSE 1.6 | 2 |
| Online assignment: DRDP Practice | ● Gain familiarity with the Desired Results Developmental Profile  
● Use the DRDP to assess children’s development | 10 | 5% | ECSE 1.6, ECSE 3.1, ECSE 3.4, ECSE 5.5 | 1 |
| **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
- University’s Syllabus Information web page
### Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A plus</td>
<td>98 or above</td>
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<td>93 up to 98</td>
<td>A minus</td>
<td>90 up to 93</td>
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<tr>
<td>B plus</td>
<td>87 up to 90</td>
<td>B</td>
<td>83 up to 87</td>
<td>B minus</td>
<td>80 up to 83</td>
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<tr>
<td>C plus</td>
<td>77 up to 80</td>
<td>C</td>
<td>73 up to 77</td>
<td>C minus</td>
<td>70 up to 73</td>
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<tr>
<td>D plus</td>
<td>67 up to 70</td>
<td>D</td>
<td>63 up to 67</td>
<td>D minus</td>
<td>60 up to 63</td>
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<td>Below 60</td>
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**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 - lead to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework.

Rather than deducting points for individual late assignments, you will be graded on your ability to manage time as a professional. This means that you will either submit assignments on time or proactively reach out to your instructor to develop a plan to submit the assignments, in cases of emergencies that may arise that impact your ability to submit these assignments. As much as possible, please contact me BEFORE the due date to make arrangements if you will not be able to submit the assignment on time. Note that assignments will close one day after the submission deadline. Students will need to request permission to submit an assignment late.

**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 course work 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 (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 Syllabus Information web page (https://www.sjsu.edu curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

**Accommodations for Students with Disabilities**

Presidential Directive 97-03 requires that students with disabilities requesting accommodations register with the Accessible Education Center (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed. If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

**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.

• 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.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission.

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Zoom Classroom Etiquette

• Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.

• Be Mindful of Background Noise and Distractions: Find a quiet place to “attend” class, to the greatest extent possible.
  ○ Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  ○ Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.

• Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level.

• Limit Your Distractions/Avoid Multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom)

• Use Appropriate Virtual Backgrounds: If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. We also offer numerous workshops for students every semester.

To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling.
# EDSE 108, Spring 2022, Course Schedule

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

<table>
<thead>
<tr>
<th>Week Date Location</th>
<th>Topics</th>
<th>Readings and Modules</th>
<th>Assignments duExie</th>
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</table>
| 1 Jan 31 In Person | ● Introductions  
● Purposes of assessment: Diagnostic, formative, and summative | | Exit Ticket 1: Introductions |
| 2 2/7 Online | Online lecture (details on Canvas)  
● Recommended Practices Module (RPM): Assessment | ● Textbook, Ch 1-3  
● WestEd (2015) | Online assignment: RPM Worksheet (details on Canvas) |
| 3 2/14 In Person | ● IDEA Eligibility for early intervention, preschool, and kindergarten  
● Determining eligibility | ● Parent Center Hub Part B and Early Intervention Eligibility Overview (details on Canvas) | Exit Ticket 2: Eligibility Definitions Match |
| 4 2/21 Online | Online lecture (details on Canvas)  
● Collecting information  
● Developing recording systems | ● Textbook, Ch 4-5, 9 | Online assignment: Objective Documentation Practice |
| 5 2/28 In Person | ● Compiling, summarizing, and interpreting assessment information  
● Introduction to Standardized Tests  
● Team Assessment Tool assignment overview | ● Textbook, Ch 6-7 | Exit Ticket 3: Interpreting and understanding findings |
| 6 3/7 Online | Online lecture (details on Canvas)  
● Supporting emergent bilingual children with disabilities  
● Assessment considerations for emergent bilingual children | ● Wackerle-Hollman & Durán (2020) | Online assignment: IRIS Module assessment questions & activities |
| 7 3/14 In Person | ● Formative assessment to inform instruction  
● Carolina Curriculum Overview  
● Review Carolina Curriculum Assessment Report assignment | ● Textbook, Ch 7-8  
● Review Carolina Manual | Exit Ticket 4: Carolina Overview |
| 8 3/21 Online | ● Work week: Team Assessment Tool  
● Check in with Dr. Andy - Team Assessment Tool assignment and/or Carolina Curriculum Assessment assignment | | |

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EDSE 108, Spring 2022
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Location</th>
<th>Topics</th>
<th>Readings and Modules</th>
<th>Assignments due</th>
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<tbody>
<tr>
<td>9</td>
<td>3/28</td>
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<td>Spring Break</td>
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<tr>
<td>10</td>
<td>4/4</td>
<td>In Person</td>
<td>● Team Assessment Tool Presentations (groups 1, 2, &amp; 3)</td>
<td>● Textbook, Ch 10</td>
<td>Team Assessment Tool Presentation</td>
</tr>
</tbody>
</table>
| 11    | 4/11 | Online  | Online lecture *(details on Canvas)*  
● IFSP/IEP meetings  
| 12    | 4/18 | In Person| ● Team Assessment Tool Presentations (groups 4 & 5)  
● In class work time: Carolina Curriculum Assessment Report |                      | Team Assessment Tool Presentation  
Assessment Tool Google Form |
| 13    | 4/25 | Online  | Online lecture *(details on Canvas)*  
● Progress monitoring | ● Bishop et al. (2020) | Online assignment: Data Collection Method |
| 14    | 5/2  | In Person| ● IFSP/IEP Teams: Roles & Responsibilities  
● Engaging families: Developing family input tools  
● Mock IFSP/IEP meeting assignment overview  
● In class work time |                      | Carolina Curriculum Assessment Report  
Exit Ticket 5: Parent Questions |
| 15    | 5/9  | Online  | Online lecture *(details on Canvas)*  
● Overview of California Learning Foundations for Infants, Toddlers, and Preschoolers  
● Alignment of the Foundations to the Kindergarten Standards  
● Introduction to the Desired Results Developmental Profile (DRDP) | ● Review CDE (2012) Alignment Document  
● DRDP (linked in Canvas) | Online assignment: DRDP Practice |
| 16    | 5/16 | In Person| Mock IFSP/IEP Meetings |                      |                 |
| Final | 5/23 | 5:15pm In Person| Mock IFSP/IEP Meetings |                      |                 |