

CURRICULUM PROPOSAL FORM #4
UNIVERSITY OF WISCONSIN-WHITEWATER
CHANGE IN OR DELETION OF EXISTING COURSE

Type of Action

<input type="checkbox"/> Course Deletion	<input type="checkbox"/> Requisite Change
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Repeatability Change
<input checked="" type="checkbox"/> Description Change	<input type="checkbox"/> Diversity Option
<input checked="" type="checkbox"/> Title Change General	<input type="checkbox"/> Education Option
<input type="checkbox"/> Number Change	<input type="checkbox"/> area:
<input type="checkbox"/> Contact Hour Change	<input type="checkbox"/> Computer Requirement
<input type="checkbox"/> Credit Change	<input type="checkbox"/> Writing Requirement
<input type="checkbox"/> Add Cross-listing	<input type="checkbox"/> Other

Effective Term: Spring, 2001

New/Current Course Number: 480-461/661

Old Course Number: 480-461/661

New/Current Course Title: Formal Assessment for Young Children

Old Course Title: Diagnosis and Assessment in EC:EEN and SH

15 Character Abbreviation: FormAsmtYC

25 Character Abbreviation: Formal Asmt Young Child

Co-Sponsors: Ni Chang, Nancy Fowell (Emeritus), Poonam Kumar, Ann Riall,
Mary Lou Rossini

Departments: Curriculum and Instruction and Special Education

College: College of Education

Other Programs Affected: None

Check if course is required in: Major/Emphasis (specify):
 Minor/Emphasis (specify):
 Other (specify):

Attach the following:

I. Detailed explanation of changes (use FROM/TO format)

FROM

Focuses on the specialized assessment practices for young children and those with severe disabilities. Context includes development of skills to administer diagnostic-prescriptive instruments and how to use assessment information in developing Individual Education Plans (IEP's) and how to present evaluative data to a multidisciplinary team.

Prereq: 480-426/626. Restricted to students with professional ed admission

TO

This class provides the students with knowledge of the legal and ethical considerations related to the assessment of young children (Birth through age eight). Students will acquire skills related to developmental screening, determination of eligibility for special education, conducting norm-referenced assessments, writing reports, and communication with parents and other professionals.

Prereq: With his or her cohort group, the student must have completed, successfully, all prior classes comprising the published Early Childhood Education course-of-study. Restricted to students with professional ed admission, and ECE majors.

Justification for action

This course revision is a component of a new Early Childhood Education major. The content of this class has been revised to develop student outcomes consistent with the expected student outcomes of the new program. This revision includes additional content previously covered in a course that is not part of the new curriculum. Additionally, some material has been dropped from this class and included in a new class, "Authentic Assessment of Young Children."

Course Description:

This class provides the students with knowledge of the legal, ethical and procedural considerations related to the assessment of young children (Birth through age eight), some of whom may have disabilities. Students will acquire skills related to developmental screening, determination of eligibility for special education, conducting norm-referenced assessments, writing reports, and communication with parents and other professionals.

UPDATED SYLLABUS

1. The student will demonstrate understanding of concepts, tools, and structures of assessment (.e.g. validity, reliability, bias, test construction, and scoring concerns) (INTASC/WSTDL #8; NAEYC/DEC 4.1.4,4.1.9)
2. The student will demonstrate understanding of using multiple perspectives from which to view young children. (INTASC/WSTDL #8, NAEYC/DEC #4.1.1)
3. The student will demonstrate understanding of the purpose and overall process of assessment for young children (INTASC/WSTDL.#8; NAEYC/DEC #4.1.4, 4.1.7)

4. The student will demonstrate the ability to develop an Individual Assessment Plan (i.e. select appropriate assessment instruments and procedures) (INTASC/WSTDL #8; NAEYC/DEC # 4.1.9,4.1.4)

5. The student will develop knowledge regarding the appropriate and inappropriate uses of screening for young children.. (INTASC/WSTDL #8; NAEYC/DEC #4.1.4, 4.1.9)

(2) The student will correctly plan, conduct and report results of formal developmental assessments of young children for the purpose of eligibility determination. (INTASC/WSTCL #8; NAEYC # 3.1.9, 4.1.3, 4.1.1, 4.1.5,4.1.8, 4.1.9)

(3) The student will demonstrate the ability to evaluate assessment instruments designed for young children..

(4) The student will demonstrate the ability to appropriately share assessment results with parents and other professionals. (INTASC/WSTCL #8; 4.1.5, 4.1.8)

(6) The student will demonstrate the ability to serve as a member of a team to assess a young child, to develop an accurate, family-friendly report, and to provide appropriate feedback to colleagues. (INTASC/WSTDL #8; 10; NAEYC/DEC # 3.1.6, 4.1.5, 4.1.8, 4.1.9)

Possible Textbook: Nuttall, E., Romero, I, and Kalesnik, J. (Eds.) (1999). Assessing and screening preschoolers: Psychological and educational dimensions. Allyn and Bacon, Boston.

Note: This class will be taught concurrently with School Psychology (*****). Students will work in teams with school psychology graduate students.

COURSE TIMETABLE

Date	Topic
Week #1	Session 1 Distribution and discussion of Syllabus Overview of Assessment in EC:EEN Role & Importance of Assessment in ECSE;
Week #2	Introduction to Legal, Procedural and Ethical procedures in testing Assessing Culturally and Linguistically Diverse Children Session 2
Week #3	Eligibility Criteria for Birth to Three and Preschool Special Education Norm-referenced and Criterion-referenced compared: Strengths and weaknesses of each; appropriate and inappropriate purposes of each. Session 3 Working as an Interdisciplinary Team

Week #4

Session 4

Case Finding and Screening: Issues and Practices
Review of Specific Screening Instruments (DIAL-R, Denver II, Brigance, ESI-P, etc.)
Interviewing Family Members: A Collaborative Process

Week #5

Session 5

Review of Single Domain Assessment Instruments
(Cognition, Communication, Social/Emotional, Motor, Pre-Academic, vision and hearing)

Week #6

Session 6

Report Writing
Team Meeting Time (2nd half of class)

Week #7

Session 7

Assessment of Cognitive Abilities
DAS (Differential Ability Scales) WIPPSI, Bayley Scales of Infant Development, Stanford Binet, etc.

Week #8

Session 8

Battelle Presentation
Functional and Adaptive Assessments

Week #9

Session 9

Mullen Scales Presentation
Assessing Motor Skills

Week #10

Session 10

LAP-D Presentation
Assessing Communication Skills

Week #11

Session 11

Pre-School Vineland Presentation
Assessing Social Interaction & Play Skills

Week #12

Session 12

Kaufman Assessment Battery for Children Presentation
Neuropsychological Assessment of Preschool Children

Week #13

Assessment of Children with Vision and Hearing Impairments

Week #14

Session 14

Team Meeting Time (1st half class)
Linking Assessment to Curriculum: Development of Goals and Objectives for IFSP/IEP

Ungraded Knowledge Checks:

Each week I will randomly choose several people to respond to questions from the readings. We will use this activity as an opportunity to clarify points from the readings.

Class Participation:

This class emphasizes working as a team. You are therefore expected to keep up with the readings, participate in class discussion, and contribute to your teams as a professional. If you must miss a class, inform your instructor prior to class meeting via voice mail or Email. The level of your participation can influence your final grade.

Graded Activities**I. Observation of Community-Based Screening**

Task: Observe a community-based developmental or kindergarten screening the submit report which includes a description of the experience, and a reflective statement regarding the value of the experience for your professional growth.

Report Due: **

Points: Up to 25

II. Instrument Critique and Presentation (specific instrument to be assigned to a team of about five students). This presentation will probably be video-taped.

Task: Team Formation

Date: **

Task: Team presentation

Due: See class schedule for specific dates

Points: Critique Paper : - Up to 75 points per team member

Presentation : - Up to 75 points per team member

Note: You will be presenting the critique with students from School Psychology. Some teams will present to this class, and others will present to the School Psychology Class. Each team will be videotaped and provided with an opportunity to self-evaluate their presentation.

The content will include: (1) a critical review of the test (i.e. strengths and weaknesses, validation data, reliability information); (2) content; (3) administration procedures; (4) the purpose of the test; (5) reporting results, and supportive handouts and AV materials; (6) a reference list for all class members will also be distributed. Your presentation must include a class activity.

III. Assessment of Young Children

Task A: Single Domain Assessment

Subtask 1. Select Assessment Instrument & submit selection in writing

Due:

Points: 5

Subtask 2: Conduct Assessment with a preschool child with your partner observing.

Subtask 3: "Shadow" a partner conducting the single domain assessment and develop a report of the observation

"Shadow" protocol and report due: Points: Up to 50

Subtask 4: Develop individual Report

Due: (2 copies of report, protocol, and relevant tables must be submitted)

Points: Up to 100

Subtask 5: Review and evaluate a colleague's Single Domain Assessment Report

Review of colleague report due:

Points: Up to 50

Task B: Conduct a comprehensive assessment of a young child with a team

Subtask 1: Teams formed for comprehensive assessment (same as for instrument presentation)

Due:

Subtask 2: Conduct assessment as a team

Subtask 3: Develop a "seamless" team report, written in family-friendly terms.

Due:

Points: Up to 100

Note:

This activity will be conducted with students in the school psychology program.

The assessment report will include family interview, direct observation of the child at school or at home, and use of a standardized assessment (WIPPSI conducted by School Psychology team member) a comprehensive developmental assessment instrument and at least one other instrument.

Make sure you have the permission of the parents, that you maintain confidentiality, and that you inform the parents that you are practicing the skills of assessment.

IV. Class Portfolio:

Submit a reflective statement regarding the outcomes of this class. Link your reflection to your personal goals for this class and to the INTASC/WSTDL Principles. Attach a description of how you plan to organize the class materials, and the products you developed.

Due: Points: Up to 15

Graduate Project: Graduate students will be expected to take leadership roles on presentation and assessment teams. Your assignment reflective statements on these assignments should address the skills you used as team leader.

Please Note All assignments must be typed and organized in a professional manner. Feedback forms must be attached to all submitted work. All test instrument selections must be approved by the instructor. Three classes missed will automatically lower your grade by one letter. Pop

quizzes may be given on the chapter content. Make sure that you always keep a copy of everything you submit.

The instructor reserves the right to alter the syllabus as deemed necessary.

Religious Observance Absence

It is the responsibility of the student to notify the instructor of the day(s) to be missed by the end of the second week of class in order to plan for assignment adjustments.

Statement on Academic Misconduct

Deliberately representing the words or ideas of another as one's own, or intentionally helping someone else cheat on an exam or other class task are forms of academic misconduct. This includes submitting falsified data on assessment reports. Students who engage in such conduct will be penalized. The penalty can include dismissal from the University. Please see me if you have any questions concerning academic misconduct or the rules regarding academic misconduct (UWS Chapter 14)

GRADING POLICY FOR UNDERGRADUATES

The following criteria will be used to determine the grade

90% and above of total points = A
80-89% of total points = B
70-79% of total points = C
60-69% of total points = D
Less than 60% of total points = F

GRADING POLICY FOR GRADUATES

The following criteria will be used to determine the grade

93% and above of the total points = A
88-92% of the total points = AB
83-87% of the total points = B
78-82% of the total points = BC
73-77% of the total points = C
68-72% of the total points = D

