*This **sample** syllabus provides ideas, resources, activities, readings, and assignments, aligned with the Initial Practice-Based Standards for Early Interventionists/Early Childhood Special Educators (2020) and DEC Recommended Practices. Consider state and university policies and add as appropriate. This is an example only and is not a complete syllabus.*

ECPC Sample Syllabus
Topic: Standard 4 - Assessment Processes
Semester Year

Instructor: **Office:** **Email:** **Phone:**	**Primary Delivery Format:** **Class Location:** **Office hours:**

**Indicate preferred method of communication and response time to be expected.

Course Information

Course Description
Faculty will insert their course description here. This example is Standard 4.
***Example**.* This course is designed to help students gain knowledge and understanding of the purposes of assessment in relation to ethical and legal considerations. Students will learn how to choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, students will develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. Students will analyze, interpret, document, and share assessment information using a strength-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting. 3 Credits.

Required Text *(Insert textbook title or readings and access, and/or recommended text)*
Example: To support student learning, required readings will be available on the course website.

Standard 4 Components - Student Learning Outcomes
Faculty will break down the Standard 4 Components and describe the knowledge, skills, and dispositions students are expected to learn upon successful completion of the course.
***Examples**:* As a result of active participation and successful completion of course requirements:
4.1   Students understand the purposes of formal and informal assessment including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program. Explain state and federal mandates related to assessment in early intervention and early childhood special education.
4.2   Students develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families, and other professionals.
4.3   Students analyze, interpret, document and share assessment information using a strength-

based approach with families and other professionals.
4.4   In collaboration with families and other team members, students use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

ECPC Curriculum Planning Tool

Faculty can use the ECPC Curriculum Planning Tool to develop initial Early Intervention/Early Childhood Special Education (EI/ECSE) programs and blended Early Childhood Education (ECE) and EI/ECSE programs aligned with personnel preparation standards and DEC Recommended Practices. The tool can be used to ensure that the standards and recommended practices are embedded within and throughout the curriculum.

This is a downloadable excel file and should be personalized to meet the needs of your EI/ECSE or blended ECE/ECSE program. The tabs represent the EI/ECSE Practice-based Professional Standards and are not intended to represent single courses within an EI/ECSE program.

Tentative Semester Course Outline
Example: *Include a course schedule for transparency of expectations. Example topics, readings and assignments below. Consider field placement and or practicum requirements.*

Week	Standard 4 Components	Topic and Readings	Activity Bank *(examples of course activities*
1	4.1, 4.4	Overview of assessment	Get to know your assigned cross-disciplinary team and partner family. You will work together throughout the semester to complete assignments that will support your culminating Assessment Report project.
2	4.1	Purposes of assessment *Screening *Eligibility *Intervention/Instructional planning	Observe a child participating in an activity (e.g., outside play, classroom center, tummy time, mealtime) and write down what you observe.
3	4.1	Purposes of assessment *Instructional monitoring *Child progress monitoring *Program evaluation	Describe two types of assessments used by personnel in your local preschool or childcare center.
4	4.2, 4.4	Legal basis of assessment in EI/ECSE *State mandates *Federal mandates	Identify the screening and eligibility requirements in your state using state resources and references, include citations.
5	4.2	Recommended practices in assessment *Working with families *Family-centered practices in assessment	Identify a child strengths, needs, preferences and interests by completing an observation form with your partner family

6	4.2	Recommended practices in assessment *Infants and toddlers *Multiple sources	Conduct a family interview with your partner family.
7	4.2	*Criterion reference *Eligibility determination *Screening tools	Review an assessment tool (e.g., screening tool, a norm-referenced assessment, curriculum-based assessment) – see guidelines in the assignment section of the syllabus.
8	4.3	What is authentic assessment? *Observation techniques *Rubrics	Complete an environmental assessment and report with your cross disciplinary team. See assignments section of the syllabus for more information.
9	4.4	What is authentic assessment? *Cultural & linguistic diversity *Equity	Discuss in detail three strategies to use when conducting assessments with culturally diverse children and families.
10	4.4	Assessment when working with young children with: *Sensory impairments *Severe & multiple disabilities	Explain why educational assessments may be challenging for a child with a sensory impairment. Explore the Quality Indicators for Assistive Technology and create a table of low tech/ high tech AT tools that might benefit a child's development and learning.
11	4.1, 4.2, 4.3, 4.4	Assessment when working with young children with: *Autism *Mental Health *Challenging behavior	Describe a screening tool used for early identification of autism and the importance of the tool.
12	4.1, 4.2, 4.3, 4.4	Using assessment data to develop child and family outcomes/goals	Use the ECPC Cross Disciplinary Intervention/ Instruction Case Study and identify the ways assessment data could be used to develop child and family outcomes/goals.
13	4.1, 4.2, 4.3, 4.4	Using assessment data to plan interventions and instruction	Use the ECPC Cross Disciplinary Intervention/ Instruction Case Study and identify the ways assessment data could be used to plan intervention and instruction.

| 14 | 4.1, 4.2, 4.3, 4.4 | Monitoring progress
Reporting program outcomes | Assessment Report |
| 15 | 4.1, 4.2, 4.3, 4.4 | Writing assessment reports
Data-based decision making | Assessment Report |

Other considerations for your syllabus:
Examples:

Grading and Course Expectations

Course Guidelines (*Modify content as needed for your class.*)

	Before Class Sessions	**During Class**	**Assignments**
Be Respectful	Come prepared to engage in discussions and activities.	Use appropriate and professional language. Honor diverse opinions and perspectives. Use "person-first" language when addressing someone with a disability. Ex. "A person with autism"	Obtain instructor permission ***prior*** to due dates if more time is needed.
Be Responsible	Read and/or view expected context ***before*** class sessions. Contact instructor if you are unable to attend class.	Attend class sessions and actively participate in discussions and activities. Maintain personal, student and school confidentiality. Ensure technology is turned off to eliminate distractions for yourself and others.	Submit original work. Maintain academic integrity. Submit assignments on time. Submit electronically via BrightSpace
Be Informed	Follow syllabus, guided notes and class presentations regarding content to be read or viewed.	Sign up for BrightSpace notifications. Check your email regularly. Be alert to cancellations due to weather, instructor emergency, etc.	Identify assignment due dates on the BrightSpace class calendar, guided notes, class presentations and syllabus. Ask questions about assignments in class, through email or during office hours. Assignments can be revised with instructor permission.

Attendance and Participation
Example: Participation in the discussion board is a graded requirement of the class and missed deadlines without prior permission or without a valid excuse will result in a reduced grade for that week's class. Missing deadlines on more than one occasion without prior permission or a valid excuse will result in a discussion with the instructor about the student's ability to continue with the class.

People First Language
Example: All assignments must be completed using People First Language. Points will be deducted if these conventions are not followed. The following websites present additional resources on People First Language: Snow, K. (2005). People first language. Retrieved from http://www.inclusioncollaborative.org/docs/Person-First-Language-Article Kathie Snow.pdf

Resources
Listed below are resources students may find to be helpful as they learn about the field of Early Intervention/Early Childhood Special Education.

- *CEC Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators -EI/ECSE (2020)*
- *Professional Standards and Competencies for Early Childhood Educators*
- *CONNECT Modules (Module 5)*
- *Early Childhood Recommended Practices Modules (Module 7)*
- *Authentic Child Assessment Practices E-Learning Lessons*
- *Authentic Assessment Learning Modules*
- *ECPC Cross-Disciplinary Competencies*
- *ECPC Resources and website*
- *Center for Parent Information and Resources*
- *Family Voices*
- *Authentic Assessment in Early Intervention module*

Journals in EI/ECSE
Journals that publish early childhood and early intervention (there are many more, but these are excellent choices for you to consider). Consider explaining how to use these to support practice and to examine current research – clarify the difference between practitioner-based journals and research-based journals.

- *Infants and Young Children*
- *Topics in Early Childhood Special Education*
- *Journal of Early Intervention*
- *Journal of Special Education Technology*
- *Young Exceptional Children*
- *Teaching Exceptional Children*
- *Intervention in School and Clinic*
- *Journal of Early Hearing Detection and Intervention*
- *International Journal of Early Childhood Special Education*
- *Young Children*
- *Exceptional Parent Magazine*
- *Rural Special Education Quarterly*

Example Assignments

Assessment Tool Review (30 points) Students will conduct a review of an assessment tool – which may be a screening tool, a norm-referenced assessment, or a criterion referenced

assessment. The review should contain information about the intended purpose of the tool, target age range, domains assessed, reliability and validity information, a description of administration and scoring procedures, and a brief summary of the strengths and limitations of the instrument. Make this relevant to you! Use an assessment tool that you are required to use in your current position and take this opportunity to better understand the tool and purpose. Reviews must be posted to the discussion board by 11pm – see due dates below.

Environmental Rating Scales (30 points) Working in their cross-disciplinary teams, students will be required to complete one of the following environmental rating scales: the FCCERS-3, the ITERS-3 or the ECERS-3, including scoresheet and profile. This profile will be accompanied by a summary of strengths and suggested classroom environment practice to target for change.

Assessment Report (100 points) With your cross-disciplinary team, students will conduct a developmental assessment of an infant or young child (birth to 3) and write up the results in an integrated report complete with appropriate recommendations. Students are required to use multiple assessment methods, including one norm-referenced assessment tool (the Battelle Developmental Inventory is strongly recommended), and at least two authentic assessment methods (e.g. observation in the natural environment, parent/caregiver interview, informal observation tool). Formal assessments must be conducted in *at least* 2 developmental domains (social-emotional and cognitive development at a minimum) but the report should take into account development in all domains. No identifying information should be found anywhere in the assessment report, nor in any discussion board posts relating to the assessment experience. The assessment report must be submitted via Blackboard by 11pm – see due dates below.
REPORT REQUIREMENTS:
- Provide a report heading and the headings below.
- BACKGROUND INFORMATION (Include identifying information Includes child's name (pseudonym –" child one"), age, grade, date of assessment, home language.)
- DESCRIPTION OF THE ASSESSMENT (Give a describe the assessment tool including its general purpose.)
- OBSERVATIONS (Give a description of the testing environment. Briefly describe the child's behavior during assessment, if the assessment administration was valid, and if not why.)
- ASSESSMENT RESULTS (Present scores and interpretations in an organized manner (visually). Provide a brief description of subtests and score. List strengths and needs in each subtest.
- RECOMMENDATIONS (Provide a brief description of what the scores suggest about the child's skill development in relation to eligibility for special education under the category of Developmental Delay)
- Provide a signature, name, and date at the bottom.