This sample syllabus provides resources, activities, readings, and assignments, aligned with the CEC Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (2020) and DEC Recommended Practices (2014). Consider state and university policies and add as appropriate. This is not a complete syllabus; nor is it intended to suggest that the standard would be addressed in only one course in the curriculum.

ECPC Sample Syllabus
Standard 4: Assessment Processes

Course Description
This example is Standard 4.

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 learn to 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.

Required Text
Linder, T. (2008). *Transdisciplinary play-based assessment* (2nd ed.)*.* Brookes.

Standard 4 Components - Student Learning Outcomes
IHE faculty may develop additional student learning objectives by breaking down the components into sub-objectives and describing the knowledge, skills, and dispositions students are expected to learn upon successful completion of this course.

As a result of active participation and successful completion of course requirements, students will be able to:

4.1 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. Students will also be able to explain state and federal mandates related to assessment in early intervention and early childhood special education.

4.2 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 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, 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 may 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. This tool can be used to ensure that the standards and recommended practices are embedded within and throughout the curriculum.

This is a downloadable file and should be personalized to meet the needs of the EI/ECSE or blended ECE/ECSE personnel preparation program. The tabs represent the CEC Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (2020) and are not intended to represent single courses within an EI/ECSE program.

ECPC Adult Learning Planning Tool

The Evidence Based Education and Training Practices for Adult Learners Rubric is a tool for use by higher education faculty and professional development providers when planning and implementing a topic/content/practice.

These seven evidence-based adult learning practices derived from a metasynthesis of 15 research reviews of professional development which included 550 studies and 50,000 teachers and practitioners (Dunst, Bruder, & Hamby, 2015).

- Introduction: *Explain* the practice/topic/concept.
- Illustration: *Show* the practice/topic/concept.
- Authentic learning: *Implement* the practice/topic/concept.
- Reflection: *Discuss* with others how the practice/topic/concept works.
- Guidance: *Prompt* and *guide* the implementation of the practice/topic/concept.
- Performance feedback: Give *concrete* reinforcement or corrections.
- Follow-up activities: *Plan* for ongoing guidance and reflection for generalization and maintenance of the practice/topic/concept.

Topical Course Outline

Include a topical course outline. Align course topics with EI/ECSE Standards and Components.

Week	Standard 4 Components	Topic and Readings	Activities
1	4.1, 4.4	Overview of assessment	Get to know your assigned cross-disciplinary team and partner family. You will work together this semester.

Week	Standard 4 Components	Topic and Readings	Activities
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 the child's 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	Recommended practices in assessment: • Criterion reference • Eligibility determination • Screening tools	Review an assessment tool (e.g., screening tool, a norm-referenced assessment, or curriculum-based assessment) – see guidelines in the assignment section of the syllabus.
8	4.3	What is authentic assessment? • Observation techniques • Rubrics Linder, Ch. 1	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	Discuss in detail three strategies to use when conducting assessments with culturally

Week	Standard 4 Components	Topic and Readings	Activities
		• Equity	diverse children and families.
10	4.4	Assessment when working with young children with: • Sensory impairments • Severe and multiple disabilities Linder, Ch. 2 and 3	Explain why educational assessments may be challenging for a child with a sensory impairment.
11	4.1, 4.2, 4.3, 4.4	Assessment when working with young children with: • Autism • Mental Health • Challenging behavior	In two pages or less, describe an autism screening tool 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 three 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 three 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

Resources
Resources to supplement the ECPC Sample Syllabus Standard 4:
- Authentic Assessment in Early Intervention module with video clips
  - This module is a collaborative project of the Early intervention-Early Childhood Professional Development Community of Practice (EI-EC PD CoP) and the Virginia Early Intervention Professional Development Center.
- Authentic Assessment Learning Modules

- o Modules developed by the [Center for Early Education and Development](#) at the University of Minnesota
- [Authentic Child Assessment Practices E-Learning Lessons](#)
  - o A learning series about authentic child assessment practices and strategies for using the practices.
- [CEC Initial Practice-Based Professional Preparation Standards for EI/ECSE (2020)](#)
  - o Link to the standards and supporting resources.
- [Center for Parent Information and Resources](#)
  - o Link to family-friendly materials and resources.
- [CONNECT Modules (Module 5)](#)
  - o A module about the purpose, use and benefits of assistive technology interventions.
- [Early Childhood Recommended Practices Modules (Module 7)](#)
  - o A module about the importance of assessment practices.
- [ECPC Cross-Disciplinary Competencies](#)
  - o Core cross-disciplinary competence areas for use by ECI professionals.
- [ECPC Cross-Disciplinary Intervention/ Instruction Case Study](#)
  - o A case study demonstrating cross-disciplinary collaboration.
- [Professional Standards and Competencies for Early Childhood Educators](#)
  - o Link to the standards of the National Association for the Education of Young Children (NAEYC).

Journals in EI/ECSE

Below are examples of journals that publish topics about EI/ECSE. Faculty may want to explain how to use articles to support practice and to examine current research. Clarify the difference between practitioner-based journals and research-based journals.

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

Assignments

1. **Assessment Tool Review (Component 4.1)**
   Conduct a review of an assessment tool – this may be a screening tool, a norm-referenced assessment, or a criterion referenced assessment. The review should include 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.

2. **Environmental Rating Scales (Components 4.2 and 4.3)**

Working in cross-disciplinary teams, 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 practices to target for change.

3. **Assessment Report (Components 4.1, 4.2, 4.3, and 4.4)**
   With your cross-disciplinary team, 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. Use multiple assessment methods, including one norm-referenced assessment tool (e.g., Battelle Developmental Inventory), and at least two authentic assessment methods (e.g. observation in the natural environment, parent/caregiver interview, or 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.

   Report Requirements:
   - Provide a report heading and include headings for each component below.
   - Background information: Describe the child and include name (pseudonym), age, date of assessment, and home language.
   - Description of the assessment: Describe the assessment tool and overall purpose.
   - Observations: Describe the testing environment. Describe the child's behavior during assessment. Describe the assessment administration.
   - Assessment results: Present scores and interpretations in a visually-organized manner. Describe subtests and scores and list strengths and needs.
   - Recommendations: Describe your interpretation of what the scores may 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.