EDU 249 Development, Observation, and Assessment of Young Children with Exceptional Needs

CARROLL UNIVERSITY

SPRING 2017 SYLLABUS

Instructor: Jennifer C. Townsend

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Office Hours: Wednesdays 5:30 – 6:00 or by appointments

Office Location: Barstow Building Room 108

COURSE DESCRIPTION

This introductory course provides principles and theories of child development from birth to age eight in cognitive, affective, psychomotor, social and language domains. The course will provide the core theoretical and practical background knowledge necessary to assess and observe early childhood students and early childhood students with exceptional educational needs. Students will develop strategies for using observation as a curriculum guide and as an assessment tool. An overview of educational assessments and diagnosis of individuals with developmental differences will be provided. Emphasis will be placed upon testing for IEP development and universal teaching practices.

Prerequisites: EDU 203 Educational Psychology, EDU 261 Education of the Exceptional Child

LEARNER OUTCOMES

Students will be able to:

1. Demonstrate the ability to develop, administer, interpret and report on informal and formal assessments for use in early childhood classrooms and with young children of exceptional needs.
2. Describe the cognitive, affective, psychomotor, social and language dimensions of development in young children and the relationship between them.
3. Demonstrate an understanding of the major issues, laws, and regulations relative to the educational assessment of individuals with disabilities.
4. Identify various methods of assessment used to evaluate students with special needs under the major classifications of IDEA 2004.
5. Articulate a pragmatic understanding of key tests and measurement terminology, concepts and procedures.
6. Outline the steps involved in the special education process from pre-referral to placement, major eligibility procedures and criteria, and list the persons required on an IEP team.
7. Summarize the major issues regarding disproportionality and over-identification relative to disproportionate representation of racial and ethnic groups in special education that are the
8. Appreciate the individual differences in children including variations relating to learning styles, family and social background, gender, culture, race and ethnic background and how they impact learning and instructional practices.

**TEXT**


**OPTIONAL TEXTS for future reference**


**WEBSITES**


Wisconsin Department of Public Instruction Academic Standards [http://dpi.wi.gov/standards](http://dpi.wi.gov/standards)
EDU 249 Development, Observation, and Assessment of Young Children with Exceptional Needs

COURSE REQUIREMENTS

1. **Participation (10%).** This course offers many opportunities for growth and learning. Opportunities include considerable discussion, in-class activities, assignments, group work as well as self-directed learning experiences. You are encouraged to be intentional about and engage in the learning process. It will be necessary for you to come to class prepared and ready to participate. Missing class will make it difficult to assess student learning and performance. In addition, as a member of a community, knowledge, skills and demonstration of growth are influenced by the social nature of this course. Students who miss class are subject to grade reduction. As a component of participation, students will engage in the Google Community by posting readings, ideas, strategies related to course content. Class members are responsible for responding to the posts of classmates in authentic and meaningful ways. Guidelines for Google Community participation will be discussed in class. Join CarrollU EDUCATION249

2. **Written Reflections (15%).** Clark (1995) suggested that learning to be a good educator results from conscious reflection on events, training, experiences, readings and other contextual contributions. Through written reflections, students will explore issues related to assessing and educating all children. (STO# 3, 4, 5, 6, 7, 8)

3. **Discussion Posts (15%).** Engaging in written reflection is critical to being a successful educator as well as conducting oneself in an online discussion platform. It is expected that the student actively, professionally and consistently participate in posted discussions by engaging in thoughtful responses as well as posing topic related threads for the whole class to discuss.

4. **Observations (20%).** Students will engage in observations and development of written notes (reports) of children in a small or large group learning environment such as play group, daycare and/or primary classrooms. The purpose of these observations is to practice various observational and recording strategies to assess learning and/or behaviors. Types of observations may be specific to a) developmental milestones using a developmental checklist, b) speech and language development of a child using anecdotal notation with summative findings, c) social emotional development of a child with the use of an observational tool. (STO#1 & 2)

5. **Interest Project (20%).** Interest projects will be based on a student’s individual interest related to course topic(s) that will provide an opportunity for the student to enhance understanding of the content in a deeper manner. Student(s) have the option to submit an outline of the selected interest project topic two weeks prior to its due date for feedback as well as input. The final project shall be submitted as well as presented or shared with classmates. (STO@1,2,6)

6. **Final Summative Evaluation (20%).** The final evaluation will be based on text, supplemental readings and learning activities (in and out-of-class) concerning learner outcomes including early childhood development, laws and regulations relative to the assessment of individuals
with disabilities, methods or assessment for evaluating students with special needs under IDEA, key test and measurement terminology and concepts, the special education process, and ethical guidelines and professional responsibilities relative to conducting educational assessments. (STO#1, 2, 3, 4, 5, 6, 7, 8)

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95% - 100%</td>
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<tr>
<td>AB</td>
<td>94% - 90%</td>
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<tr>
<td>B</td>
<td>89% - 85%</td>
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<tr>
<td>BC</td>
<td>84% - 80%</td>
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<tr>
<td>C</td>
<td>79% - 75%</td>
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<tr>
<td>D</td>
<td>74% - 70%</td>
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<tr>
<td>F</td>
<td>69% or below</td>
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**PLEASE NOTE:**

- I wish to fully include all students in this course. Reasonable accommodations for students with disabilities will be provided according to the needs and documentation of the disability. Accommodation requests should be made through the Walter Young Center. Carroll University’s ADA and 504 procedures will be followed. Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via email at mbledsoe@carrollu.edu
- Two of the most important qualities any professional must possess are honesty and integrity. This is especially true of educators. With this in mind, I require all outside resources you use to be cited appropriately. If it is found that you have plagiarized any portion of any assignment, you will fail not only the assignment but the course as well. If you have questions regarding how to cite sources, please seek clarification. The Carroll University Academic Integrity Policy is located in your student handbook (https://my.carrollu.edu/ICS/Departments/Student_Affairs). I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.”
- The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).

**Intellectually Mature Practices and Habits of Mind**

1. Understanding does not imply agreement. You do not have to agree with material in order to work to understand it.
2. Civil discourse requires that disagreements be politely and respectfully expressed.
3. Confusion is not bad. Don't push away material simply because you find it confusing. There's no reason to expect that you should immediately "get" everything. Things that you can immediately get don't stretch you. Come to see confusion as a signal that now some REAL learning can occur. Build up confidence that with perseverance, confusion will yield to understanding.
4. If material in a book is difficult, re-read it. Ideas, arguments, or writings that are sophisticated and worth grappling with are often hard to grasp on the first pass.

5. “I don’t know” is a starting point, not an ending point to inquiry.

6. If taking notes is preventing you from really listening to and reflecting on a lecture, stop. Notes are meant to serve you; if you are a slave to your note taking, then change or abandon that practice.

7. Life is Fluid. ANSWERS have limited value. Shift your focus to the process, not the product of education.

8. Take ownership of your education. Look for the connections between the material and your other interests. Work to formulate questions to ask that will help resolve your difficulties.


10. Aspire for constructive resolution of confusion or controversy, rather than simply negating or dismissing ideas.

11. Ask questions.

12. Have fun.

(May, 2011)

CARROLL UNIVERSITY

REFLECTIVE DISPOSITIONS

PROFESSIONAL DEVELOPMENT AND COACHING

Framework

The five Guiding Principles of the Carroll University Education Program include Constructivism, Cultural Sensitivity, Multiculturalism, Curricular Integration, and Reflection. As candidates acquire knowledge, skills, and dispositions throughout their preparation at Carroll University, they will integrate these understandings into their professional identities.

Through the Guiding Principles, the Department of Education at Carroll University strives to model and facilitate the development of reflective dispositions that will help candidates transform from their previous role as students in yesterday’s classrooms to tomorrow’s educational leaders. Four dispositions that are integral to preparing candidates to be excellent educators and collaborative colleagues include:

❖ Constructivist Perspective
❖ Critical Consciousness
❖ Educational Advocacy
❖ Professional Integrity

Throughout the education program, candidates will reflect on the development of their professional dispositions and consider how they are progressing in their motivation and ability to:

❖ Facilitate students’ understanding of themselves as learners through planning, teaching, and assessment (constructivist perspective)
❖ Develop an understanding of and critically questions the relationship between social structures, education and culture AND respect differences, and be empowered to enact inclusiveness, equity and social justice in professional and personal spheres of influence (critical consciousness)
❖ Demonstrate initiative to teach and lead in ways that enhance engagement and equity (educational advocacy)
Interact with students, families, and colleagues in ways that demonstrate passion and respect for the education profession (professional integrity)

The reflective dispositions framework has two purposes:
1. Facilitate professional growth
2. Serve as a coaching tool

Professional Growth: Candidates will reflect on the development of their professional dispositions throughout their education program at Carroll University. When used as a framework for professional growth, students will consider their current perspectives, developing understandings, and future goals as they progress through the Education Program.

Note: The Teacher Education Program requires students to demonstrate professional knowledge, skills, and dispositions necessary for licensure in the state of Wisconsin. If students are not demonstrating dispositional growth, the Education Department reserves the right to dismiss students from the program.

The InTASC Model Core Teaching Standards (2011)

At a Glance

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Instructional Practice**

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.