CEC ASSESSMENT #3: ABILITY TO PLAN INSTRUCTION
EARLY CHILDHOOD SPECIAL EDUCATION:
CHILD AND FAMILY ASSESSMENT PROJECT

a. A brief description of the assessment and its use in the program.

The purpose of the Child and Family Assessment Project is to provide the student with knowledge of interdisciplinary assessment procedures and the development of individualized education programs. Emphasis is placed on alternative information gathering strategies that can be used to develop responsive and meaningful programs for young children with disabilities and their families.

b. A description of how this assessment aligns with CEC Standards.

The principal objective of this assessment is to acquaint students with contemporary principles and practices of individualized child and family assessment. The course includes several major components.

1) Principles and practices that govern and influence decision making for infants and young children and their families relative to special education policy and current research.

2) Contemporary approaches to assessing child levels of functioning in areas such as cognition, language and communication, motor, social/emotional, adaptive, and play skills.

3) Contemporary approaches to assessing family priorities, needs, culture and language strengths, and style of decision-making.

4) Methods for organizing and integrating assessment information to generate sound decisions for children in collaboration with their parents.

5) Methods for generating meaningful and responsive service plans based upon information gathered.

This is the second course for students enrolled in the graduate program (M.Ed.) in Early Childhood Special Education. It is a course that focuses on information gathering, interpretation, and translation into individualized child and family service plans.

The Child and Family Assessment Project address the following CEC standards. CEC Standards 2 and 3 will be discussed together due to the strong overlap of content presented in this course.

CEC Standard #2: Development and Characteristics of Learners.

CEC Standard #3. Individual Learning Differences.

With respect to Standard #2: Development and Characteristics of Learners, the Child and Family Assessment Project challenges students to: (1) identify the impact of family systems on child development (ICC2K4); (2) understand biological and environmental factors that affect child growth and development (ECSE2K2); (3) identify the impact of medical conditions on child development and family needs (ECSE2K4 and ECSE2K5); and (4) identify factors that affect the social and emotional growth of children (ECSE2K6).

For Standard #3: Individual Learning Differences, SPA Standards that are addressed include: (1) describing the influence of a child's abilities and needs on development (ECSE3K1); (2) developing and matching learning experiences to the characteristics of a child's strengths and needs (ECSE3S2); (3) identifying the impact of social and physical environment on child development (ECSE3K2); and (4) understanding the different ways of learning for children from diverse backgrounds (ICC3K5).

> **CEC Standard #6: Language.**

The Child and Family Assessment Project addresses several SPA Standards: (1) to identify the impact of language delays on cognitive, social/emotional, temperament, and motor development (ECSE6K1 and ECSE6K2); (2) to use strategies to support and enhance language and communication skills (ICC6S1); (3) to support and facilitate family context as the vehicle for language development (ECSE6S1); and (4) to inform and support primary caregivers to use prompts and supports that facilitate language acquisition in children (ECSE6S2).

> **CEC Standard #8: Assessment.**

The Child and Family Assessment Project addresses several SPA Standards from the Assessment domain: (1) to understand the uses and limitations of assessment instruments (ICC8K4); (2) to understand the key role of families in the assessment process (ECSE8K1); (3) to administer nonbiased formal and informal assessments (ICC8S2); (4) to interpret information from formal and informal assessments (ICC8S5); (5) to assist families in identifying their concerns and priorities (ECSE8S1 and ECSE8S2); (6) to emphasize a child's strengths and needs in assessment reports (ECSE8S9).

c. A brief analysis of data findings.
The Child and Family Assessment Project is the principal artifact in SPED 515: Assessment Methods. This course is offered in the fall semester only and as such, student performance data are presented for three successive years (2007-2009). Overall, 76% of students achieved an Acceptable rating (i.e. above average) over this three year period while 24% achieved a Target rating (i.e. exemplary).

d. An interpretation of how data provide evidence for meeting standards.
The Child and Family Assessment Project requires the student to demonstrate knowledge of information gathering and interpretation strategies, and furthermore, with the ability to translate assessment information (both quantitative and qualitative) into meaningful service plans with families. Identifying alternative data sources given a child's developmental presentation coincides with CEC Standards 2 (Characteristics of Learners) and 3 (Learning Differences). Applying effective assessment methods and information gathering strategies map onto CEC Standards 6 (Language) and 8 (Assessment). Overall, this product demonstrates a student's ability to become a contributing and competent member of a multi-disciplinary team within an early childhood program.

CEC Assessment #3: Assessment of Candidate Ability to Plan Instruction
Guidance for Child and Family Assessment Project

Course Outcomes
1. To understand the alternative purposes for which assessment information is collected; such applications include screening, program eligibility, IEP/IFSP planning, progress monitoring, educational planning, program termination, and interagency coordination and collaboration. **(Knowledge, Practice, Professionalism, Diversity;** Domain Specific Knowledge, Professional Practice, Professional Ethics, Collaboration, Leadership, Individual Differences and Cultural Diversity; *Assessment, Instructional Planning, Professional and Ethical Practice, Collaboration, Development and Characteristics of Learners, Individual Learning Differences).*

2. To understand essential concepts of tests and measurement (e.g. reliability, validity, normative samples). **(Knowledge, Practice;** <u>Domain Specific Knowledge, Professional Practice;</u> *Assessment).*

3. To understand the various skills domains in children (e.g. cognitive, developmental, motor, communication, psychosocial) which influence level of functioning, and to become familiar with representative measures in each domain. **(Knowledge, Practice, Professionalism, Diversity;** <u>Domain Specific Knowledge, Professional Practice, Professional Ethics, Individual Differences</u> and Cultural Diversity; *Assessment, Instructional Planning, Instructional Strategies, Professional and Ethical Practice, Development and Characteristics of Learners, Individual Learning Differences).*

4. To understand methods of identifying family strengths, needs, resources, and priorities as they relate to the service planning and implementation process. **(Professionalism, Diversity;** <u>Professional Ethics, Collaboration,</u> <u>Family Centeredness and Engagement;</u> *Professional and Ethical Practice, Collaboration).*

5. To understand basic principles of test administration, interpretation, application, and confidentiality of findings. **(Knowledge, Practice, Professionalism;** <u>Domain Specific Knowledge, Professional Practice, Technology Use, Professional Ethics, Leadership;</u> *Assessment, Instructional Strategies, Professional and Ethical Practice).*

6. To demonstrate competency in decision making and service planning on the basis of various assessment methods and procedures. **(Knowledge, Practice, Professionalism, Diversity;** <u>Domain Specific Knowledge, Reflective Problem Solving, Professional Practice, Technology Use, Professional Ethics, Collaboration, Professional Development, Family Centeredness and Engagement;</u> *Assessment, Instructional Strategies, Instructional Planning, Professional and Ethical Practice, Collaboration).*

7. To demonstrate competency in preparing individualized child and family service plan on the basis of comprehensive, multi-disciplinary assessment information. **(Knowledge, Practice, Professionalism, Diversity;** <u>Technology Knowledge, Reflective Problem Solving, Professional Practice, Technology Use, Professional Ethics, Collaboration, Leadership, Professional Development, Family Centeredness and Engagement;</u> *Instructional Strategies, Instructional Planning, Professional and Ethical Practice, Collaboration).*

<u>CEC Assessment #3: Assessment of Candidate Ability to Plan Instruction</u>
<u>Child and Family Assessment Project Rubric</u>

SPED 515   Case Study Rubric

RIC Student: _____   Child's Pseudonym: _____Chronological Age of Child (in months): _____

Formal Assessments Used   Dates/Time/Location
        Family Tool: _____

Warm-Up with Child: _____
Global Measure: _____
Domain Specific Measure: _____
Informal Assessments Used _____
Describe (Teacher interview, Performance Based Assessment in Authentic Setting, Observations, Charting of Behavior over Time, Artifacts Collected Over Time)

Written Report from Assessment Battery (92 pts)

Relevant *Background* Information (from interview with parents and/or teacher)

(3 pts): Presentation of *historical* overview of the child including:

- Significant child events
- Significant family events
- School and/or special education service history

Purpose/Focus of *Current* Assessment and Rationale (18 pts): Presentation of *current* circumstances including:

- A description of child current skills/behaviors reflecting their strengths & challenges (6)
- Family priorities and needs (from Family Tool/Interview) that informed direction of the assessment process (6)
- Assessment tools used and why they were chosen (6) (2 Formal, 1 Informal)

Description of Testing Situations and Child's Behavior (15 pts): Report includes

- A description of the test setting,
- Relevant information about child behavior,
- A description of rapport that was or was not developed with child,
- The length of each assessment session,
- Any adaptations made for child during testing situation,

Child's Performance (20 pts): A description of

- Child's performances and challenges on *each* type of measure,
- Specific scores on *each* assessment,
- Some descriptive information about items passes and items not passed,
- Any norm-referenced information that is available from the assessment (percentile rank, etc., if any)

Conclusions (20 pts): Discussion of

- Child's strengths and challenges,
- Any inconsistencies and patterns across assessment all sources (observations, teacher, parent),
- Any threats to reliability and/or validity of child outcomes
- Recommendation of three goals for educational programming or suggestions for next steps to support the child's development, based on information obtained from the assessment battery

Self Reflections about Your Assessment Skills during the Assessment Process (6 pts)

- Identify *your* strengths in the assessment process with real examples
- Identify *your* challenges in the assessment process with real examples
- What you would do differently next time or how could you improve your own assessment skills?

Technical Skills (10 pts)

- All child, family, school identifying information is removed from product
- Clearly written with only relevant information included to assessment information
- Word Processing (not handwritten) with no spelling or grammatical errors
- Demonstrated use of Person First Language
- Organized and Professional in Appearance (in folder/binder, tabs indicating sections, free of stray marks, smells, spillage)

SPED 515 Case Study: Oral Presentations (8 points)

Presentation by: _____   Date:

_____

Total Points: _____

	Possible Points	Earned Points
Elements of the Case Study	**4**	
Describe *child's strengths and challenges* which are based on test outcomes (Name the tests and briefly highlight strengths and challenges noted from assessment process)	1	
Describe *interpretation of test results* (For example: patterns that emerged, inconsistencies, threats to reliability)	1	
Recommend two goals for educational programming or suggestions for next steps to support the child's development, based on information obtained from the assessment process	1	
Responds to class questions/feedback and, shares a self reflection – 1 or 2 comments about what was learned by doing the case study	1	
Evidence of Professionalism	**4**	
• Presentation is thorough, relevant, objective, interactive with class	1	
• Uses note cards, materials, handouts and/or power points to stay on topic and/or enhance the presentation. Note: if handouts /power points are used, they are professional in appearance	1	
• Communication: Utilizes person-first language, grammatically correct, is concise (Has carefully selected what he/she will speak about). o Presenter is *not* reading from notes, index cards handouts or power points to audience. o Presenter is interactive with audience and well-paced o Presenter is professional in appearance and manner of speaking	2	

Unacceptable: < 80 pts. Developing: 80-85 pts. Acceptable: 86-90 pts. Target: >90 pts.

Data Table
M.Ed. in Early Childhood Special Education
Assessment #3: Ability to Plan Instruction
Child and Family Assessment Project

	Fall 2007 N=11			Fall 2008 N=12			Fall 2009 N=17		
	U/D	A	T	U/D	A	T	U/D	A	T
Gather reliable, valid, meaningful assessment information (CEC 6, 8)		7 (64%)	4 (36%)		9 (75%)	3 (25%)		11 (65%)	6 (35%)
Interpret assessment information accurately (CEC 3, 6, 8)		9 (82%)	2 (18%)		9 (75%)	3 (25%)		12 (71%)	5 (29%)
Describe child and family strengths and needs (CEC 2, 3 , 8)		9 (82%)	2 (18%)		8 (67%)	4 (33%)		11 (65%)	6 (35%)
Generate feasible, meaningful goals based upon assessment data (CEC 2, 3, 8)		8 (73%)	3 (27%)		10 (83%)	2 (17%)		13 (76%)	4 (24%)
Overall Assessment of Program and Curriculum Analysis Project		9 (82%)	2 (18%)		9 (75%)	3 (25%)		12 (71%)	5 (29%)

U=Unacceptable   D=Developing   A=Acceptable   T=Target