

George Mason University
College of Education & Human Development
UTEEM Early Education Program

EDUT 612
Development and Assessment of Diverse Learners (K-3)
Fall 2004

Course Day/Time/Location:

*Tuesdays, 9:00 - 4:00 Robinson A350

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GSE Statements of Expectations (Approved March 2004)

The Graduate School of Education expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See https://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <https://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See <https://www.gmu.edu/student/drc> or call 703-992-2474 to access the DRC.

Course Purpose (Relationship to Program Goals):

This course is offered as one of the strands in the Unified Transformative Early Education Model (UTEEM), a teacher-training model providing an integrated approach to preparing teachers to work with culturally, linguistically, and ability diverse young children and their families. Teachers are prepared to work with children with diverse learning needs in a variety of inclusive classroom settings. This strand is offered in conjunction with three other courses and linked to a full-time field placement with diverse children. Students participating in this course are enrolled full time in the UTEEM Early Education Program.

Course Description:

This course provides students with an understanding of the forms, functions, methods, and roles of assessment for planning and implementing effective early childhood programs for children from diverse cultures and with varied learning needs. The students will learn to use both quantitative and qualitative approaches to evaluation and assessment. Students will gain an understanding of appropriate strategies for conducting, reporting, and decision making related to specific functions of assessment in relationship to children's developmental needs. They will learn about assessment strategies necessary for second language learners and about adaptations for children with specific disabilities. They will use selected assessment strategies with children in their field placements and are expected to become competent in the use of authentic assessment strategies to plan and evaluate instruction.

Student Outcomes/Course Objectives: Students completing this course will be able to:

1. Describe legal mandates and their implications for diverse learners.
2. Demonstrate knowledge of the forms and functions of assessment used with diverse school-age children.
3. Demonstrate the ability to use assessment information to develop IEPs and to plan for instruction.
4. Demonstrate the ability to develop an ongoing assessment plan to document child progress and to adjust instruction.
5. Demonstrate the ability to critically evaluate and adapt the assessment process to ensure cultural relevance and to reduce language bias.
6. Demonstrate the ability to adapt assessments appropriately for specific disabilities.
7. Report assessment results in a manner that is relevant for family members and other educators.

Relationship to Professional Organizations' Standards

This course is designed to enable preservice early education students to use authentic assessments to monitor the progress of young children in grade-level classrooms, K-3. It was developed with reference to the *Guidelines for Teacher Education in Four- and Five-year Programs* prepared by the National Association for the Education of Young Children (NAEYC), the Teachers of English to Speakers of Other Languages/National Council for the Accreditation of Teacher Education (TESOL/NCATE) Standards for the Accreditation of Initial Programs in P-12 ESL Teacher Education, and the Council for Exceptional Children (CEC) Standards for Beginning Special Education Teachers of Early Childhood Students. Also referenced were the standards for Virginia teacher licensure in early childhood special education, early childhood education (PK-3) and English as a second language education. Concurrent participation in K-3 internship placements ensures that preservice early education students receive continuous opportunities to apply content knowledge in assessment in K-3 classrooms.

Professional Standards Addressed by this Course:

- NAEYC Initial Standard #3: Observing, Documenting, & Assessing to Support Young Children and Families
 - Understanding the goals, benefits, and uses of assessment
 - Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
 - Understanding and practicing responsible assessment
 - Knowing about assessment partnerships with families and other professionals
- CEC Special Education Standard #8: Assessment
 - Common Core Knowledge:
 - Basic terminology used in assessment.
 - Legal provisions and ethical principles regarding assessment of individuals.
 - Screening, pre-referral, referral, and classification procedures.
 - Use and limitations of assessment instruments.
 - National, state or provincial, and local accommodations and modifications
 - Common Core Skills:
 - Gather relevant background information.
 - Administer nonbiased formal and informal assessments.
 - Use technology to conduct assessments.
 - Develop or modify individualized assessment strategies.
 - Interpret information from formal and informal assessments.
 - Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
 - Report assessment results to all stakeholders using effective communication skills.
 - Evaluate instruction and monitor progress of individuals with exceptional learning needs.
 - Create and maintain records.

- Early Childhood Skills
 - Assess the development and learning of young children.
 - Select, adapt and use specialized formal and informal assessments for young children and their families.
 - Participate as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education plans.
 - Assist families in identifying their concerns, resources, and priorities.
 - Participate and collaborate as a team member with other professionals in conducting family-centered assessments.
 - Evaluate services with families.
- TESOL/NCATE Standards Initial Licensure Programs PK-12
 - Domain 4 Assessment
 - Standard 4a Issues of Assessment for ESL
 - Candidates understand various issues of assessment including cultural and linguistic bias in IQ and special education testing, the difference between language proficiency testing and other types of assessment (standardized achievement tests), the importance of standards-based assessment and the implications for learning for ESOL students.
 - Candidates understand the different purposes of assessment and the role of authentic or performance-based assessment in assessing English language learners.
 - Candidates use multiple sources of information and assessment tools to help distinguish the difference among typical language development, language differences, and learning problems.
 - Standard 4b Language Proficiency Assessment
 - Candidates understand and use a variety of standard-based language proficiency tools for identification, placement, and exit from language support programs, to inform their instruction, and to demonstrate the language growth of ESOL students
 - Standard 4c Classroom-Based Assessment for ESL
 - Candidates understand and use a variety of classroom and performance-based assessment tools that are standards based to inform instruction.
 - Candidates understand that portfolios are important in assessing ESOL students learning.
 - Candidates are able to assess ESOL students' content-area achievement independently from their proficiency in English.
 - Candidates assess their students' literacy skills in English and know how to obtain information on the language and literacy skills of ESOL students in their native language

Required Texts:

- Anderson, W., Chitwood, S., & Hayden, D. (1997). *Negotiating the special education maze: A guide for parents and teachers*. Bethesda, MD: Woodbine House. ISBN: 0933149727
- O'Malley, J.M. & Pierce, L/V. (1996). *Authentic assessment for English language learners: A practical approach for teachers*. Reading, MA: Addison-Wesley. ISBN: 0201591510
- Stefanakis, E. H. (1998). *Whose judgment counts? Assessing bilingual children, K-3*. Portsmouth, NH: Heinemann. ISBN: 0325000115
- Trawick-Smith, J. (2000). *Early childhood development: A multicultural perspective*. Upper Saddle River, NJ: Prentice-Hall. ISBN 0-13-046576-3

Recommended Texts:

- Goodwin, A. L. (Ed.). (1997). *Assessment for Equity and Inclusion: Embracing All Our*

Children. New York: Routledge. ISBN: 0415914736
 Harry, B. (1992). *Cultural Diversity, Families, and the Special Education System: Communication and Empowerment*. New York: Teachers College Press.
 Ovando, C.J. & Collier, V.P. (1998). *Bilingual and ESL classrooms: Teaching in multicultural contexts*. Boston, MA: McGraw-Hill.

Supplemental Readings -- Electronic Reserves

Daniels, V.I. (1999). The assessment maze: Making instructional decisions about alternative assessments for students with disabilities, *Preventing School Failure*, 43(4), 171-178.
 Pike, K. & Salend, S.J. (1995). Authentic assessment strategies: Alternatives to norm-referenced testing, *Teaching Exceptional Children*, Vol(X), 15-20.
 Stanford, P. & Siders, J. A. (2001). *Authentic assessment for intervention*, *Intervention in School and Clinic*, 36(3), 163-167.
 Wesson, C. L. & King, R. P. (1996). Portfolio assessment and special education students, *Teaching Exceptional Children*, Vol(x), 44-48.

Related Resources

American Psychological Association (2001). *Publication manual of the American psychological association* (5th ed.). Washington, DC: Author.

Grading: Grades will be determined based on the following criteria:

Class Preparation and Participation

15%

- (a) Active participation in whole class and small group discussions and activities on a regular basis
- (b) Completion of in-class projects/assignments
- (c) Evidence of completion of assigned readings as demonstrated by thoughtful reflections and references to readings during small and whole group discussions
- (d) Support for peer involvement and learning
- (e) Timely submission of assignments unless prior arrangements have been made

School Process Report

10%

Connections (3)

30%

Focus Child Portfolio

20%

Action Research Project

25%

Grading Scale

A+	98-100	B+	86-89
A	94-97	B	80-85
A-	90-93	C	70-79

Topics, Readings and Assignments

Date	Topic	Readings & Assignments Due
August 31 & September 1	UTEEM Orientation	Paley <i>White Teacher</i> Plous Chapter(s)
September 2 *Thursday A412 9:00-12:00	Syllabus/Course Overview Building a Framework for Authentic Assessment: Making Connections	O'Malley & Pierce Ch 1,2 Trawick-Smith, Chpt 1, 2 &3 Stefanakis Chpt 1,2, 3
September 14 Tuesday A350 9:00-4:00	The Portfolio Process Assessing Oral Language Cognitive Development & MI	O'Malley & Pierce, 3 & 4 Daniels; Wesson & King Trawick-Smith, Ch 16.Lang.Lit Poole & Suleiman (MI) Trawick-Smith, Ch 15 Cognition Due: School Process Connect
September 28 Tuesday A350 9:00-4:00	Teacher Action Research Michelle Crabill, Guest Speaker Authentic Assessment in the Content Areas	O'Malley & Pierce, Ch 7, 8 Pike & Salend Stefanakis Ch 4, 5, 6 Trawick-Smith, Ch 18 Families Due: Oral Language Connect
October 12 Tuesday A350 9:00-4:00	IEP Role in Authentic Assessment The Legal Mandate Standardized Tests IEP/Eligibility: Andrea Garris, Guest Speaker Developing and Using an IEP	Anderson, Intro, Chapters 1, 2, 3, 4, 5, 6, 7 Sandford & Siders Jacobson in Goodman, Ch 16 Due: Action Research Proposal
October 27 *Wednesday A412 9:00-4:00	Literacy and Authentic Assessment DRA Guest Speaker Spelling and ELLs Physical & Motor Development Social & Emotional Development	O'Malley & Pierce, Ch. 5, 6 Wilde in Goodman, 18, 19 Trawick-Smith Ch 14, 17 Due: Family Story (Cultural Influences Connect)
November 1 - November 23	FULL TIME INTERNSHIP	Due: November 8 Math/Science Connect
November 24 November 28	THANKSGIVING	
November 30 Tuesday A350 9:00-4:00	Creating a Teaching/Learning/Assessing Cycle Putting it Together: Reviewing the Portfolio Process through Your Story	Stefanakis Ch 7, Appendices A & B Due: Social Studies Connect Due: Focus Child Portfolio

Date	Topic	Readings & Assignments Due
December 7	Due Process - Guest Speaker	Anderson Ch 10 Due Process

Tuesday A350 9:00-4:00	Action Research Presentations	Due: Action Research Summary Report
December 14 Tuesday A412 1:00-4:00	Final Presentations Curriculum Class	
December 15 Wed A412	Final Presentations Curriculum Class	
December 16 Thursday A349 11:00-12:30	Program Evaluations	
December 16 Thurs A412 1:00-4:00	Reflections	

Assignments

1. School Process Report **Due September 14** 10 points

Identify the established procedures at your site for dealing with teachers' concerns about children's performance in the classroom especially when CLD children are involved. Begin by asking your cooperating professional about the pre-referral and referral processes--what does she do when she has concerns about CLD children? Find out which school personnel you should see to learn about the resources and services that are available to teachers and families for getting additional support for English language learners and children who seem to be having difficulties in the classroom. Find out what informal and formal procedures are followed to provide support to teachers. Your report should identify school personnel by their position title only. **If there is more than one of you at a site, it is important that you plan as a group about how to obtain this information so that your inquiry is the least disruptive of teachers' schedules and routines.**

2. Connections

You will develop an assessment portfolio for a CLD or CLAD child in your placement site. You will complete this assignment through a series of connections which, when compiled, will produce a detailed picture of your focus child. You should plan to use authentic assessment tools found in your readings, ones you have developed or modified, or authentic assessment tools obtained from your site. As you analyze, reflect, and write about your observations you are **expected to discuss the impact of cultural and second language acquisition factors on your focus child's performance.** In addition, you are expected to make connections to the readings and include citations using the 5th Edition of the APA Publication Manual. You are expected to use the **Connection Synthesis Form** to report on each assessment connection.

- (a) Oral Language and Literacy **Due September 28** 10 points

Observe the child using language in various settings, including the home. Select an authentic assessment tool from your readings to document what you see the child doing with language and include examples of this documentation in your report. In addition, once you have used one of these tools, modify or adapt it as appropriate for your focus

child and reuse it in a different setting. Use the information you have gathered to evaluate the child's acquisition of language and level of proficiency in English. To round out the picture of your focus child, gather information on the child's reading and writing skills using assignments from your language and literacy class as documentation of these skills. Analyze your observations and reflect on how the level of proficiency or developmental level of language use influences your focus child's learning and performance in the content areas. Make connections to your readings and cite.

(b) Family Stories (Cultural Influences) **Due October 27** 10 points

Talk to your focus child and her/his family in the home to learn about their cultural experiences and the significance of these experiences in their lives today. What cultural and linguistic expectations do they hold for your focus child? What role do they perceive the school as having in upholding these cultural and linguistic beliefs? What is the family's view of the focus child's educational progress and the school's role in this process? Observe how the child interacts with various family members and significant others. Tell their story then use the insights gleaned from your observations, conversations with the family, and readings to discuss the potential impact of the child's culture on her or his performance in school. In addition, provide insights regarding actual bias or the potential for bias your focus child faces in the classroom due to her/his cultural background. On the basis of your classroom observations of your focus child, comment on your understanding of this child's experience in school that reflect assumptions that are made about her or his behavior and potential for learning as a result of the child's cultural experiences. **Prior to your home visit, critically reflect on your cultural lens and how it may influence what you see and hear. Also, think about what you would like to learn from the family and carefully plan what you will say (ask) and do.**

(c) Math/Science Connection **Due November 8** 10 points

Use your assignments from your Math/Science Course as sources of information on your focus child in these content areas. Reflect on your assessment of the child's math/science skills and provide a brief summary of what it tells you about your focus child's progress including areas of strengths and needs. Include in your discussion how your focus child's language skills impact the child's understanding of math/science concepts and ability to ask questions, talk about, and explain what is being taught. Attach a copy of the pertinent assignments you submitted for the Math/Science Course.

(d) Social Studies Connect **Due November 30** **Graded in Curriculum Class**

To provide a broad picture of your focus child's academic progress, you will include your social studies assignment from your curriculum class. For the purposes of the portfolio, your summary report for this connect will include the assessment tool(s) that you used and the results, i.e. what you learned about your focus child's learning in social studies.

3. Portfolio **Due November 30** 20 points

The portfolio should be a compilation of the observations and assessments you have conducted for your various course assignments. The focus is on synthesizing the information you gathered to demonstrate your understanding of your focus child's development in the areas of language and literacy, math, science, and social skills and how cultural factors may have influenced both teacher and child behavior. You are to link all of the information you have gathered about your child to your readings and cite to show a true understanding of the child.

Your portfolio should include the following:

- (a) A brief description of your focus child so that the reader has a clear picture of the child;

- (b) A description of the sources you used to gather your information;
- (c) Examples of how you documented your observations (rubrics, checklists, anecdotal records, etc.);
- (d) Samples of your focus child's work and why it was selected for inclusion;
- (e) A summary of your findings from each of your connections, including any information obtained from other course strand assignments which presents an overall picture of your child's abilities and performance in school;
- (f) What "next steps" related to instruction, classroom culture, language acquisition, etc. you think are important for the teacher to implement to ensure that your focus child makes progress towards achieving grade level performance in acquiring English and content area knowledge; and
- (g) A section that presents your critical reflection of the portfolio process and how it contributed to your overall understanding of: (1) your focus child; (2) CLAD children in general; (3) the impact of classroom culture on your focus child's performance and implications for other CLD/CLAD children; (4) the use of authentic assessments in the classroom; (5) and the role of CLD families in the assessment process. In this section, also reflect on what was challenging about the portfolio process, what was beneficial, and any questions or puzzlements that still remain to be answered. Connections to the readings should also be made in this section.

4. Action Research Project

Due December 7

25 Points

This assignment requires you to critically examine some aspect of your practice that perplexes you or has perplexed you in working with culturally, linguistically, and ability diverse young children and their families. The purpose of teacher action research is to help the teacher improve some aspect of what she does in the classroom. You begin this process by framing a puzzlement or challenge in the form of a question which will guide your study (your teacher action research project). Ballenger's work provides an excellent example of a teacher who examines her practice as a means of understanding her children, herself in relationship to the children, what works, what doesn't and why. To help you prepare for this assignment, we also encourage you to visit the following web site (after you log onto the GMU main web page) as a valuable aid in crafting a research question and designing and implementing your study: <http://gse.gmu.edu/research/tr/TRarListserv.shtml>

You are expected to conduct a review of the literature to provide you with a theoretical framework for investigating your question. Your review of the literature can take place concurrently with your study.

- (a) **Research Proposal** -- Submit to the course instructor by **October 12** an action research proposal that includes a brief abstract, your research question, your rationale or why there is a need to study your topic which involves doing a preliminary review of the literature, and an outline of your methodology. Your methodology section should include your ideas about how you plan to gather and document information to help you answer your question. You may begin your teacher research once you receive feedback from the course instructor. The course instructor will be available to provide on-going assistance throughout your teacher research project.
- (b) **On the Day of Your Action Research Presentation** -- The presentation format is that of a poster session where your information is presented on a three paneled display board. Your presentation should include an abstract, your research question, and supporting materials that explain your participant sample, study methodology (how you designed your study and gathered the information), your results (including tables, charts, graphs, and/or pictures), and the implications of your findings for your practice. Your abstract, research question, and supporting materials are to be included in an Executive Summary that will be submitted on the day of your presentation.