👤 Contact Information

Dr. Heather Erba

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: Remote

Office Hours

Tuesdays, 5:00 - 6:30 or by appointment

🕐 Course Information

💻 Course Description and Requisites

Identification, description, and assessment of typical and atypical young children from birth through kindergarten, with an introduction to California learning foundations for children birth-5, and kindergarten state

Technology Requirements

If you do not have access to a computer with the necessary features to participate in class, please look into the [free equipment loaning program](https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php) (https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php) offered by SJSU. If campus is open, there are computer labs for student use available in the [Academic Success Center](http://www.sjsu.edu/at/asc) (http://www.sjsu.edu/at/asc) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

All written work must be turned into Canvas using Microsoft Word (my computer *cannot* open Pages documents; submissions using Pages or other programs will be conside

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≡ Program Information

C E D   E

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

C E D   E

- **1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

Link to Education Specialist TPEs (pps 13 – 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

◉ Course Goals

This course addresses the following course learning outcomes (CLOs) to address the following CCTC Teacher Performance Expectations (TPEs) for Early Childhood Special Education (Items marked with " C

2. This includes recording: information about the materials the child was using, the ongoing activity, the other people in the environment, and direct quotes of what the child is saying
4. Describe the purpose of various types of assessment strategies used with young children with disabilities from birth through kindergarten, when to use them, and the importance of objective observation in successfully completing these assessments.
5. Use objective observation skills to complete various forms of assessment, including screening, developmental assessment, and progress monitoring for young children from birth through kindergarten.
6. Use findings from these assessments to write a strengths-based developmental assessment report for young children from birth through kindergarten.
7. Identify IFSP and IEP instructional goals and objectives that reflect each child's unique strengths and needs, ensuring these goals and objectives are aligned with the *Infant and Toddler Development and Learning Foundations, Preschool Learning Foundations,* or *California/Common Core State Standards.*

📘 Course Materials

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Pretti-Frontczak, K., Grisham, J., & Sullivan, L. (2023). *Assessing young children in inclusive settings: The blended practices approach* (2nd ed.) Brookes Publishing.

A   (C   ):

California Department of Education. (2009). *California preschool learning foundations* (Vols. 1-3). Author. https://www.cde.ca.gov/sp/cd/re/psfoundations.asp

California Department of Education. (2009). *California infant/toddler learning and development foundations.* Author. https://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf

California Department of Education. (2012). *The alignment of the California Preschool Learning Foundations with key early education resources:* California Infant/Toddler Learning and Development Foundations, California Content Standards, *the* Common Core State Standards, *and* Head Start Child Development and Early Learning Framework. Sacramento, CA: CDE Press. https://www.cde.ca.gov/sp/cd/re/documents/psalignment.pdf

California Department of Education. (2015). *DRDP (2015): A developmental continuum from early infancy to kindergarten entry.* https://www.cde.ca.gov/sp/cd/ci/documents/drdp2015preschool.pdf

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Moodie, S. (2015). *Selected developmental screening tools: A resource for early educators.* Early Educator
Central.
https://earlyeducatorcentral.acf.hhs.gov/sites/default/files/d. u___u_fault/fil . t/f et _/ēe/_____goe___

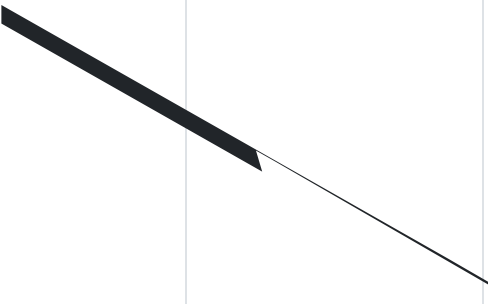| A				E	C
Individual, in-class test: Assessment Tool Review	Gain familiarity with developmental screening and assessment tools used with young children Compare the purposes and techniques of screening tools versus assessment tools Describe the uses of standardized assessments in early interventionus tly in				
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Online assignment: IRIS module and activities to support emergent bilingual children + Objective observation practice #2	Describe young children who are dual language learners Describe the importance of maintaining children's home languages at the same time they are learning English Understand the importance of collaborating with families of young children who are dual language learners List considerations for screening and evaluating young g for screen				
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Per [University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

EDSE 108, Fall 2024, Course Schedule

Note: Schedule subject to change. Updates will be announced on Canvas or discussed in class meetings.

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1	8/27 In Person	Introductions Objective observation: What is it and why is it important?		Exit Ticket 1: *Introductions*
2	9/3 Online	Recommended Practices Module (RPM): Assessment	Textbook, Chs 1-2	Online assignment & RPM Worksheet (*details on Cfe&on*

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5	9/24	•		
	In Person 92			