

EPIC-ECE Rubric for Assessing a Course Syllabus*

Date: _____ Course Number: _____ Course Title: _____ Institution Name: _____

Directions

Listed below are key indicators for each of the 9 areas of knowledge or practice that are important to consider when preparing professionals to support all children and families. These indicators may be found throughout the syllabus and related course materials or in one specific section. When deciding on a rating, consider how much the area is reflected and how intentionally or explicitly the content is covered. First mark where the indicator was found with check marks and then score the extent to which the syllabus and related course materials reflect the indicator

Indicators	Where is the Indicator Found? What is the Level of Emphasis?							Notes	Extent the Syllabus Reflects Indicator					
	Basic Syllabus Components			Knowledge Acquisition (e.g., videos, guest speakers, observation, discussion)	Knowledge Application (e.g., case studies, role play, reflection)	Knowledge Acquisition (e.g., research)	Knowledge Application (e.g., projects, practice-based assignments)		Not at all		Some		Extensively	Not Relevant
	Course Description	Outcomes/ Objectives	Texts, Readings, Resources	Instructional Experiences		Assignments								
Area 1: Collaborating and Working Effectively With Professionals														
1. Emphasis on collaborating and working effectively with other professionals (e.g., group facilitation strategies, teaming models)									1	2	3	4	5	NR
Area 2: Instructional and Intervention Practices for Young Children With Disabilities														
2. Emphasis on implementing evidence-based practices to systematically support young children with disabilities across domains (e.g., adapting curriculum, using explicit and embedded instruction)									1	2	3	4	5	NR

*inclusive of the course syllabus, course shell, and other course guidance materials (e.g., assignment lists, discussion boards, project assignment directions, rubrics, resource banks, and content in course Learning Management System)

1 = indicator is not mentioned at all. 2 = indicator is mentioned once. 3 = indicator is mentioned more than once in a knowledge acquisition area. 4 = indicator is mentioned in knowledge acquisition and knowledge application areas. 5 = indicator is mentioned extensively across knowledge acquisition and knowledge application areas, NR = not relevant

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Area 3: Supporting Young Children with Disabilities in Literacy and STEM														
3. Emphasis on providing high quality, evidence-based, and engaging language and literacy activities across target areas for young children with disabilities (e.g., alphabetic principle, concepts about print, oral language, and vocabulary development)									1	2	3	4	5	NR
4. Emphasis on providing high interest science, technology, engineering, and mathematics activities that involve active exploration, reasoning, and problem solving for young children with disabilities									1	2	3	4	5	NR
5. Emphasis on partnering with families around their children with disabilities’ literacy and STEM development (e.g., sharing community events, STEM books to read, and STEM activities to do at home)									1	2	3	4	5	NR

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Area 4: Supporting Young Children With Disabilities’ Social, Emotional, and Behavioral Development and Implementing PBIS														
6. Emphasis on supporting young children with disabilities’ social-emotional development across the age span (birth to eight)									1	2	3	4	5	NR
7. Emphasis on using positive behavioral interventions and supports to establish positive relationships, create routines with high child engagement, play, and practice of social emotional skills, and address challenging behavior with positive strategies and family partnerships									1	2	3	4	5	NR
8. Emphasis on using evidence-based practices to support young children who have experienced maltreatment or trauma									1	2	3	4	5	NR

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Area 5: Using Technology to Enhance Young Children With Disabilities’ Development, Access, and Participation														
9. Emphasis on using assistive technology to enhance children’s development, access to, and participation in routines and learning activities (e.g., iPad apps for communication, communication boards, grips, noise-cancelling headphones)									1	2	3	4	5	NR
Area 6: Observing and Collecting Data for Progress Monitoring														
10. Emphasis on conducting systematic ongoing assessment that includes identifying learning targets, observing and collecting data, and reviewing data to monitor a child’s progress and revise instruction as needed									1	2	3	4	5	NR

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Area 7: Engaging and Communicating With Families With Children With Disabilities														
11. Emphasis on building respectful partnerships and communicating effectively with families of children with disabilities (e.g., supporting families’ strengths, uncovering and respecting families’ priorities and concerns, sharing assessment results with families)									1	2	3	4	5	NR
Area 8: Transition Plans and Services From Early Intervention to Preschool and Preschool to Elementary School														
12. Emphasis on assisting in the implementation of transition plans and supports across settings (e.g., variety of planned strategies with the child and family before, during, and after the transition from preschool to elementary school)									1	2	3	4	5	NR

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Area 9: Working with Children and Families from Diverse Cultural and Linguistic Backgrounds														
13. Emphasis on providing opportunities to identify their own implicit biases about such things as race, class, and ability and examine the ways in which their implicit biases may arise in their work with children and families									1	2	3	4	5	NR
14. Emphasis on using culturally responsive assessment practices (e.g., assessment provided in child’s primary language, use of non-biased assessments)									1	2	3	4	5	NR
15. Emphasis on using culturally responsive teaching practices that are affirming of children and families’ diverse racial and ethnic backgrounds (e.g., using children’s funds of knowledge)									1	2	3	4	5	NR

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16. Emphasis on using evidence-based practices for supporting young children with who are dual language learners and have disabilities (e.g., explicit vocabulary instruction, strategic use of primary language)									1	2	3	4	5	NR
	TOTALS=													

What are the strengths of the course related to the above indicators?

What are the possible enhancements that can be made to the course related to the above indicators?

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Please note the specific course materials used to rate the course (e.g., course syllabus, course shell, assignment lists, resource banks):

This document was adapted from a rubric developed by the Crosswalks Project (Thorp & Sanchez, 2007; Maude, 2009; Catlett, 2011). The current version was part of the work supported by EPIC-ECE with a grant from the Office of Special Education Programs (OSEP), U.S. Department of Education. Permission to copy, disseminate, or otherwise use information from this document for educational purposes is granted, provided the appropriate credit is given.