



## IECE 522 - Family Centered Services

Fall 2019

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**Course Description:** Students apply family systems theory to family assessment, the development of family plans, and the implementation-evaluation of family-centered services. Thirty hours of field experiences are required.

**Prerequisites:** IECE 520

**Learning Outcomes:** Upon completing this course, students will be able to:

1. Apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities;
2. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds;
3. Assist families in identifying their resources, priorities, and concerns in relation to their child's development and link them with a range of family-oriented services based on those resources, priorities, and concerns;
4. Respect and support families' choices and goals for their child's development and communicate effectively with families about curriculum and children's progress;
5. Involve families in assessing and planning for individual children;

6. Implement a range of family-oriented services based on the family's identified resources, priorities, and concerns that are consistent with due process safeguards;
7. Encourage and assist families in becoming active participants in the educational team;
8. Plan and conduct collaborative conferences with families and/or primary caregivers;
9. Evaluate services with families;
10. Adhere to professional ethics within Interdisciplinary Early Childhood Education; and
11. Reflect on and evaluate teaching and learning.

**Textbooks and Required Materials:**

Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <http://www.dec-sped.org/recommendedpractices>

McWilliam, R. (Ed.). (2010). Working with families of young children with special needs. New York, NY: The Guilford Press.

National Association for the Education of Young Children. (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Retrieved from <https://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf>

Pletcher, L. & Younggren, N. (2017). The early intervention workbook. Essential practices for quality services. Baltimore, MD: Paul H. Brooks Publishing.

Additional Readings: The instructor will assign additional readings as appropriate for the course.

**Major Course Topics:**

- I. Early intervention (EI)
  - a. History and importance
  - b. EI services

- i. First Steps

- II. Collaboration and Communication

- a. Family-centered approach
  - i. Family systems theory
- b. Effects of a child with a disability on the family system
  - i. Factors related to the family's reaction
  - ii. Individual family member's reactions
- c. Team approaches in EI
  - i. The EI team
- d. Working with families from diverse backgrounds
  - i. Diversity
  - ii. Cross-cultural competence
  - iii. Partnering with families and achieved outcomes
- e. Talking with families

- III. The Individualized Family Service Plan (IFSP)

- a. Supporting the child in the natural environment
- b. Service coordination
- c. Home visiting in early intervention
  - i. Guidelines
  - ii. A framework for home visiting
  - iii. Roles and responsibilities
  - iv. challenges

- IV. Intervention approaches

- a. Routines-Based Early Intervention
  - i. Primary service provider model
    - 1. Routines-Based Interview (RBI)
      - a. Identify family supports, needs, and resources
      - b. Assessing family needs
- b. Coaching: A primary-coach approach

- V. Implementing services

- a. Planning for instruction
  - i. Enhancing development and participation
    - 1. Acquisition and use of knowledge and skill
    - 2. Addressing behavior
  - ii. Supporting diverse needs

## b. Implementing instruction

Description of Course Assignments:1. IFSP Project & Components (375 points):

- Identification of Family Resources, Priorities, and Concerns: Each student will implement procedures to identify resources, priorities, and concerns of a family who has a child between the ages of birth – 3 years. This will, at the minimum, include appropriate family questionnaires and a family-focused interview. Results will be summarized in a written report. Points: 100
- Family Plan (IFSP): Each student will develop a family plan (IFSP) based on the expressed family resources, priorities, and concerns. Points: 100
- Family Plan Implementation/Evaluation & Family Conference: Each student will implement a minimum of one outcome from the IFSP and evaluate the effectiveness of implementation. A product appropriate to the outcome will be agreed upon with the instructor and submitted to the instructor. Points: 100
- Family Visit: Each student will spend a minimum of 10 hours with the family with whom they develop the IFSP. This time should be scheduled during regular family routines and should be for a minimum of 2 hours per visit. A critical analysis of the time will be provided to the instructor using the set of reflective questions included in the respective performance task as a guide for this analysis. Points: 75

FVP - Family Visits Project: Each student will complete at least 8 visits and spend a minimum of 30 hours, over the course of the semester, with the family who has a child birth-35 month with a delay, disability or developmental concern. These hours include the time spent to complete the assignments outlined below. Students are required to show documentation for all hours spent by completing the KFETS form (see section concerning field hours) and have it signed by the family at each visit, as well as complete the family visit/task log in its entirety according to directions. Total Possible Points: 520 (see below for points per component)

- a. *Professional Biography*: Each student will complete a professional biography

appropriate to share with the family with whom they will work throughout the semester

on the Family Visits Project. The purpose of the assignment is to introduce yourself to

your potential family, providing information on your related experiences, education,

training, & other pertinent details. Possible Points: 20

- b. *Family Visits/Task Log*: Each student will meet with a family at least 8 times to complete components of the Family Visits Project. Written consent must be received from the family at the onset of the project. The field experience form must be signed by the family at each visit. The Family Visit/Task Note, Reflection Log and Plan must be completed within 24 hours of the visit and submitted on Blackboard. Possible Points: 200

- c. *FRPC Written Report*: **KEY ASSESSMENT**. Each student will complete a Developmental Description - Ecomap, Family Focused Interview and Routines Based Interview in order to identify the resources, priorities and concerns of a family who has a child between the ages of birth-35 months, with a disability, delay or developmental concern. Results will be summarized in a written report, reviewed by a peer, & will be accompanied by copies of all completed tools. Possible Points 100

- d. *Individualized Family Service Plan (IFSP)*: **KEY ASSESSMENT**. Each student will develop an IFSP based on the expressed family resources, priorities, and concerns attained from the RBI. One outcome will be targeted in an intervention plan and will be implemented. The intervention will be documented in a Service Log Note. Finally, an exit conference will be conducted to review the effectiveness of the intervention, status of outcomes, and the entire Family Visits Project process. Possible Points: 100

- e. *Written Reflection and Self-Evaluation*: **KEY ASSESSMENT**. Each student will write a reflective paper

using prompts provided by the instructor, and complete a self-evaluation form. Possible Points

100 \_\_\_\_\_

2. **Resource Review (50 points)**: Each student will review 10 resources related to some aspect of family involvement (e.g., parent education, communication), prepare an annotated bibliography of those resources with copies for students, and present the resources in class.

3. **Concept Paper (115 points)**:

- ☐ Each student will be required to write a 15- to 20-page paper (100 points) on a topic that is of interest and is related to this course. The paper may be a critical review of empirical research, an evaluation of professional practices, an analysis of a theoretical, historical, or conceptual issue, or any other careful examination of a topic relevant to the focus of the course. A list of examples of paper topics is provided below. Each paper must be based on research and must incorporate theoretical perspective(s) or model(s). Please

be prepared to discuss your ideas for your paper. On the designated day (see calendar) students will be required to turn in a detailed outline and present the idea to the class for feedback and suggestions. The outline (10 points) may be in point form (bullet points), but should contain the main sections of the paper and a beginning reference list (at least 10 references). The final paper is due in class on a designated day (see calendar) and each student will present (15 points) his/her paper using PowerPoint, Prezi, or other.

- Papers should all follow APA format. More information on this paper will be discussed in class.
  - Possible Examples of Paper Topics:
    - Prenatal diagnosis and/or high-risk births on childbearing plans.
    - An analysis of NICU transition programs for families.
    - Research on characteristics/needs/unique stressors of families with children from any particular diagnostic group (e.g. autism, learning disabilities, cerebral palsy, fetal alcohol syndrome, Down syndrome),
    - Chronic illness and/or death of a child and its impact/relationship to families.
    - Genetic counseling/technology and its impact on families.
    - Impact of poverty on family coping and resiliency.
    - Parent advocacy and support organizations.
    - Sibling support/stress/responsibilities/benefits.
    - Influence of children with special needs on parental/grandparental relationships.
    - Issues of culture/diversity for families with a child with a disability.
    - Recreation/leisure/travel for families of children with special needs.
- 4. Discussion Board/Online Activities (85 points): In addition to facilitating one session (see above) students will participate in any online class sessions, completion of discussion boards, or other online activities as designed.
- 5. Personal Bio (25 points): Each student will complete a personal bio appropriate to share with the family with whom they will work throughout the semester. The purpose of the assignment is to introduce yourself to your potential client, providing information on experiences, philosophy and other pertinent details, which will help families understand the purpose of your assignments and expectations.

6. Quizzes (100 points): There will be up to 3 quizzes over the course of the semester based on course readings and experiences. Quizzes are on Blackboard.

Course Grading and Evaluation:

Assignment Name	Point Value	Due Date
IFSP Project & Components	TOTAL 375	
1. Identification of Family Resources, Priorities, & Concerns	1. 100 pts	4/10
2. Family Plan (IFSP)	2. 100 pts	4/24
3. Family Plan Implementation/Eval. & Family Conference	3. 100 pts	5/1
4. Family Visit	4. 75 pts	5/1
Concept Paper (outline, paper, & presentation)	115	2/20, 3/6, 3/27
Resource Review	50	3/27, 4/10
Discussion Board/Online Activities	85	
<input type="checkbox"/> Introductions 1-29 (10) <input type="checkbox"/> Pictures of You 2-3 (5) <input type="checkbox"/> Parent-Professional Relationship 2-24 (10) <input type="checkbox"/> Serving Diverse Families Webinar 2-27 (10) <input type="checkbox"/> Ecomap Practice 3-6 (10) <input type="checkbox"/> IFSP Module 3-20 (20) <input type="checkbox"/> Writing & Rating Outcomes 3-27 (10) <input type="checkbox"/> Coaching Discussion Board 4-17 (10)		
Personal Bio	25	2/5
Quizzes	100	2/20, 4/10, 5/8
TOTAL	750	

NOTE: additional activities may be assigned for clarity but points will not be added for the grade. The instructor retains the right to modify and adjust the assignments and schedule of activities.

The following represents the grade equivalent for accumulated points:

A

90 - 100%

B	80 - 89%
C	70 - 79%
D	60 - 69%
F	59% and below

Attendance and Participation Policy:

Attendance Policy: Students are expected to attend class regularly and participate in weekly discussions and assignments. If a student absence is unavoidable, (a) students are expected to contact the instructor, prior to the class session or as soon thereafter as possible, and (b) students are expected to take responsibility for all missed

Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must

contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at [sarc@wku.edu](mailto:sarc@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions. Please review Code of Conduct for Professional Education Candidates for precise expectations

[http://www.wku.edu/cebs/programs/coc\\_pec.php](http://www.wku.edu/cebs/programs/coc_pec.php).

Professionalism Policy (added by the instructor): This class will be conducted in an atmosphere of mutual respect. Your active participation in class discussions is encouraged and expected. Each of us may have strong differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcomed. The orderly questioning of the ideas of others, including those of the instructor, is similarly welcome. However, the responsibility of the instructor will be exercised to manage the discussions so that ideas and arguments can proceed in an orderly fashion.

You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect expected in this class, you will not be permitted to participate further.

Students are expected to demonstrate professional standards of behavior during this course and within the field. In compliance with accreditation standards, your performance in this course is being evaluated on academic standards and professional dispositions.

As such, students are required to attend all course sessions and field experiences. If the instructor is late in arriving to class, students are expected to wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions given about the instructor's anticipated tardiness. If a student absence is unavoidable, (a) students are expected to contact the instructor, prior to the class session or as soon thereafter as possible, and (b) students are expected to take responsibility for all missed information and material.

Professional standards of behavior assume that students are appropriately prepared for class (i.e., reading and assignments), bring necessary materials, and actively participate in activities. Class sessions will be conducted with the expectation that students will have completed assigned readings prior to class. The instructor, based on observation and other class-related evidence, may lower the final grade for consistent lack of preparation and/or participation in class.

Students are expected to demonstrate professional and respectful and respectful behavior towards young children and families, classmate(s), community professional(s), & instructor(s) at all times. Consistent demonstration of unprofessional or disrespectful behaviors (e.g., side-bar conversations, writing notes, checking cell phone messages/texts, working on assignments in class) will result in the final grade being lowered. Students demonstrating unprofessional behavior during the class session may be requested by the instructor to exit the class. This will allow the candidate's/student's peers and instructor to continue with the class session. If a family member, classmate, community-based professional(s), and/or the instructor express a significant and/or repeated concern(s) regarding a candidate's professional performance (e.g., academic performance or behavioral disposition), the instructor will request a meeting with the candidate/student and his/her advisor and appropriate actions will be taken.

**Plagiarism:** To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from

him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

THE LEARNING CENTER (TLC): Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. [www.wku.edu/tlc](http://www.wku.edu/tlc)

University Policy for Field Experiences Or Observations: All students are required to complete 30 hours of field experience in this course. According to university policy, all students completing field experiences are required to have the following documents on file in the Office of Teacher Services, Room 2052 Gary Ransdell Hall: current TB test, current physical, current criminal background check (thumbprint). It is the student's responsibility to obtain the appropriate forms and submit the documents BEFORE beginning field experience directly to Teacher Services; questions should be directed to Cindy White.

- Field experience hours must be documented. Failure to complete and document hours of field experience will result in an automatic grade of F for the course, regardless of point accumulations on assignments. The form below is an example of what you will have individuals sign after each field experience visit:

Keep these forms for your records!

WKU College of Education and Behavioral Sciences Field Experience Form v.6 04/14									
Student Name _____			Course _____			WKU ID _____			
School District _____			School _____			Date _____			
Teacher _____			Signature _____			Notes _____			
<input type="checkbox"/> a. Engagement with Diverse Populations <input type="checkbox"/> b. Observations in Schools and related agencies <input type="checkbox"/> c. Student Tutoring <input type="checkbox"/> d. Interaction with Families of Students <input type="checkbox"/> e. Attendance at a school board and school based council meeting <input type="checkbox"/> f. Participation in a professional learning community <input type="checkbox"/> g. Opportunities to assist teachers or other school professional <input type="checkbox"/> Other _____			Grade Level _____ Elementary _____ Middle Grades _____ Secondary _____ Students _____ <input type="checkbox"/> Caucasian _____ African American _____ Hispanic _____ <input type="checkbox"/> Asian _____ Native American _____ Other _____ <input type="checkbox"/> Disabilities _____ Gifted/Talented _____ Lim. Eng. Pro. _____ <input type="checkbox"/> <25% Free/Red _____ 25-75% Free/Red _____ >75% Free/Red _____			Date _____ Start Time _____ End Time _____ Hours _____			
Teacher _____			Signature _____			Notes _____			
<input type="checkbox"/> a. Engagement with Diverse Populations <input type="checkbox"/> b. Observations in Schools and related agencies <input type="checkbox"/> c. Student Tutoring <input type="checkbox"/> d. Interaction with Families of Students <input type="checkbox"/> e. Attendance at a school board and school based council meeting <input type="checkbox"/> f. Participation in a professional learning community <input type="checkbox"/> g. Opportunities to assist teachers or other school professional <input type="checkbox"/> Other _____			Grade Level _____ Elementary _____ Middle Grades _____ Secondary _____ Students _____ <input type="checkbox"/> Caucasian _____ African American _____ Hispanic _____ <input type="checkbox"/> Asian _____ Native American _____ Other _____ <input type="checkbox"/> Disabilities _____ Gifted/Talented _____ Lim. Eng. Pro. _____ <input type="checkbox"/> <25% Free/Red _____ 25-75% Free/Red _____ >75% Free/Red _____			Date _____ Start Time _____ End Time _____ Hours _____			
Teacher _____			Signature _____			Notes _____			
<input type="checkbox"/> a. Engagement with Diverse Populations <input type="checkbox"/> b. Observations in Schools and related agencies <input type="checkbox"/> c. Student Tutoring <input type="checkbox"/> d. Interaction with Families of Students <input type="checkbox"/> e. Attendance at a school board and school based council meeting <input type="checkbox"/> f. Participation in a professional learning community <input type="checkbox"/> g. Opportunities to assist teachers or other school professional <input type="checkbox"/> Other _____			Grade Level _____ Elementary _____ Middle Grades _____ Secondary _____ Students _____ <input type="checkbox"/> Caucasian _____ African American _____ Hispanic _____ <input type="checkbox"/> Asian _____ Native American _____ Other _____ <input type="checkbox"/> Disabilities _____ Gifted/Talented _____ Lim. Eng. Pro. _____ <input type="checkbox"/> <25% Free/Red _____ 25-75% Free/Red _____ >75% Free/Red _____			Date _____ Start Time _____ End Time _____ Hours _____			
I certify that to the best of my knowledge this record is accurate and complete.					I have reviewed this record and believe it to be accurate and complete.				
Signature of WKU Student _____					Signature of WKU Instructor _____				

- In addition to this form, all hours should be documented on the KFETS website <http://www.epsb.ky.gov/>.
  - In order to comply with state regulations, you will need to do the following at the end of each semester in which you had required field observations:
    - Enter your hours and data into the KFETS system
    - Print the Detailed Summary Sheet after you have entered all field hours for that course.
    - Submit the Detailed Summary Sheet to your instructor with your Field Experience Forms.
    - Your instructor will verify that the hours on your KFETS are accurately entered from the data on your Field Experience Forms.
    - Once verified, your instructor will sign the KFETS summary and submit to Andrea Ford in Teacher Services, GRH 2051 [andrea.ford@wku.edu](mailto:andrea.ford@wku.edu). They may or may not also submit your Field Experience Forms. If so, a file will be kept in Teacher Services.
    - After all hours have been recorded in your file, Teacher Services will enter them into your CEBS E-PASS electronic portfolio.
    - The Teacher Services office must have the signed KFETS Detailed Summary form by the Friday before Final Exam week each semester.
- Students must keep copies of all student fieldwork forms.

For help go to: [http://www.wku.edu/teacherservices/field\\_exp/kfets\\_videos.php](http://www.wku.edu/teacherservices/field_exp/kfets_videos.php)

**ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO  
EDUCATION PREPARATION  
(EPSB Program Level Requirements)**

Course Required P-12 Classroom Observation or Clinical Experiences:

(Note: The table categories are those that the KY EPSB requires each program to have as outlined by 16 KAR 5:040 Section 3(3).)

Total Number of Hours: 30	
EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 3(3)	
(a) Engagement with diverse populations of students which include:	
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	
2. English language learners;	
3. Students with disabilities; and	
4. Students from the following grade levels:	
<input type="checkbox"/> Elementary	
<input type="checkbox"/> Middle School	
<input type="checkbox"/> Secondary	
(b) Observation in schools and related agencies, including:	
1. Family Resource Centers; or 2. Youth Service Centers	
(c) Student tutoring	
(d) Interaction with families of students;	X
(e) Attendance at school board and school-based council meetings;	
(f) Participation in a school-based professional learning community; and	
(g) Opportunities to assist teachers or other school professionals.	

Course Assignments and Experiences Related to:

- ☐ The Kentucky Early Childhood Standards (KYECS)
  - ☐ N/A
  
- ☐ The Kentucky IECE Curriculum Framework and Assessment System (Building a Strong Foundation for School Success):
  - o Every early care and education provider, school staff, and community professional must work to promote and provide experiences that support

growth and learning to ensure that all children enter school ready to learn. The identified five developmental areas for school readiness include: approaches to learning, health and physical well-being, language and communication development, social and emotional development, and cognitive and general knowledge.

- Every early care and education provider, school staff, and community professional must work to prepare children to take advantage of learning opportunities in school depends on four school dimensions: child readiness, approaches to learning, school readiness, and family and community supports.
- Every early care and education provider, school staff, and community professional must be familiar with recommended guidelines and standards in all areas of assessment (e.g., screening, diagnostic, classroom/instructional and program evaluation).

Course Assignment	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
<b>IFSP Project &amp; Components</b> <ol style="list-style-type: none"> <li>1. Identification of Family Resources, Priorities, &amp; Concerns</li> <li>2. Family Plan (IFSP)</li> <li>3. Family Plan Implementation/Eval. &amp; Family Conference Family Visit</li> </ol>	<p>Candidates will work with identified families to identify specific resources, priorities, and concerns that will result in optimal development for a target child. A professional plan will be created and at least one goal will be implemented. This goal will be measured.</p> <p>Candidates will reflect on performance and link the performance to child related outcomes. Additionally, candidates will evaluate the performance and identify future actions for improved practice and professional growth.</p>

□ Candidates Using the KAS Framework in Lesson Planning

N/A

□ Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework

N/A

Course Assignments Serving as an Education Preparation Program “Key Assessment”:

Key Assessment Areas	Assessment Name
Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity)	Standards Based Unit SPED 523 Internship Portfolio IECE 524
Professional Dispositions	EPP-wide Dispositions Assessment IECE 520, 523 SPED 523
Data and Research driven decision making	Assessment Battery and Outcome Development IECE 521 Standards Based Unit SPED 523 Internship Portfolio IECE 524
Integration of Technology in the discipline	Inclusion and Technology Integration Matrix IECE 423G Internship Portfolio IECE 524
Clinical Practice (Integrated practices of diversity)	Clinical Feedback and Disposition IECE 526 & SPED 523 Internship Portfolio IECE 524

Course Experiences and Assessments Addressing Learned Society (SPA)Standards:

NAEYC Professional Prep Standards (2010)	Course Experiences and Assessments
<p>Standard 1: Promoting Child Development and Learning</p> <p>Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.</p>	<p>IFSP Project &amp; Components</p>
<p>Standard 2: Building Family and Community Relationships</p> <p>Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful,</p>	<p>IFSP Project &amp; Components</p> <p>Class assignments</p> <p>Discussion Boards</p> <p>Resource Review</p>

reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.	
<p>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.</p>	IFSP Project & Components
<p>Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families</p> <p>Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.</p>	IFSP Project & Components Resource Review
<p>Standard 5: Using content knowledge to build meaningful curriculum.</p> <p>Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum.</p> <p>They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use</p>	IFSP Project & Components Class assignments Discussion Boards

<p>their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.</p>	
<p>Standard 6: Becoming a Professional</p> <p>Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>	<p>IFSP Project &amp; Components</p> <p>Class assignments</p> <p>Discussion Boards</p> <p>Bio</p> <p>Concept Paper</p> <p>Online Discussion Leader</p> <p>Resource Review</p>
<p>Standard 7: Early Childhood Field Experiences</p> <p>Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).</p>	<p>IFSP Project &amp; Components</p>

Initial CEC Special Education Early Childhood Specialist Set	Course Experiences and Assessments
<p>Standard 1: Learner Development &amp; Individual Learning Differences</p> <p>Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities</p>	<p>IFSP Project &amp; Components</p>
<p>Standard 1: Learner Development &amp; Individual Learning Differences</p> <p>Beginning special education professionals</p>	<p>IFSP Project &amp; Components</p> <p>Concept Paper</p>

understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities	
Standard 3: Curricular Content Knowledge Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities	IFSP Project & Components Class and Online Activities Resource Review Concept Paper
Standard 4: Assessment Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.	Concept Paper Discussion Boards IFSP Project & Components Resource Review
Standard 5: Instructional Planning Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Concept Paper Discussion Boards IFSP Project & Components
Standard 6: Professional Learning & Ethical Practice Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	Field Experiences
Standard 7: Collaboration Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	IFSP Project & Components

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment									
	IECE 520	IECE 423G	IECE 522	FACS 577	EDFN 500	IECE 521	IECE 523	IECE 524	SPED 523	SLP 517
Standard 1. Learner development	X	X	X				X	X	X	
Standard 2. Learning differences	X	X	X	X			X	X	X	X
Standard 3. Learning environments	X	X	X				X	X	X	
Standard 4. Content knowledge	X	X	X	X		X	X	X	X	X
Standard 5. Application of content	X	X		X		X	X	X	X	X
Standard 6. Assessment	X	X				X	X	X	X	X
Standard 7. Planning for instruction	X	X	X	X			X	X	X	X
Standard 8. Instructional strategies	X	X					X	X	X	X
Standard 9. Professional learning and ethical practice	X	X	X			X	X	X	X	

Standard 10. Leadership and collaboration	X	X	X			X	X	X	X	
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CEC SPA Standard # and Description  Initial Special Education Early Childhood Specialist Set (2012)	Course Alignment									
	IECE 520	IECE 423G	IECE 522	FACS 577	EDFN 500	IECE 521	IECE 523	IECE 524	SPED 523	SLP 517
Standard 1: Learner Development and Individual Learning Differences	X	X	X				X	X	X	X
Standard 2: Learning Environments	X	X	X	X		X	X	X	X	X
Standard 3: Curricular Content Knowledge	X	X	X	X			X	X	X	X
Standard 4: Assessment		X	X			X	X	X	X	
Standard 5: Instructional Planning and Strategies		X	X			X	X	X	X	X
Standard 6: Professional Learning and Ethical Practice	X	X	X	X		X		X	X	X
Standard 7: Collaboration	X	X	X				X	X		

IECE SPA Standard # and Description NAEYC Standards for Initial Early Childhood Professional Preparation (2010)	Course Alignment									
	IECE 520	IECE 423G	IECE 522	FACS 577	EDFN 500	IECE 521	IECE 523	IECE 524	SPED 523	SLP 517
STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING	X	X	X				X	X	X	
STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS	X	X	X			X		X		
STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES		X	X			X	X	X	X	
STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES	X	X	X			X	X	X	X	
STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM			X				X	X	X	
STANDARD 6. BECOMING A PROFESSIONAL	X	X	X				X	X	X	
STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES	X	X	X			X	X	X		

ILA 2017	Course Alignment									
	IECE 520	IECE 423G	IECE 522	FACS 577	EDFN 500	IECE 521	IECE 523	IECE 524	SPED 523	SLP 517
STANDARD 1. FOUNDATIONAL KNOWLEDGE								X	X	
STANDARD 2. CURRICULUM & INSTRUCTION								X	X	
STANDARD 3. ASSESSMENT & EVALUATION			X			X	X	X	X	

2021-2022 School Year										
STANDARD 4. DIVERSITY & EQUITY	X		X			X	X	X	X	
STANDARD 5. LEARNERS & THE LITERACY ENVIRONMENT			X					X	X	
STANDARD 6. PROFESSIONAL LEARNING AND LEADERSHIP								X	X	