IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education **Fall 2018 Syllabus**	
Instructor TBD	
E-mail: TBD	Phone: 270-745-5414
Class Location: Room # TBD	
Instructor's Office Hours: TBD	

Note: This document and other class related materials are available at https://blackboard.wku.edu.

Course Description:
Planning, designing, and selecting curricula, including learning environments and instruction, for children birth through kindergarten, both with and without disabilities, and their families. Field experience is required; students are responsible for their own transportation.

Prerequisites:
IECE 521 and IECE 522

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

1. Develop an IEP/IFSP and resulting inclusion matrix, integrating identified child and family outcomes with resources and service options. (I, VIII, IX)
2. Summarize and integrate assessment information into implications and recommendations for content and process of instruction. (I, IV)
3. Identify and use scope and sequence of developmental curricula for infants, toddlers, and preschoolers across all areas of development. (I, III)
4. Plan for individual and group instruction using a variety of formats including play, daily routines, parent-mediated activities, and systematic instruction, including methods for language/communication, sensorimotor, cognitive, emotional, social, and motor development. (III)
5. Integrate knowledge and strategies from multiple disciplines in design and implementation of structured and unstructured instructional activities. (I, III)
6. Utilize methods for monitoring, summarizing, and evaluating the acquisition of child and family outcomes as outlined in the IEP/IFSP and/or lesson plans. (IV, V, VII, IX)
7. Apply health and safety procedures in home and group settings. (III)
8. Use space, time, materials, peers, and adults in maximizing child performance in center and home settings. (I, II, III)
9. Function as a team member in an interdisciplinary/transdisciplinary setting, including sharing, consultation, joint goal setting, and planning. (VI)
10. Identify issues and procedures in confidentiality. (IV, VI)
11. Identify reporting and recordkeeping requirements and methods. (IV, V, IX)

Textbooks and Required Materials

Bateman, B.D., & Linden, M.A. (2012). *Better IEPs: How to develop legally correct and educationally useful programs (5th ed.)*. Verona, WI: Attainment Company. ISBN: 1-57861-568-2

Copple, C. & Bredekamp, S. (Eds.) (2009). *Developmentally appropriate practice in early childhood progr*ams (3rd Edition). Washington DC: National Association for the Education of Young Children (NAEYC).
ISBN: 978-1-928896-64-7

DEC (2014). *DEC recommended practices in early intervention/early childhood special education 2014.* Retrieved from: http://www.dec-sped.org/recommendedpractices

Harms, T., Clifford, R.M., & Cryer, D. (2015). *Early childhood environment rating scale – 3 (ECERS-3) (3ʳᵈ ed.).* New York: Teachers College Press. ISBN-13: 978-0-8077-5570-9.

Kostelnik, M.J., Soderman, A.K., & Whiren, A.P., Rupiper, M.L. (2015). *Developmentally appropriate curriculum: Best practices in early childhood education (6ᵗʰ ed.)*. Boston: Pearson. ISBN 10: 013351777

RTC (2015). *Preschool guidance for Individual Education Program (IEP) development.* Frankfort, KY: KDE/RTC. (In Blackboard, Course Documents, IEP Folder)

Wittmer, D.S., & Petersen, S.H. (2014). *Infant and toddler development and responsive program planning: A relationship-based approach (3ʳᵈ ed.).* Boston, Pearson. ISBN 10: 0132869942

Major Course Topics: as this is a practicum course, specific content may vary depending on the setting and other factors. However, all students will practice skills in the following areas:

1.   Philosophical bases for early intervention
2.   Developmentally appropriate practices
3.   Learning environments in home and center-based settings
    a.   Brain research as it relates to learning environments
    b.   Designing/organizing space and time
    c.   Behavioral supports
    d.   Role of adults
    e.   Assessing early childhood environments
4.   Planning child and family services
    a.   Developing the IEP/IFSP
    b.   Developing lesson plans
    c.   Writing task analyses
    d.   Including IEP/IFSP outcomes into daily routines
5.   Curriculum
    a.   Components
    b.   Linking assessment with curriculum
    c.   Criteria for the development, selection, and evaluation of curricula

Description of Course Assignments:

Individual Plans: Each student will submit an individual plan that addresses each assignment listed below. An individual plan format will be distributed in class. Plans must include goal and objective statements, activities, timeline, and products to be submitted. Students should use the course objectives, and full assignment descriptions to determine individual goals for learning. Students are expected to generate the individual plan format on the computer as a table in landscape format.

Participation in Class Sessions: The majority of class sessions will be interactive with independent and small group work. Each student is expected to bring the required reading(s) to class for reference in these activities. In addition, each student should have access to the materials on Blackboard for the respective class session, either in print or on a laptop (e.g., PowerPoint slides, other hand-outs).

1. **Theory/Research to Practice Assignments***: Five assignments during the semester will require application of theory and/or research and recommended practices to the provision of early childhood services. These assignments will be a mix of written responses and products that are used in providing services to young children and their families. The written responses and products must reflect the content in course readings and class discussion.
2. **ITERS-R/ECERS-R**. Observe an infant or toddler program and complete the ITERS-R. Observe a preschool program and complete the ECERS-R. Each program should be observed a minimum of two times, for approximately 3 hours each time, in order to adequately complete the ITERS-R/ECERS-R. A follow-up visit must be made to each early childhood site to share results. The follow-up visit will be scheduled after receiving feedback on the course assignment from the instructor. The performance task specifies products and points to be earned. The total field experience hours will be 30.
3. **IEP Simulation**. A simulation of an IEP meeting will be completed in class and an IEP developed as a result the meeting. Case study information will be provided by the instructor. Each student will select a role based on individual learning goals/objectives and actively participate in the discussion and development of the IEP. The grade for the simulation will be based on preparation for and participation in the IEP meeting and the completed IEP document.
4. **Curriculum Workshop**. *Optional for fall completion.* Each student (in groups of 2, with one group of 3 possible) will plan and implement a workshop based on a topic relevant to the course standards and objectives. The actual date for presentation will occur as appropriate in the sequence of course topics. (100 points)
5. **Individual Project**. *Optional for fall completion.* Each student will complete an individual project based on course standards and objectives. The project will be negotiated with the instructor via the Individual Plan. (100 points)

Course Grading and Evaluation:

Assignment Name	Point Value	Due Date
Theory/Research to Practice Assignments • Learning environments I/T 25 pts • Learning environments P/KG 25pts • Task Analysis 25pts • Small/Large Group Instruction 50 pts	125	Due Dates Included on Blackboard
ITERS-R/ECERS-R 75 pts each	150	
IEP Simulation	100	
Total	**375**	

The following represents the grade equivalent for accumulated points:

A = (90-100%)
B = (80-89%)
C = (70-79%)
D = (60-69%)
F = (<60%)

Attendance and Participation Policy: students are expected to attend class regularly and participate in weekly discussions and assignments.

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. 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.

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.

Course Expectations & Student Conduct: This section contains the policies and expectations that have been established for this course. Please read carefully and refer back to this when you have questions. These policies and expectations are intended to create a productive learning atmosphere for all. 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 as well as the orderly questioning of the ideas of others, including those of the instructor. 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, you will not be permitted to participate further.

University Policy for Field Experiences or Observations: All students are required to complete 25 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!

- o In addition to this form, all hours should be documented on the KFETS website http://www.epsb.ky.gov/.
- o 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:
  - o Enter your hours and data into the KFETS system
  - o Print the Detailed Summary Sheet after you have entered all field hours for that course.
  - o Submit the Detailed Summary Sheet to your instructor with your Field Experience Forms.
  - o Your instructor will verify that the hours on your KFETS are accurately entered from the data on your Field Experience Forms.
  - o Once verified, your instructor will sign the KFETS summary and submit to Andrea Ford in Teacher Services, GRH 2051 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.
  - o After all hours have been recorded in your file, Teacher Services will enter them into your CEBS E-PASS electronic portfolio.
  - o 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

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

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

Course Required P-12 Classroom Observation or Clinical Experiences:

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;	x
2. English language learners;	x
3. Students with disabilities; and	x
4. Students from the following grade levels:	
• Elementary	
• Middle School	
• 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;	
(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):**
    - Every teacher candidate must be fluent in the KYECS for his/her content area and must be able to deconstruct the standards into learning targets and create formative assessments.
        - How does the EPP ensure each candidate's knowledge/proficiency of the Kentucky Early Childhood Standards (KYECS)? How does the EPP measure the depth of knowledge of each candidate?

Course Assignment and Due Date	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
Theory to Research Practice Assignments	Learning Environments Infant/Toddler and Preschool/Kindergarten ITERS-R and ECERS-R

- **The Kentucky IECE Curriculum Framework and Assessment System (Building a Strong Foundation for School Success):**
  - 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 and Due Date	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency

- **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

<u>Course Assignments Serving as an Education Preparation Program "Key Assessment":</u>

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

Key Assessment Areas	Assessment Name
	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	Course Experiences and Assessments
Standard 1: Promoting Child Development and Learning 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.	Task Analysis IEP Simulation
Standard 2: Building Family and Community Relationships 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, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.	
Standard 3: Observing, Assessing and Documenting to Support Young Children and Famiies. 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.	ITERS-R ECERS-R
Standard 4: Using Developmentally Effective Approaches 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,	Small Group Instruction Task Analysis

instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.	
Standard 5: Using content knowledge to build meaningful curriculum. 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. 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 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.	ITERS-R ECERS-R Small/Large Group Intruction
Standard 6: Becoming a Professional 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	ITERS-R ECERS-R IEP SIMULATION
Standard 7: Early Childhood Field Experiences 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).	Clinical Reflection

Initial CEC Special Education Early Childhood Specialist Set	Course Experiences and Assessments
Standard 1: Learner Development & Individual Learning Differences 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	Learning Environments

Standard 2: Learning Environments Beginning special education professional create safe, inclusive, culturally responsive learning enviornments so that individuals with exceptionalisties become active and effetive learners and develop emotional well-being, posiitve social interactions, and self - determination.	ITERS-R ECERS-R
Standard 3: Curricular Content Knowedge Beginning special education professionals use knowledge of general and specialized cirricula to individualze learning for individuals with exceptionalities	Learning Environments Task Analysis Small/Large Group Instruction IEP Simulation
Standard 4: Assessment Beginning special educaiton professionals use multiple methods of assessment and data-sources in making educational decisions.	Task Analysis
Standard 5: Instructional Planning Beginning special educaiton professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Task Analysis Small/Large Group Instruction IEP Simulation
Standard 6: Professional Learning & Ethical Practice Beginning special education professionals use foundational knowledge fo the field and their profesional Ethical Principles and Practice Standards to inform special educaiton practice, to engage in lifelong learning, and to advance the profession.	
Standard 7: Collaboration Beginning special education professionals collaobrate with families, other educators, related service providers, indivuduals with exceptionaliites, and personnel from community agencies in cultrually responsive ways to address the needs of individuals with exceptionalites across a range of learning experiences.	IEP Simulation

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	

CEC SPA Standard # and Description	Course Alignmentt									
Initial Special Education Early Childhood Specialist Set (2012)	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	
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	