

IECE 524 Planning Internship in Early Childhood Special Education Syllabus	
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Class Location: Room # TBD	
Instructor's Office Hours: By appointment and available via email	

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

Course Description:

Supervised work with children B-5, both with and without disabilities, and their families.

Prerequisites:

SPED 523

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

1. Provide a family focused approach to early intervention which supports and fosters confidence and competence in families.
2. Assist families in identifying their strengths, resources, and needs in relation to their child.
3. Build respectful and beneficial relationships between families and professionals.
4. Implement a variety of options for family services, including information, support, referral, and training.
5. Evaluate services to families.
6. Design an assessment battery and process for the purpose of collecting information for decision making and instructional planning.
7. Summarize and integrate assessment information into implications and recommendations for both the content and process of intervention.
8. Support and facilitate family/child interactions as primary contexts for learning and development in infants, toddlers, and preschoolers.
9. Utilize instructional strategies that facilitate development, learning, and independence in infants, toddlers, and preschoolers in both home and group environments.
10. Integrate knowledge and strategies from multiple disciplines in design and implementation of structured and unstructured intervention activities.
11. Utilize methods for monitoring, summarizing, and evaluating the acquisition of child and family outcomes as outlined in the IFSP or IEP.
12. Interpret medical histories and reports concerning the developmental status of children at-risk or with disabilities.
13. Apply health and safety procedures in home and group settings.
14. Utilize methods for maintaining technology-dependent children.
15. Identify nutrition and feeding needs specific to populations of young children with physical

impairments.

16. Use adaptive equipment and prosthetic devices appropriately.
17. Use space, time, peers, materials, and adults in maximizing child progress in group and home settings.
18. Use strategies that reduce inappropriate behaviors and increase appropriate behaviors.

Textbooks and Required Materials

Bredenkamp, S. (2011). *Effective practices in early childhood education: Building a foundation*. Boston: Pearson.

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

KDE (2013). *Building a strong foundation for school success: Kentucky's early childhood standards*. Frankfort, KY: KDE. <http://www.kde.state.ky.us>

Major Course Topics:

1. IEP/IFSP
2. Family Team Meetings
3. Development of KTIP lesson plans
4. Task Analysis
5. Maintaining Progress Records and Anecdotal Notes
6. Reflective Practice
7. Developing Appropriate Family Activities
8. TWS - SBU
9. Leadership Project
10. IECE Teacher Standards

Description of Course Assignments:

1. Each student will complete a minimum of 250 clock hours in planning, implementing, or evaluating services to children within an early childhood setting.
2. Each student will be assigned to a placement with a supervising teacher for the provision of services within an early childhood classroom.
3. Documentation of activities and grading will be accomplished through a portfolio.
4. Each student will complete the following assignments:

Letter of Introduction to Families and Team Posterboard: Each teach will develop a "team posterboard" inclusive of all team members, photograph of each member and a brief bio statement. Students will write a letter of introduction to the families of the children enrolled in the classroom of your placement.

IEP/IFSP Review/Development and Inclusion Matrix Development: Each student will serve as the service coordinator for a minimum of one child. Target a child in their placement. Review the IFSP/IEP for appropriateness and any needed modifications. The service coordinator will be responsible for developing an inclusion matrix for this child, making recommendations regarding the child's IEP/IFSP (including the need for any additional assessment), and ensuring that approved recommendations are implemented. Documentation for the instructor will include the IFSP/IEP goals and objectives, and

IEP/IFSP inclusion matrix.

Family/Team Meeting to Confirm IEP/IFSP Goals/Outcomes: Each service coordinator must attend and observe at least one of the following IFSP/IEP meeting, PLE session, OT evaluation, PT evaluation etc. meeting with family member. A reflection paper will be written for the portfolio.

Task Analysis: A task analysis for the IEP objective(s) or IFSP outcomes for the target child must be included with lesson plans. The lesson plan should reflect which step in the task analysis is being addressed in that activity.

Progress Records: (1) Document progress daily for the target child on record keeping forms provided by supervising teacher or created by student. (2) Appropriate record keeping forms must be developed/selected and implemented for all lesson plans.

Lesson Plans: Lesson plans developed using the KTIP lesson plan format must be developed for all activities that are planned and implemented by the student. Some of these lessons were developed in their SBU during Curriculum class.

Standards Based Unit: Candidates plan and implement a five to ten day standards-based unit of study in the early childhood classroom, analyze the results of the pre/post assessment, and reflect on professional practice.

Supervision/Observations: Be observed a minimum of 3 times during the internship using the IECE KTIP observation form. Each student must identify in consultation with the supervisor the focus for each observation. Lesson plans, including task analysis and record-keeping forms must be provided at least 24 hours prior to the observation. A post-observation conference will be held immediately after each observation.

Activity Reflections: A reflection will be written for each activity for which the student is responsible for implementing.

Family-Related Activities: Each team will be responsible for developing and implementing a “family activity” during the internship based on family needs at your internship site. A survey will be developed, implemented and analyzed to determine the activity to be implemented. Teams will plan and implement the selected activity. A written summary and analysis of activities must be provided.

Leadership Project: with your team, brainstorm possible projects and then identify a project to initiate and implement during your internship that will demonstrate your ability to provide leadership. The project may be one where:

- work with your team on a program to improve learning opportunities for children and families in your setting
- involve caregivers/families, members of the school community or agencies in efforts to improve learning conditions or remove barriers to learning
- organize, implement and facilitate strategies for community involvement
- plan and implement with colleagues a professional development activity

ITERS – R/ECERS – R: as a team you will complete a ITERS or ECERS on your assigned center and classroom.

Professional Growth Plan: complete a professional growth plan that will guide your work throughout your internship experience.

Summative Reflection/Evaluation: Develop a written summary of experiences (narrative) including a critical review of the experience, self-evaluation of roles implemented, professional growth, needs for further professional growth, and evaluation of the IEP/IFSP.

Kentucky IECE Teacher Standards Self-Assessment: Completed both prior to start of the internship and again at the end.

Course Grading and Evaluation:

Assignment Name	Point Value	Due Date
<i>Letter of Introduction to Families and Team Posterboard</i>	25	Due Dates on Blackboard
<i>IEP/IFSP Review/Development and Inclusion Matrix Development</i>	25	
<i>Task Analysis</i>	25	
<i>Progress Records</i>	50	
<i>Lesson Plans</i>	75	
<i>Standards Based Unit</i>	100	
<i>Supervision/Observations</i>	150	
<i>Activity Reflections</i>	50	
<i>Family-Related Activities</i>	75	
<i>Leadership Project</i>	75	
<i>ITERS – R/ECERS – R</i>	50	
<i>Professional Growth Plan</i>	50	
<i>Kentucky IECE Teacher Standards Self-Assessment</i>	50	
Total	800	

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.

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 Assignments and Experiences Related to:

- **The Kentucky Early Childhood Standards (KYECS)/Kentucky Academic Standards (KAS):**
 - 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
Teacher Work Sample: Learning Goals & Pre/Post Assessment	<p>Identify and list the KYCES for content taught in the unit. Design one or two learning goals for the unit and explain how the learning goal(s) address the KYECS. A pre/post assessment will be used to determine P-5 student growth related to the Learning Goals.</p> <p>Plan an overview of the five to ten-day unit of instruction that addresses the KYECS identified in the Learning Goals. Formative assessments are planned throughout the unit to monitor progress toward learning goals.</p>

- **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
Teacher Work Sample: Pre/Post Assessment	Candidates use a pre/post assessment to determine student growth related to the Learning Goals. Multiple assessment modes and approaches aligned with the learning must be included before and after instruction. These assessments should be designed to measure student learning with reference to the goals and may include performance-based tasks, personal communication or created responses.

- **Candidates Using the KYECS Framework in Lesson Planning**

Course Assignment and Due Date	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
Teacher Work Sample: Design for Instruction	After selecting the content (topic, knowledge, skills) for the instructional unit, candidates write a description of the unit. The description must include the following for the unit: Learning Goals that

	reflect key concepts of the discipline, behavioral objectives that address the Learning Goals, instructional strategies that allow for differentiated instruction as determined by the Contextual Factors and the pre-assessment data, a plan for formatively assessing students that guides instruction and measures student performance on each Learning Goal, and adaptations and differentiated instruction that address the Contextual Factors.
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• **Candidates Using Formative and Summative Assessments Related to KYECS Curriculum Framework**

Course Assignment and Due Date	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
Teacher Work Sample: Pre/Post Assessment	Candidates use a pre/post assessment to determine student growth related to the Learning Goals. Multiple assessment modes and approaches aligned with learning goals to assess student learning must be included before and after instruction. These assessments should be designed to measure student learning with reference to the learning goals.
Design for Instruction	After selecting the content (topic, knowledge, skills) for the instructional unit, candidates write a description of the unit. The description must include the following: Learning Goals that reflect key concepts of the discipline, behavioral objectives that address the Learning Goals, instructional strategies that allow for differentiated instruction as determined by the Contextual Factors and the pre-assessment data, a plan for formatively assessing students that guides instruction and measures student performance on each learning goal, and adaptations and differentiated instruction that address the contextual factors.

Course Assignments Serving as an Education Preparation Program "Key Assessment":
IECE 514 Key Assessment: Teacher Work Sample (TWS).

Teacher Work Sample (TWS): The TWS will employ a range of teaching strategies and consider individual differences. Through this performance assessment device, the candidate will provide credible evidence of his/her ability to facilitate learning.

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

Key Assessment Areas	Assessment Name
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	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>	<ul style="list-style-type: none"> • TWS <p>The Teacher Work Sample (TWS) is a performance based assessment tool for teacher candidates to demonstrate ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on teacher candidate's instruction and student learning to improve teaching practice. WKU teacher candidates are required to plan a unit of instruction between 5 and 10 days in length.</p> <p>The TWS enhances the teacher candidates' ability to accomplish the following:</p> <ul style="list-style-type: none"> Plan assessments and instruction appropriate for contextual factors, Design challenging learning goals Create assessment aligned to learning goals Design challenging and meaningful instructional experiences, Analyze student data, and Demonstrate and reflect upon performance on identified Kentucky Teaching Standards.
<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, reciprocal relationships that support and empower</p>	<p>TWS</p> <p>Family Activities</p>

families, and to involve all families in their children's development and learning.	
<p>Standard 3: Observing, Assessing and Documenting 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>	<ul style="list-style-type: none"> • TWS
<p>Standard 4: Using Developmentally Effective Approaches</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>	<ul style="list-style-type: none"> • TWS
<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. 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.</p>	TWS

<p>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</p>	<p>Portfolio Family Activities Service Coordination</p>
<p>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).</p>	<p>Activity reflections</p>

Initial CEC Special Education Early Childhood Specialist Set	Course Experiences and Assessments
<p>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</p>	<p>IFSP TWS</p>
<p>Standard 2: Learning Environments Beginning special education professional create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p>	<ul style="list-style-type: none"> Contextual Factors
<p>Standard 3: Curricular Content Knowledge Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities</p>	<ul style="list-style-type: none"> TWS – Design for Instruction
<p>Standard 4: Assessment Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</p>	<p>TWS – pre/post assessment</p>
<p>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.</p>	<ul style="list-style-type: none"> TWS – Design for Instruction
<p>Standard 6: Professional Learning & Ethical Practice</p>	<p>IFSP, Service Coordination</p>

Beginning special education professionals use foundational knowledge for 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.	
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.	<ul style="list-style-type: none"> • IFSP • Family Activities

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 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	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	
STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES	X	X	X			X	X	X		

[illegible]