

IECE 526 Special Topics in Interdisciplinary Early Childhood Education Fall 2017 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:

Practical application in clinical settings of critical skills for interdisciplinary early childhood educators. Students are responsible for transportation to assigned sites.

Prerequisites:

IECE 522 and instructor permission.

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

1. Engage in professional and reflective collaborative practice with children Birth – 5 years of age.
2. Apply recommended EC/ECSE practices.
3. Engage in a strengths-based approach to intervention with young children and their families.

Textbooks and Required Materials

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>

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>

Noonan, M. J. & McCormick, L. (2nd ed.). (2006). *Teaching young children with disabilities in natural environments*. Baltimore: Brookes.

Pretti-Frontczak, K. & Bricker, D. (2011). *An activity-based approach to early intervention (3rd Ed.)*. Baltimore: Brookes.

Kaiser, B. Judy & Rasminsky, S. (3rd ed.). (2011). *Challenging behavior in young children: understanding, preventing and responding effectively*. Pearson

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. Design curriculum and instructional strategies to promote develop and learning
2. Design and implement research based practices to meet individual children's and families' needs.
3. Document children's and families' progress related to interventions implemented.

Description of Course Assignments:

1. Each student will complete a minimum of 50 clock hours in observing, interviewing, assisting and evaluating services to children within an early childhood or home setting.
2. Each student will work with supervising teachers and service providers when carrying out the required assignments.
3. Each student will complete the following assignments:
 - a. **Preschool Setting**
 - i. Observe, interview, and assist the supervising teacher. You will write a reflective paper about everyday responsibilities of a preschool teacher. The paper will include information about management of time and documentation. You will discuss IEP documentation, safety protocol, lesson planning, entry of assessment data, Infinite Campus etc. 100 points
 - ii. Develop a Professional Growth Plan for a preschool program. You are expected to use the IECE teacher standards and identify at least one goal for growth that you will complete during the practicum. This goal should be targeted on your professional growth plan. Document completion or progress on targeted goal. 100 points
 - iii. A reflection will be written for developing and implementing at least two of the listed activities for which you are responsible (i.e., RTI interview and observation, functional behavior assessment and positive behavior support plan) 50 points
 - iv. Compare what you have observed in a preschool setting with the Kentucky preschool regulations and address the following areas: program operation class size, type of program-half day or full day, home visits, break time and application of DAP and DEC recommended practices); program evaluation; role of a lead teacher; program evaluation; and maintaining safety and health. The **preschool Kentucky state regulations** are available on the link below (50 points). <http://www.lrc.state.ky.us/kar/704/003/410.htm>
 - b. **Infant/Toddler Setting**
 - i. You are required to observe and go on a home visit with a service coordinator, primary evaluator, or District Child Evaluation Specialist. (ii) In addition, you must attend and observe at least one of the following: IFSP/IEP meeting, PLE session, OT evaluation, PT evaluation, SLP evaluation etc. as the professional meet with the family. A reflection paper will be written. 50 points
 - ii. Develop a Professional Growth Plan for an **infant** program. Using the IECE teacher standards, identify at least one goal for growth that you will complete during the practicum. This goal should be targeted on your professional growth plan. You must document completion or progress on targeted goal. For example, you may attend, observe and participate in a First Steps transition meeting, complete a program evaluation instrument such as a ITERS-R, observe and engage in coaching, etc. (50 points).

- iii. Infant/Toddler Observation in a child care setting: You are required, using guidelines provided, to observe an Infant/toddler program. Instructions for the assignment will be given (100 points).
- iv. Activity Reflections (**toddler program**): A reflection will be written for developing and implementing activities in two areas for which you will be responsible (example, Transition planning for a child eligible for special services, family activity prevention and intervention of a child with challenging behavior, implementation of culturally responsive practice, RTI interview and observation, etc.) (100 points)
- c. Observations across settings – each candidate will conduct targeted observations in an elementary, middle and secondary setting. Target a content area and broad learning goal, observe across each of the 3 settings and reflect upon instructional strategies utilized in each of the settings. How do the strategies differ from what is commonly utilized in early childhood settings. While in the various settings, speak with the director of the family resource center and youth services center to ascertain what services are commonly provided to children and families. You will also sit in on a minimum of 1 PLC meeting at a site of your choice and attend 1 school board meeting. 100 points

Course Grading and Evaluation:

Assignment Name	Point Value	Due Date
Preschool program reflection	100	Due Dates Included on Blackboard
Preschool Professional Growth Plan	100	
Activity Implementation	50	
Alignment with Kentucky Regulations	50	
Infant Service Provider Observation and Reflection	50	
Infant Toddler Professional Growth Plan	100	
Infant Toddler program Reflection	100	
Activity Reflections	100	
Observations and reflections across settings, family services center, youth services center, PLC and School Board	100	
Total	750	

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!

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 _____			Date _____			Start Time _____		End Time _____		Hours _____
Grade Level _____			Elementary _____			Middle Grades _____			Secondary _____	
Students _____			Caucasian _____			African American _____			Hispanic _____	
_____ Asian _____			_____ Native American _____			_____ Other _____			_____	
_____ Disabilities _____			_____ Gifted/Talented _____			_____ Lim. Eng. Pro. _____			_____	
_____ <25% Free/Red _____			_____ 25-75% Free/Red _____			_____ >75% Free/Red _____			_____	
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 _____			Date _____			Start Time _____		End Time _____		Hours _____
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_____ Asian _____			_____ Native American _____			_____ Other _____			_____	
_____ Disabilities _____			_____ Gifted/Talented _____			_____ Lim. Eng. Pro. _____			_____	
_____ <25% Free/Red _____			_____ 25-75% Free/Red _____			_____ >75% Free/Red _____			_____	
Teacher _____			Signature _____			Notes _____				
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_____ Asian _____			_____ Native American _____			_____ Other _____			_____	
_____ Disabilities _____			_____ Gifted/Talented _____			_____ Lim. Eng. Pro. _____			_____	
_____ <25% Free/Red _____			_____ 25-75% Free/Red _____			_____ >75% Free/Red _____			_____	
I certify that to the best of my knowledge this record is 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. 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

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: 50	
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:	
• Elementary	x
• Middle School	x
• Secondary	x
(b) Observation in schools and related agencies, including:	
1. Family Resource Centers; or 2. Youth Service Centers	x
(c) Student tutoring	x
(d) Interaction with families of students;	
(e) Attendance at school board and school-based council meetings;	x
(f) Participation in a school-based professional learning community; and	x
(g) Opportunities to assist teachers or other school professionals.	x

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
N/A	N/A

- **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
N/A	

- **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	Course Experiences and Assessments
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<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"> Professional Growth Plan Preschool and Infant/Toddler
<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 families, and to involve all families in their children's development and learning.</p>	<ul style="list-style-type: none"> Family Resource Center and Family youth services observations Service provider observations and interviews
<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>	
<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>	
<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>	

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>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>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>Preschool and Infant/Toddler Site reflections and regulation alignment</p> <p>Professional Growth Plan</p>

Initial CEC Special Education Early Childhood Specialist Set	Course Experiences and Assessments
<p>Standard 1: Learner Development & 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>Observations across Infant Toddler/Preschool/Elementary/ Middle/High School and skill tracking</p>
<p>Standard 2: Learning Environments</p> <p>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>	
<p>Standard 3: Curricular Content Knowledge</p> <p>Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities</p>	

Standard 4: Assessment Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.	
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.	
Standard 6: Professional Learning & Ethical Practice 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.	Professional Growth Plan
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.	

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]