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| IECE 530 – Advanced IECE Curriculum Development IECE 550 – Advanced Early Childhood Assessment | |
| Instructor: Beth Schaeffer (530) Sylvia L. Dietrich, Ph.D. (550) | |
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| Instructor's Office Hours: posted on blackboard | |

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

Course Descriptions:

530 - Advanced curriculum and program development for children birth through 5 years of age in schools, centers, or home settings, including collaboration with families and professionals, continuous assessment, and program evaluation.

Prerequisites:

Prerequisite(s): TCHL 500 or instructor permission.

Learning Outcomes:

Upon satisfactory completion of the course, the student will be able to:

- A. Develop an understanding of the transdisciplinary teaming model and its process in planning, designing, adapting, and implementing services in early intervention, preschool and kindergarten classrooms.
- B. Demonstrate the ability to adapt appropriate learning environments for young children with severe disabilities, including materials, assistive technology, and adaptive equipment.
- C. Adapt and implement appropriate curriculum for young children with disabilities including materials, assistive technology, and adaptive equipment.
- D. Discuss the issues and needs of families with children with disabilities and family-centered strategies to meet needs of families.
- E. Discuss issues of collaboration both among team members and to meet needs identified by the family.
- F. Develop skills in designing and implementing instructional programming to increase child's independence and development in self-care and daily living skills, communication skills, motor skills, and social skills.
- G. Develop an appreciation of the value of including young children with severe disabilities into typical activities and routines of the classroom, family and community.

Kentucky IECE Teacher Standards

- Standard 1: The IECE Educator Designs & Plans Instruction
 - Objectives:
 - Students will design, implement, and assess developmentally appropriate instructional strategies and activities aligned with Kentucky's Early Childhood Standards that facilitate development, learning, and independence in infants, toddlers, and/or preschoolers in both home and/or group environments.

- Students will integrate knowledge and strategies from multiple disciplines in design and implementation of structured and unstructured intervention activities.
- Standard 2: The IECE Educator Creates & Maintains Environment
 - Objectives:
 - Students will maintain developmentally, ability specific, culturally responsive, and individually appropriate indoor and outdoor environments.
 - Students will facilitate positive interactions between children and adults.
 - Students will use positive guidance techniques to foster children's self-regulation while using responsive techniques to nurture appropriate social interaction and social competence.
- Standard 3: The IECE Educator Implements/Manages Instruction
 - Objectives:
 - Students will provide learning experiences that will facilitate children's acquisition of knowledge and skill related to KY Early Childhood Standards.
 - Students will implement designed instruction using varied teaching strategies that meets the need of individual learners.
 - Students will implement family-centered activities that reflect the needs of the families within the assigned environment.
 - Students will encourage children's active involvement in a variety of individual and group experiences.
- Standard 4: The IECE Educator Assesses & Communicates Learning Results
 - Objectives:
 - Students will use developmentally appropriate and authentic assessment methods to determine child needs and to plan and design instruction.
 - Students will systematically collect, organize, and record assessment data to monitor child progress.
 - Students will effectively communicate assessment results with classroom staff, faculty, and families.
 - Students will select, create, adapt, and use multiple modes and methods of assessment based on identified learning outcomes and objectives.
- Standard 5: The IECE Educator Reflects on and Evaluates Professional Practices
 - Objectives:
 - Students will engage in ongoing self-reflection with IECE teacher standards.
 - Students will communicate strengths and areas of growth in professional practices as a result of self-reflection.
- Standard 6: The IECE Educator Collaborates with Colleagues/Families/Others
 - Objectives:
 - Students will participate in school related activities as an active team member and demonstrate appropriate interpersonal skills.
 - Students will consult and collaborate with school staff to promote child development, share information, make decisions, implement, and evaluate classroom plans.
 - Students will collaborate with families of assigned classroom to support family needs and priorities.
- Standard 7: The IECE Educator Engages in Professional Development
 - Objectives:

- Students will develop a professional growth plan.
 - Students will document professional growth goals and performance.
 - Students will seek support and expertise of others to improve professional practices.
- Standard 8: The IECE Educator Supports Families
 - Objectives:
 - Students will apply adult learning principles by implementing parent directed education activities.
 - Students will promote family participation in parent directed education activities.
 - Students will communicate with families and other staff members on a daily basis.
- Standard 9: The IECE Educator Demonstrates the Implementation of Technology
 - Objectives:
 - Students will demonstrate knowledge of the use of technology by creating word processing documents, presentations, and family directed material.
 - Students will design lessons that include technology to address the multiple needs and learning styles of children.
 - Students will use technology for individual, small group, and large group learning activities.
 - Students will use technology to support multiple assessments of children's learning.
- Standard 10: The IECE Educator Provides Leadership within the School/Community/Profession
 - Objectives:
 - Students will identify leadership opportunities that will enhance child learning, family and/or community engagement, and/or the professional environment.
 - Students will develop and implement a plan for engaging in leadership roles and activities.
- **NAEYC Standards**
- **Standards for Initial Early Childhood Professional Preparation**
- Standard 1. Promoting Child Development and Learning
- Standard 2. Building Family and Community Relationships
- Standard 3. Observing, Documenting, and Assessing To Support Young Children and Families
- Standard 4. Using Developmentally Effective Approaches
- Standard 5. Using Content Knowledge to Build Meaningful Curriculum
- Standard 6. Becoming a Professional
- Standard 7. Early Childhood Field Experiences
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- **DEC/CEC Special Education Specialist Advanced Preparation Standards Learner and Learning**
- 1. Assessment
- **Content Knowledge and Professional Foundations**
- 2. Curricular Content Knowledge
- **Instructional Pedagogy**
- 3. Program Services and Outcomes
- 4. Research and Inquiry
- **Professionalism and Collaboration**

- 5. Leadership and Policy
- 6. Professional and Ethical Practice
- 7. Collaboration

Textbooks and Required Materials:

- Division for Early Childhood. (2014). *DEC recommended practices in early intervention /early childhood special education*. Retrieved from <http://www.dec-sped.org/recommendedpractices>
- Kentucky Department of Education. (2012). *Preschool regulations*. Retrieved from <http://education.ky.gov/curriculum/conpro/prim-pre/Pages/Preschool-Regulations.aspx>
- Kentucky Department of Education. (2012). *Primary statutes and regulation*. Retrieved from <http://education.ky.gov/curriculum/conpro/prim-pre/Pages/Primary-Statutes-and-Regulations.aspx>
- Kentucky Governor's Early Childhood Task Force. (2013). *Building a strong foundation for school success Kentucky's early childhood standards*. Retrieved from <http://kidsnow.ky.gov/School%20Readiness/Documents/Kentucky%20Early%20Childhood%20Standards.pdf>
- Kentucky's Governor's Office of Early Childhood. (n.d.). A field guide to the Kentucky early childhood standards: Three to four. Retrieved from <http://kidsnow.ky.gov/Improving-Early-Care/Documents/Field%20Guide%20Three%20to%20Four.pdf>
- 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>

Other readings will be assigned based on student needs and interests.

Major Course Topics 530:

- Legal foundations of Early Childhood Intervention
- Program models
- Child monitoring and family involvement
- Consultation and collaboration
- Teaming Models
- Transition between service delivery systems
- Program Evaluation

Description of Course Assignments:

Develop a professional learning module (for colleagues) defining

- a. the role of coaching within the early learning setting
- b. pre-requisite skills necessary for coaching
- c. expectations of the coach and of the recipient being coached
- d. intended outcomes for both professionals and students
- e. detailed steps in coaching process, most specifically for intentionally coaching paraprofessionals

Compare and contrast evidenced based program models of service delivery for serving (1) children 0-3 and (2) children 3-5. For each model referenced, include:

1. Narrative description
2. Location, frequency, duration, intensity
3. Family involvement

4. Collaboration with other stakeholders
5. Strengths and deficits
6. Measures of effectiveness
7. An example of application of each specific model

Quizzes: Two exams will be given with items addressing readings, assessment instruments, and assessment procedures (100 points)

Discussion board: Four discussion board assignments to be completed (100 points)

Articles: You will be asked to read 4 assigned journal articles that are related to the course content and write a reaction paper to the views of the author. The reaction paper should be at least 2-3 pages in length and will include a reflection that describes what you learned from the reading and how this experience may help you grow as an early childhood professional (100 points)

Course Grading and Evaluation:

| Assignment Name | Point Value | Due Date |
|--|-------------|----------------------------------|
| Coaching Module | 100 | Due Dates Included on Blackboard |
| Coaching Module Discussion Board | 25 | |
| Evidenced Based Practices | 75 | |
| Evidenced Based Practices Discussion Board | 25 | |
| Quizzes (50 pts ea) | 100 | |
| Discussion Board (25 pts ea) | 100 | |
| Article Reviews (25 pts ea) | 100 | |
| Total | 525 | |

The following represents the grade equivalent for accumulated points:

A = 630-700
 B = 560-629
 C = 490-559
 D = 420-489
 F = \leq 419

Attendance and Participation Policy: students are expected to attend zoom meetings regularly and participate in weekly modules 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.