SPED 523 Curriculum/Methods in Early Childhood Special Education Spring 2021	
Instructor Beth Schaeffer	
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Class Location: Web and Check Blackboard for Regular Zoom Meeting Days/Times	
Instructor's Office Hours: TBD	

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

Course Description:
Selection/development of curricula materials for planning, implementation, and evaluation of intervention with children P-5 who have disabilities

Prerequisites:
IECE 521, IECE 522, IECE 523

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

1. Summarize and integrate assessment information into implications and recommendations for content and process of instruction. (I, IV)
2. Utilize instructional strategies that facilitate development, learning, and independence in infants, toddlers, and preschoolers in both home and center-based environments. (III)
3. Identify and use scope and sequence of developmental curricula for infants, toddlers, and preschoolers across all areas of development. (I, III)
4. Utilize methods for individual and group instruction through 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. Identify nutrition and feeding needs specific to populations of young children with special needs. (I, IV)
9. Identify appropriate adaptive equipment and prosthetic devices. (I, IV)
10. Use positioning and handling techniques with children with physical impairments. (III)
11. Understand and apply principles of behavior or support and management appropriate for young children. (II, III)
12. Use space, time, materials, peers, and adults in maximizing child performance in center and home settings. (I, II, III)

13. Function as a team member in an interdisciplinary/transdisciplinary setting, including sharing, consultation, joint goal setting, and planning. (VI)
14. Identify issues and procedures in confidentiality. (IV, VI)
15. Identify reporting and recordkeeping requirements and methods. (IV, V, IX)

Textbooks and Required Materials

American Forest Foundation (AFF). (2010). *Project Learning Tree: Environmental experiences for early childhood.* Washington, DC: Author. (To be purchased from CEES @ $15)

Bredekamp, S. (2011). *Effective practices in early childhood education: Building a foundation.* Boston: Pearson. (Chapters 6, 8, 9, 10 – Included in respective weekly folder in Course Documents link of Blackboard.)

Council for Environmental Education (CEE). (2010). *Growing up wild: Exploring nature with young children ages 3-7.* Houston, TX: Author. (To be purchased from CEES @ $20)

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

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

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

Major Course Topics:

1.   Planning child and family services
    a.   Developing lesson plans
    b.   Including IEP/IFSP outcomes into daily routines
    c.   Developing Standards Based Units
2.   Delivery of instruction
    a.   Play
    b.   Home-based services/home visits
    c.   Integrating/facilitating instruction across content areas
    d.   Adapting instruction for children with disabilities
    e.   Identifying team roles and working with paraprofessionals
3.   Evaluating instruction – Child and family outcomes
    a.   Recordkeeping
    b.   Performance assessment

Description of Course Requirements:

1. Theory/Research to Practice Assignments: Nine 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. Curriculum Workshop. Present in a "workshop" format a presentation on an infant and toddler or preschool curriculum topic. This should be a how-to presentation of activities based on course objectives and topics. The performance guide and scoring guide are in the Curriculum Workshop folder at the Assignment link in Blackboard. Please refer to the performance task for the timeline by which an initial outline, a second outline and the complete workshop packet must be submitted to the instructor for review and feedback prior to presentation of the workshop. Failure to submit materials based on this timeline will result in the workshop being cancelled and a score of 0 for the workshop assignment.

3. Field Experience. Complete a minimum of 30 clock hours of field experiences in a birth to 3 or 3-5 setting. Field experience activities will be negotiated with the instructor on an individual basis and may include, but are not limited to: (a) child assessment, (b) identification of family resources, priorities, and concerns, (c) IEP or IFSP development, (d) planning, implementation, and evaluation of individual, small group and large group instruction, (e) adaptation of materials and equipment, (f) adaptation of space and time, (g) development of an inclusion matrix. Products to be submitted will be based on the negotiated activities. For students with no professional experience (or limited experience) in the type of field experience site in which you are placed, the plan must include planning and implementing a minimum of 3" lessons" using the coaching plan form and TOTs staff note form discussed in class for infants/toddlers or the KTIP Tasks A-1, A-2, and C for preschool, and an inclusion matrix for one child with a disability. Each student must submit a summative reflection. The rubric for the summative reflection is in the Field Experience folder on Blackboard. The remaining products to be submitted will be identified and agreed upon in each student's individual plan. A minimum of one observation will be completed by the instructor. Specific guidelines for the field experience, including placements, are in the Field Experience folder at the Assignment link of Blackboard.

Standards Based Unit – including Learning Goals, Pre/Post Assessment, Analysis of Student Learning and Design for Instruction. Develop a Standards Based Unit (SBU) of Study for an infant/toddler program or a preschool program. The age range for your SBU will be based on the classroom in which you will complete the summer internship (IECE 524). Each Unit will be based on a broad-based theme and designed for a two-week period of implementation. A performance task and scoring guide will be provided when the project is discussed in detail in class and are available in the **SBU folder at the Assignment link of Blackboard.** The SBU can be developed by a team. Students are encouraged to develop SBUs that can be implemented in "real world settings" including the summer internship setting**.**

4. Curricula Review: Review a published curriculum for children ages B-3 and ages 3-5 years, evaluate specific characteristics of the curricula, prepare a written report to be provided to each member of the class, and present on the curricula. **The Performance Task, Evaluation Form, and scoring rubric are at the Assignments link of Blackboard. A list of curricula to be reviewed will be provided by the instructor.**

5. <u>Individual Project</u>. Complete an individual project based on competencies/standards for this course. The individual project will be negotiated with the instructor on an individual basis. Because of the uniqueness of each project, **a rubric is not provided. The project must reflect the products included on the individual plan.**

<u>Course Grading and Evaluation:</u>

Assignment Name	Point Value	Due Date
Research/Theory to Practice Assignments 9@25	225	Due Dates Included on Blackboard
Curriculum Workshop	100	
Curricula Review/Presentation	100	
Individual Project	100	
Broad-based Thematic Unit	225	
Field Experience	150	
TOTAL	**900**	

The following represents the grade equivalent for accumulated points:

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

<u>**Attendance and Participation Policy:**</u> students are expected to attend class regularly and participate in weekly discussions and assignments.

<u>**Student Disability Services:**</u> 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.

<u>**Statement of Diversity:**</u> 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	**Grade Level**	____ Elementary	____ Middle Grades	____ Secondary
____	a. Engagement with Diverse Populations		**Students**			
____	b. Observations in Schools and related agencies		____ Caucasian	____ African American	____ Hispanic	
____	c. Student Tutoring		____ Asian	____ Native American	____ Other	
____	d. Interaction with Families of Students		____ Disabilities	____ Gifted/Talented	____ Lim. Eng. Pro.	
____	e. Attendance at a school board and school based council meeting		____ <25% Free/Red	____ 25-75% Free/Red	____ >75% Free/Red.	
____	f. Participation in a professional learning community					
____	g. Opportunities to assist teachers or other school professional					
____	Other _____ **Date** _____		**Start Time** _____	**End Time** _____	**Hours** _____	

Teacher _____ **Signature** _____
		Notes	**Grade Level**	____ Elementary	____ Middle Grades	____ Secondary
____	a. Engagement with Diverse Populations		**Students**			
____	b. Observations in Schools and related agencies		____ Caucasian	____ African American	____ Hispanic	
____	c. Student Tutoring		____ Asian	____ Native American	____ Other	
____	d. Interaction with Families of Students		____ Disabilities	____ Gifted/Talented	____ Lim. Eng. Pro.	
____	e. Attendance at a school board and school based council meeting		____ <25% Free/Red	____ 25-75% Free/Red	____ >75% Free/Red.	
____	f. Participation in a professional learning community					
____	g. Opportunities to assist teachers or other school professional					
____	Other _____ **Date** _____		**Start Time** _____	**End Time** _____	**Hours**	

Teacher _____ **Signature** _____
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____	d. Interaction with Families of Students		____ Disabilities	____ Gifted/Talented	____ Lim. Eng. Pro.	
____	e. Attendance at a school board and school based council meeting		____ <25% Free/Red	____ 25-75% Free/Red	____ >75% Free/Red.	
____	f. Participation in a professional learning community					
____	g. Opportunities to assist teachers or other school professional					
____	Other _____ **Date** _____		**Start Time** _____	**End Time** _____	**Hours** _____	

I certify that to the best of my knowledge this record is accurate and complete.   I have reviewed this record and believe it to be accurate and complete.

_____   _____
Signature of WKU Student   **Signature of WKU Instructor**

- 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;	
2. English language learners;	
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	x
(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
Standards Based Unit	Develop a Standards Based Unit (SBU) of Study for an infant/toddler program or a preschool program. Each Unit will be based on a broad-based theme and designed for a two week period of implementation.

- **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.

- o 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.
- o 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
Field Experience	Students participate in 30 field hours of field work and complete the following: (a) child assessment, (b) identification of family resources, priorities, and concerns, (c) IEP or IFSP development, (d) planning, implementation, and evaluation of individual, small group and large group instruction, (e) adaptation of materials and equipment, (f) adaptation of space and time, (g) development of an inclusion matrix.

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

Course Assignment and Due Date	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
Standards Based Unit	Develop a Standards Based Unit (SBU) of Study for an infant/toddler program or a preschool program. Each Unit will be based on a broad-based theme and designed for a two week period of implementation.

- **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
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.	Standards Based Unit
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, Documenting, and Assessing to Support Young Children and Families 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.	Stamdards Based Unit
Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families 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.	Standards Based Unit Curriculum Review and Workshop
Standard 5: Using content knowledge to build meaningful curriculum. Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design,	Standards Based Unit

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.	
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.	Field Experience Curriculum Workshop
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).	Field experience and products

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	• Research to Theory Practice Assignments
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.	• SBU

Standard 3: Curricular Content Knowedge Beginning special educaiton professionals use knowledge fo general and specialized cirricula to individualze learning for individuals with exceptionalities	• SBU • Curriculum Review • Curriculum Workshop
Standard 4: Assessment Beginning special educaiton professionals use multiple methods of assessment and data-sources in making educational decisions.	SBU
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.	Standards Based Unit
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.	• Curriculum Workshop
Standard 7: Collaboration Beginning special education professionals collaobrate with families, other educators, related service profiders, indivuduals with exceptionaliites, and personnel from community agencies in cultrually responsive ways to address the needs of individuals with exceptionalites across a range fo 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	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	

	IECE 520	IECE 423G	IECE 522	FACS 577	EDFN 500	IECE 521	IECE 523	IECE 524	SPED 523	SLP 517
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	
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		

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	