EXED/IECE 523
Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education
Fall 2008

Instructor: Vicki Stayton, Ph.D.
Office: TPH 104
Office Phone: 270-745-3450
Home Phone: 270-842-8664
Cell Phone: 270-991-8655
Fax: 270-745-2939 (Be sure to state attention: Dr. Stayton)
E-mail: vicki.stayton@wku.edu
Office Hours: By Appointment

Class Schedule/Location: Thursday, 5:00-7:45 PM, TPH 330

Western Kentucky University Information Number: 745-4845
(School closing information due to inclement weather)

Course Description:

IECE 523 focuses on planning, designing, and selecting curricula, including learning environments and instruction for children with varied abilities (birth through kindergarten) and their families. A minimum of 15 clock hours of field experience is required.

Textbooks:


Readings:


Additional readings may be assigned and listed on the course schedule. Additional readings will be made available in the Educational Resource Center, Third Floor, Tate Page Hall.

IECE Teacher Standards:

I. Design and organize learning environments, experiences, and instruction that address developmental needs.
II. Create appropriate learning environments that are supportive of developmental needs

III. Introduce, implement, facilitate, and manage development and learning

IV. Assess children’s cognitive, emotional, social, communication, adaptive and physical development; organize assessment information and communicate the results

V. Reflect on and evaluate teaching and learning situations, environments, and programs

VI. Collaborate and consult with staff in a team effort, volunteers, families, and other providers

VII. Engage in self-evaluation of teaching and management skills

VIII. Support and promote the self-sufficiency of families

IX. Demonstrate implementation of technology

Course Objectives:

1. Develop an IEP/IFSP and resulting inclusion matrix, integrating identified child and family outcomes with resources and service options. (I, VIII, IX)

2. Summarize and integrate assessment information into implications and recommendations for content and process of instruction. (I, IV)

3. Identify and use scope and sequence of developmental curricula for infants, toddlers, and preschoolers across all areas of development. (I, III)

4. Plan for individual and group instruction using a variety of formats including play, daily routines, parent-mediated activities, and systematic instruction, including methods for language/communication, sensorimotor, cognitive, emotional, social, and motor development. (III)

5. Integrate knowledge and strategies from multiple disciplines in design and implementation of structured and unstructured instructional activities. (I, III)

6. Utilize methods for monitoring, summarizing, and evaluating the acquisition of child and family outcomes as outlined in the IEP/IFSP and/or lesson plans. (IV, V, VII, IX)

7. Apply health and safety procedures in home and group settings. (III)

8. Use space, time, materials, peers, and adults in maximizing child performance in center and home settings. (I, II, III)

9. Function as a team member in an interdisciplinary/transdisciplinary setting, including sharing, consultation, joint goal setting, and planning. (VI)

10. Identify issues and procedures in confidentiality. (IV, VI)

11. Identify reporting and recordkeeping requirements and methods. (IV, V, IX)

Note: The Roman numeral at the end of each objective statement corresponds with the IECE New Teacher Standards above.

Course Outline:

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

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

**Quizzes:** A total of 5 quizzes will be given. Quizzes will cover readings and class discussion. (5 @ 25 points each)

**Critical Performances:**
1. **ITERS-R/ECERS-R.** Observe an infant or toddler program and complete the ITERS-R. Observe a preschool program and complete the ECERS-R. Each program should be observed a minimum of two times, for approximately 3 hours each time, in order to adequately complete the ITERS-R/ECERS-R. A follow-up visit must be made to each early childhood site to share results. The follow-up visit will be scheduled after receiving feedback on the course assignment from the instructor. The performance task and scoring guide which are located at the Assignments link of Blackboard specify products and points to be earned. The total field experience hours will be 15. **This assignment is the critical performance for this course. Products must be uploaded in the electronic portfolio system in order to receive a grade for this assignment.** (75 points each)

2. **Curricula Reviews.** Review and evaluate two early childhood curricula based on a format provided by the instructor. One curriculum must be appropriate for infants/toddlers with or without disabilities and one for preschoolers with or without disabilities. **Reviews must be typed with copies provided for each person in the class.** The performance task and scoring guide which are located at the Assignments link of Blackboard specify products and points to be earned. A list of curricula will be provided by the instructor. (2 @ 30 points each)

3. **Presentation of Curricula.** Present each curriculum reviewed and evaluated in Assignment #2 above. Each presentation will be approximately 15-20 minutes in length and include more than one presentation strategy. (30 points)

4. **Curriculum Workshop.** **Some students will complete in fall and some in spring.** Each student will plan and implement a workshop based on a topic relevant to the course standards and objectives. The performance task and scoring guide which are located at the Assignments link of Blackboard specify products and points to be earned. The actual date for presentation will occur as appropriate in the sequence of course topics. (100 points)

5. **Field Experience.** **Some students will complete in fall and some in spring.** 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: (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. **Each student must submit a summative reflection. The rubric for the summative reflection will be provided by the instructor.** A minimum of one observation will be completed by the instructor.

6. **Individual Project.** **Optional for fall completion.** Each student will complete an individual project based on course standards and objectives. The project will be negotiated with the instructor via the Individual Plan. (100 points)

**Course Policies:**

1. Students are required to attend all class sessions. If an absence is unavoidable, (a) students are expected to contact one of the instructors, prior to the class session or as soon thereafter as possible, and (b) students are expected to take responsibility for all missed material.

2. Active class participation based on professional experiences and assigned readings is expected of all students.
3. It is expected that all written assignments will be typed and conform to standards of documentation, organization, mechanics, and legibility (i.e., adhere to APA format). Assignments not adhering to these standards will lose points on the grading scale. Plagiarism as defined in the university catalog is not acceptable.

4. Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is 270/745-5004 V/TDD. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

5. Course materials, announcements, etc. will be made available via Blackboard and e-mail. The WKU e-mail address will be used for all students.

6. Students must have on file in the Teacher Assistance Center, Room 408 Tate Page Hall copies of a current TB test, physical examination, and criminal background check prior to beginning the field experience assignment during the spring 2002 semester. Students should contact Sheila Raines, 270/745-6571 or sheila.raines@wku.edu, for additional or more specific information.

**Point Assignments and Grading Scale:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (5 @ 25 points each)</td>
<td>125</td>
</tr>
<tr>
<td>ITERS-R/ECERS-R (75 points each)</td>
<td>150</td>
</tr>
<tr>
<td>Curricula Reviews (35 points each)</td>
<td>70</td>
</tr>
<tr>
<td>Curricula Presentation (30 points)</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>375</strong></td>
</tr>
</tbody>
</table>

A = 349-375  
B = 319-348  
C = 289-318  
D = 263-288  
F ≤ 262

**The instructors reserve the right to change these requirements or course outlines as deemed necessary.**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-28</td>
<td>Introductions/Course Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-4</td>
<td>Marge Allen – Guest Speaker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-11</td>
<td>Philosophical Models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-18</td>
<td><strong>No Thursday Night Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-20</td>
<td>Developmentally Appropriate Practices</td>
<td>Bredekamp &amp; Copple (3-138)</td>
<td><strong>2nd Draft Individual Plan</strong></td>
</tr>
<tr>
<td>9-20</td>
<td>Learning Environments &amp; Engagement</td>
<td>Grisham-Brown et al. Ch1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessing w/ECERS-R – Laura Webb-Thomas</td>
<td>Kostelnik et al., Ch 1 (20-21)</td>
<td></td>
</tr>
<tr>
<td>9-25</td>
<td>Assessing w/ ITERS-R – Kim Smith</td>
<td>ITERS-R Manual**</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>10-2</td>
<td><strong>No Class – WKU Fall Break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-9</td>
<td><strong>No Thursday Night Class</strong></td>
<td></td>
<td>Final Draft Individual Plan</td>
</tr>
<tr>
<td>10-16</td>
<td><strong>No Thursday Night Class</strong></td>
<td></td>
<td>Quiz 2 and 3 – Take Home Due</td>
</tr>
<tr>
<td>10-23</td>
<td>Planning – IEPs/IFSPs</td>
<td>Sandall et al., Ch 5</td>
<td></td>
</tr>
<tr>
<td>10-30</td>
<td>Task Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-6</td>
<td><strong>No Thursday Night Class</strong></td>
<td></td>
<td>Quiz 4 – Take Home Due</td>
</tr>
<tr>
<td>11-13</td>
<td>Planning Whole Group Instruction – Laura</td>
<td>Kostelnik et al., Ch 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Miller, Megan Emmitt, Lacey Conner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-20</td>
<td><strong>No Thursday Night Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-22</td>
<td>Planning Small Group Instruction – Lorrie</td>
<td>Grisham-Brown et al., Ch 6 (170-176)</td>
<td>ITERS-R/ECERS-R Due</td>
</tr>
<tr>
<td>11-22</td>
<td>Dalton, Jamie Cooksey</td>
<td>Kostelnik et al., Ch 3</td>
<td>Curricula Reviews and</td>
</tr>
<tr>
<td></td>
<td>Planning with Activity-Based Instruction –</td>
<td>Grisham-Brown et al. Ch 3 (50-70); Ch8</td>
<td>Presentations</td>
</tr>
<tr>
<td></td>
<td>Meagan Hatcher, Brittany Metzmeier</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Curricula Reviews - Presentations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-27</td>
<td><strong>No Class – Thanksgiving Day</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-4</td>
<td><strong>Curricula Reviews - Presentations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-11</td>
<td><strong>No Thursday Night Class</strong></td>
<td></td>
<td>Quiz 5 – Take Home Due</td>
</tr>
</tbody>
</table>

** Manuals are available for check out from Room 104 Tate Page Hall.
