Professional Education Unit
Department of Early Childhood, Elementary, and Special Education
Early Childhood Special Education (Hybrid)
EDSP 605-001
Fall 2011

INSTRUCTOR
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OFFICE HOURS: Wednesday 1:30-4:00 and Friday 10:00-12:00. Alternate office hours are available by appointment (please contact me in class, by phone, or email)

Course Description: (3-1-3); II. This course will encompass the characteristics, needs, and assessment of exceptional children during the preschool years. Needs and involvement of families will be an important emphasis.

This course will primarily use a lecture/discussion format to present material in class as well as written assignments posted to Bb. A variety of additional teaching strategies will be utilized and to allow students opportunities to work cooperatively and practice new skills. The strategies will include small group activities, presentations, watching and reflecting on video clips, and observing in preschool classroom in the community.

Required Field Experience: There is no set number of field hours required for this course. However, candidates must observe and interact with children ages 3-5 years (with and without disabilities) and implement lesson plans in an inclusive preschool/kindergarten setting to successfully complete this course. Candidates are encouraged to complete field experience assignments in their own classrooms, if applicable, or volunteer in an inclusive program (that is approved by the instructor). The approximate number of hours needed to complete field experience-based assignments is 10 hours across the semester.

Course meeting times and location:
LOCATION: 301 Ginger Hall
MEETING TIMES: Wednesday 6:00-7:30 - We will meet 1.5 hours face to face each week and candidates will complete one written assignment that will be posted on Bb each week.

"Community Engagement: A Light to and from the Mountains"
The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):
The Unit and the faculty within individual programs assess the degree to which its graduates:

1) master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings;
2) are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning;

3) demonstrate professional dispositions;
4) are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students;
5) engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO's): By the end of this course, the candidate will be able to:

1) describe the philosophy and legal mandates guiding inclusive preschool education;
2) design the physical environment and materials to be included in a preschool classroom to meet the needs of all preschool children – including those with and without special needs;
3) describe characteristics of and interventions for preschool children with a variety of special needs;
4) develop activities which actively engage children in cooperative learning in multi-ability, multi-age groups to address the needs of children with and without disabilities;
5) effectively use child assessment instruments in identifying specific needs and progress of a preschool child.

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

Aligned with → **Assessment (point values) ↓**	**Kentucky IECE Teacher Standards (IECE)**	**Kentucky Core Academic Standards (KCAS)**	**Education Professional Standards Board (EPSB)**	**National Association for the Education of Young Children (NAEYC)** http://208.118.177.216/faculty/pdf/2001.pdf	**NCATE**
Participation (90 points) CFO: 3 SLO:	Standard 5	Goals 1, 4, 5, 6		Standard 5. Becoming a Professional	NCATE: 1g
Bb assignments (60 points) CFO: 1 SLO: 1, 2, 3, 4, 5	Standard 1, 2, 4, 8, 9:	Goals 1, 6	1. Diversity, 2. Assessment, 4. Closing the achievement gap	Standard 1, 2, 3, 4.	NCATE: 1
AEPS Child assessment (50 points) CFO: 2 SLO: 5	Standard 4	Goals 2, 6	2. Assessment	Standard 3, 4	NCATE: 1d
Ecological assessment and planning form (15 points) CFO: 1,2 SLO: 2, 3, 4, 5	Standard 1, 4:	Goals 1, 6	2. Assessment, 4. Closing the achievement gap	Standard 3, 4.	NCATE: 1d
Goals, objectives and matrices (50 points) CFO:1, 2 SLO: 2, 3, 4	Standard 1	Goals 1, 6	4. Closing the achievement gap	Standard 3, 4.	NCATE: 1b, 1d
IEP (50 points) CFO: 1, 4 SLO: 4, 5	Standard 1, 2, 4, 6:	Goals 1, 6	4. Closing the achievement gap	Standard 1, 2, 4.	NCATE:1a, 1b, 1d
Intervention Plan (25 points) CFO:1, 2 SLO: 2, 3, 4	Standard 1	Goals 1, 6	4. Closing the achievement gap	Standard 3, 4.	NCATE: 1b, 1d
Transition Plan (25	Standard 1, 6:	Goals 1, 6	4. Closing the achievement	Standard 1, 2.	NCATE:1

points) CFO: 1, 4 SLO: 3	Others		gap		
Lesson Plan (100 points) CFO: 1,4 SLO: 2, 4	Standard 1, 2, 9:	Goals 1, 6	1. Diversity, 2. Assessment, 4. Closing the achievement gap	Standard 1, 3, 4.	NCATE: 1b, 1c, 1d
Final project (50 points) CFO: 3, 4 SLO: 3	Standard 7, 9:	Goals 1, 6	1. Diversity, 4. Closing the achievement gap	Standard 1, 4	NCATE: 1b, 1e

Assignment Descriptions:

Program: EDSP 605	
Assessment (point value)	**Description**
Attendance (5 points each, 75 points total)	Attendance is expected and required for all class sessions. You are responsible for all material covered during absences. Attendance points will contribute to overall grades and will be deducted for absences or excessive tardiness.
Bb assignments (5 points each, 65 points total)	Candidates will have written assignments due each week at the beginning of class. The assignment will be posted on Bb in a Word document. Students should type all answers and submit a hardcopy (printed on paper) at the beginning of class each week. If you will be absent, mail this assignment on the due date and the postmark must be no later than the due date. Assignments will NOT be accepted via email or after the due date and time unless otherwise arranged with the instructor.
AEPS Child assessment (50 points) ***(based on field experience)*** ***Due 9/21***	Each student will focus their classroom observations on one preschool child (ages 3-5 years) with a disability or delay. The student will **complete a child assessment using the AEPS** based on classroom observations and teacher interview. Results from this assessment will be used to create an individualized intervention plan.
Ecological Assessment (15 points) ***(based on field experience)*** ***Due 9/21***	Each student will focus their classroom observations on one child with a disability or delay. The student will complete an ecological assessment for this child based on classroom observations. (*Use the Child Assessment Worksheet located in the Appendix of Sandall & Schwartz*)
Goals, objectives, and matrices (50 points) ***(based on field experience)*** ***Due 10/12***	Each candidate will develop **three IEP goals and 9 IEP objectives for their target student** based on the ecological assessment and AEPS results. Students will then **create 2 activity matrices** (one classroom and one home) based on the instructional objectives for this child. The same child must be used for the classroom and home matrix.
IEP (50 points) Due 10/26	Students will work in small groups to create an IEP for a preschool child based on a case study (Javier Gonzales).
Intervention Plan (25 points) ***(based on field experience)*** ***Due 11/9***	Candidates will design an intervention plan (focused on one instructional goal) for a the target child from field experience. The intervention should be based on assessment data from the AEPS and Ecological Assessment and align with previously written goals/objectives.
Transition Plan (25 points) Due 11/30	Candidates will design a transition plan to support the transition from preschool to kindergarten for a child with a disability and his family based on a case study (Javier Gonzales).
Lesson Plan (100 points) ***(based on field experience)*** ***Due 11/30***	Candidates will design and implement one lesson plan, with modification for children with disabilities/delays in the field experience setting, using the KTIP lesson plan format, for a preschool small group activity (minimum of 3 and maximum of 6 students and a minimum of one child must have a disability/delay). Once approved, the student will implement this lesson in his/her field experience site and document the implementation via digital recording. The implementation

	should be documented via videotape/digital recording and submitted to the instructor on a DVD. Videotapes can be transferred to DVD format in the MSU library. Please contact the Learning Technology Lab in the library at 606-783-5106 for details. Candidates will share their recorded lesson during class and discuss strengths and suggestions for improvement with peers and the instructor.
Final Project (50 points) Due 12/7	Candidates will identify three children with identified disabilities from the field experience site and describe modifications/adaptations and instructional strategies that would be beneficial to implement in the classroom. These strategies will be based on the Building Blocks model used throughout the semester and identify current and suggested strategies. Candidates will describe 1) the three target children and their delays, 2) DAP practices, 3) adaptations/modifications, 4) embedded learning opportunities, and 5) instructional strategies that would best support the target children.

Links to Websites for NCATE/ EPSB Alignment:
http://www.kyepsb.net/teacherprep/standards.asp This site contains the revised IECE KYS.
http://www.kyepsb.net/teacherprep/cart/themes6.asp This site lists the four themes of pre-service teacher preparation that are integrated within this course.
http://208.118.177.216/faculty/pdf/2001.pdf This site describes the National Association for the Education of Young Children (NAEYC) standards for students seeking initial licensure in early childhood education

Grading Scale:
There will be no grading curve used. Grades will be calculated as follows:
A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
E = 59% and below

Required Textbooks:
Kilgo, J. L. (Ed.). (2006). *Transdisciplinary teaming in early intervention/early childhood special education: Navigating together with families and children.* Olney, MD: Association for Childhood Education International.
Noonan, M. J., & McCormick, L. (2006). *Young children with disabilities in natural environments*. Baltimore, MD: Paul H. Brookes.
Sandall, S. R., & Schwartz, I. S. (2002). *Building blocks for teaching preschoolers with special needs* (2nd ed.). Baltimore, MD: Paul H. Brookes.
Suggested:
Gould, P., & Sullivan, J. (1999). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children.*
Additional readings will be posted for students on electronic reserve and/or distributed in class.

All students in this course are required to purchase a Folio 180 account.
To purchase Folio180 online or through the MSU Bookstore:
1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe <http://www.folio180.com/msuky/coe>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

Course Evaluation:

Readings

All reading assignments should be completed prior to class and everyone will be expected to participate in class discussion.

Assignment Due Dates

All assignments must be submitted during or before class on the date specified in the course syllabus in paper format. 5% will be deducted from the assignment grade for each day an assignment is late. All assignments must be typed and double spaced unless otherwise noted by the instructor. Handwritten assignments will not be accepted.

Classroom Behavior

Class discussion and peer collaboration will play a vital role in this course. While it is your right to disagree from time-to-time, remember to treat others with respect at all times. Also, students should use person-first language (i.e. "a child with Down syndrome" as opposed to "the Down's child") during class discussion and for all written assignments.

Attendance Policy

Attendance and participation is expected and required for all class sessions. You are responsible for all material covered during absences. Attendance points will contribute to overall grades and will be deducted for absences or excessive tardiness. If you are more than 15 minutes late or leave early, attendance points for that class session may be reduced.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at
http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Course Calendar:

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Note: Assignments with * are based on field experience. You will need to schedule your observations accordingly.

Date	Topic	Reading	Assignment Due
8/24	Introductions, review syllabus, overview of course and assignments Philosophy, law, and history of ECSE	▪ None	***Identify placement for field experience (in class)***
8/31	Curriculum & DAP (first level of tiered model)	▪ What We Know About Preschool Outcomes for Children (posted on Bb) ▪ Blended Practices (p. 164-179) ▪ Blended Practices Ch 2 ▪ Building Blocks ch. 2 (pp. 9-20) ▪ Building Blocks (pp 30-35) ▪ Basics of Developmentally Appropriate Practice (Copple & Bredekamp, pp. 3-21 (available on Bb) ▪ *You will be completing the Quality Classroom Assessment Form (pp. 31-32 for Bb homework – you need access to observe in a preschool classroom to complete this assignment within the week)*	***Written assignment posted on Bb due at the beginning of class today. No late assignments accepted unless prior approval from instructor***
9/14	Authentic Assessment	• Blended Practices Ch. 4 ▪ Building Blocks (pp. 35-38) *We will practice ecological assessment (called "child assessment worksheet" in your textbook) in class. After this class session you will need to observe a child in your field experience for 1/2 hour to complete your ecological assessment assignment.*	***Bb due***
9/7	Assessment (using the AEPS)	• Print and bring to class the AEPS scoring form available on Bb (do not need to print, but be aware of AEPS directions posted on Bb – use as reference during homework assignment) *We will practice using the AEPS assessment in class. After this class session you will need to observe a child in your field experience for minimum of 1 hour to complete your assessment assignment.*	***Written assignment posted on Bb due at the beginning of class today.***
9/21	Selecting and writing IEP goals/objectives	▪ Building Blocks (pp.39-43) • Case study about Javier Gonzales (pp. 25-34 of Kilgo text) • Bring copy of KY IEP form to class (available on Bb) • "Using Individualized Plans as a Basis for Designing Developmentally Appropriate Learning Experiences for Young Children with Special Needs" (posted on Bb) ▪ Blended Practices (pp. 159-164)	***Bb due*** ***Ecological Assessment: Child Assessment Worksheet & AEPS due****

		We will begin writing IEP goals/objectives and present level of performance (in class) based on the Javier case study. You will be writing IEP goals/objectives for your target child for an individual project.	
9/28	Curriculum Modifications and the Learning Environment	▪ Blended Practices Ch. 7 ▪ Building Blocks Ch. 5 (read pp. 53-57, browse pp. 58-134)	***I will return your assessment data today. Use the AEPS and ecological assessment to create the goals/objectives that are due shortly***
10/5	Embedded Instruction, Activity Matrix, and Child-Focused Instruction	▪ Building Blocks Ch. 6 & 7 (and pp.43-47) ▪ Blended Practices Ch. 8	***Bb due 4:00***
10/12	Embedded Instruction, Activity Matrix, and Child-Focused Instruction continued	• No new readings. Review readings from last week	***Bb due*** ***Goals/objectives/matrices based on field experience due****
10/19	Building Blocks model review	▪ Case study about Michelle (posted on Bb) – we will use this case study (and Javier's case) to apply information from other readings *During class we will apply the tiered teaching model to Michelle's case study – you will be designing a similar intervention for your final project.*	***Bb due***
10/26	Standards and lesson planning	▪ Blended Practices Ch. 5 (focuses on assessment strategies you might use in lesson plan) ▪ Review case study for Javier ▪ KY EC standards (review on-line) ▪ Download KY IECE lesson planning form from Bb and bring to class ▪ ***You will practice writing a lesson plan during class with modifications for Javier. You will be writing another lesson plan for implementation in your field experience later in the semester.***	***Bb due*** ***IEP for Javier due today***
11/2	Intervention planning	• No new readings • Bring intervention plan template (posted on Bb) to class and your *Building Blocks* text • I will briefly review your lesson plan (not grade) to verify if appropriate for implementation	***Bb due*** ***Lesson plan due today for approval to record (recording due 12/7). You will implement your lesson plan between 11/3-11/29****
11/9	Transition	▪ Reading TBA *You will begin writing your transition plan for Javier during in-class discussion and complete this assignment individually.*	***Bb due 4:00*** ***Intervention plan due today****
11/16	Teaming, with related service providers and families WILL NOT MEET	▪ Blended Practices Ch 3 ▪ Kilgo Ch. 4-10 ▪ "Dance of Partnership" (Fialka)(available on Bb) ▪ Watch "Including Samuel" video on reserve at MSU library or via Bb. <u>You will need to watch</u>	WILL NOT MEET FACE TO FACE THIS WEEK

	FACE TO FACE THIS WEEK	this video to complete your Bb assignment that is due today.	
11/23	NO CLASS	THANKSGIVING BREAK!!!	
11/30	IEP workgroup	*Continue working in small groups to finalize an IEP for Javier based on case study. Assignment due at end of class session.*	***Bb due (for 11/16 and 11/30)*** ***Lesson Plan and Recording due today**** ***Transition Plan due (Javier)***
12/7	Final Projects - Presentation	Present your final project in class during short, informal presentations. You will be describing curriculum modifications and instructional strategies that would benefit three children with special needs in your field placement.	***No Bb due*** ***Final Project (written and presentation) due***
12/14	FINAL	Small group reflection on lesson plan implementation	***No Bb due*** ***I will bring your DVD to class. Select a very short (1-2 minutes) of the DVD to share with your classmates. Prepare a list of "what went well" and "areas for improvement" to share with the group.***

This schedule is subject to change.