**IECE 416-01**  Web Reference #: **51980**

**Special Education Procedures and Strategies in IECE**

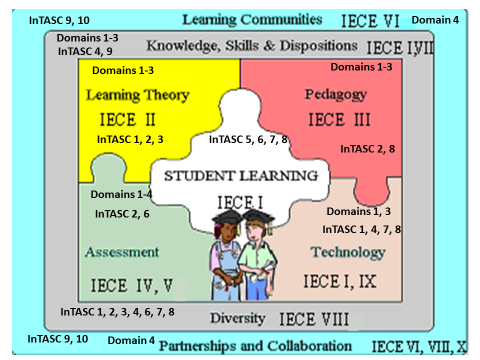
Campbellsville Alternating Week Hybrid

Tuesdays, 4:00-6:46 PM, Education Building Room 119

Spring 2017

**School of Education Theme: Empowerment for Learning**

**Conceptual Framework Model**



**Deborah Spalding, Instructor**

**Office/Class Location:**

**CU Campus-Room**

Phone: 270-692-7382 (cell)

[**daspalding@campbellsville.edu**](mailto:daspalding@campbellsville.edu)

**Evening or Weekend Hours by appointment**

**Description of Course:**

Course prepares students in the application of special methods to teach young children with disabilities. Students will be introduced to relevant special education legislation, laws, and regulations. Overview of school district policies for implementation of services will be explored. Students will acquire skills in the development and implementation of Individual Education Programs. Students will develop competency in matching intervention strategies to the strengths and needs of young children with disabilities. Course provides an overview of methods that facilitate teaming and collaboration with other professionals to support diverse learners. Students develop awareness of the resources of the Department of Education, special organizations, professional associations, and other resources to address the needs of young students with disabilities. *Prerequisite: ECE 216, IECE 301*.

**Required Field Experience Hours: 15**

**Course Credits: 3 credit hours**

**Required Textbooks:**

Raver, S., (2009). *Early Childhood Special Education 0 to 8 Years: strategies for positive outcomes* (1st Ed.). Upper Saddle River, NJ: Pearson. ISBN 10:0131745980 ISBN 13: 9780131745988 [ECSE]

Gibbs, G., & Dyches, T. (2007). *Guide to writing quality individualized education* (3rd Ed.). Boston, MA: Pearson. ISBN: 978020545450 [IEP]

Walsh, S. & Taylor, R*. Understanding IDEA: What it means for preschoolers with disabilities and their families.*  Division for Early Childhood of the Council for Exceptional Children-Council on Exceptional Children. ISBN: 9780977377251 [IDEA]

**KY CAS and Building A Strong Foundation Series:**

VERY IMPORTANT**- While not needed for IECE 416, all students are required to purchase the KY Core Academic Standards document (which includes Kindergarten Standards for English/Language Arts, Math, and the new Science standards) and the *Building a Strong Foundation for School Success* documents (KY Early Childhood Standards,** **Quality Self-Study, excluding the Assessment Guide as it is currently undergoing revision).** The ECE Program is no longer selling these documents and they are not attached to a specific course.

Purchasing these documents is a Program Requirement. Some students may have already purchased some but not all of these documents. IT IS VERY IMPORTANT THAT STUDENTS CONTACT THE BOOKSTORE IMMEDIATELY TO PURCHASE THE DOCUMENTS THEY DO NOT HAVE. When the student contacts the bookstore, they should reference a course titled “ECE 000). It is a pseudo course established at the bookstore only for these particular documents. \*\*\*If a student has already purchased the KY Core Academic Standards, we will provide them with the new Science standards, free of charge. They will not have to purchase the KY Core Academic Standards again.

The ECE Program is no longer selling these documents and they are not attached to a specific course.

**Other Required Course Materials:**

A DESIGNATED Campbellsville flash drive to save:

Portfolio-required documents

Class-designated documents

**Course Objectives:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **IECE 416 – Special Education Procedures & Strategies in IECE** | **IECE KTS** | **NAEYC** | **CEC** | **InTASC** | **CAEP** | **ILA** | **IECE KTS Diversity Indicators** | **Technology Yes or No** |
| Discuss the historical, philosophical, and legislative basis of early childhood inclusive education. | 1, 2, 3, 4, 10 | 6 | 6 | Categories  1, 2, 3, 4 | 1 | 6 | 1.c. 1.g, 2.f, 3.e, 8.b, 9.d | Yes |
| Demonstrate knowledge of state and federal special education regulations, policies, and procedures related to the development of an Individual Education Program (IEP), continued evaluation and monitoring of progress. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | 6 | 6 | Category  4 | 1 | 6 | 1.c. 1.g, 2.f, 3.e, 8.b, 9.d | Yes |
| Demonstrate the ability to work collaboratively within and across systems that deal with children and families and with professionals across diverse disciplines. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | 2, 4, 6 | 6, 7 | Category  4 | 1,2 | 4, 6 | 1g. 2f. 3e. 8b | Yes |
| Identify and develop the skills needed to collaborate, consult, and reflect with staff in a team effort including families, other related service providers and volunteers. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | 2, 4, 6, 7 | 6, 7 | Category  4 | 1, 2 | 4, 6 | 1.c. 1.g, 2.f, 3.e, 8.b, 9.d | Yes |
| Demonstrate competency in developing an IEP that meets the legal requirements and integrates the goals for individual growth. | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5, 6, 7 | Category  4 | 1,2 | 1, 2, 3, 4 | 1.c. 1.g, 2.f, 3.e, 8.b, 9.d | Yes |
| Demonstrate the ability to summarize and articulate the child strengths and needs identified on an IEP. | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5, 6, 7 | Categories  1, 2, 3, 4 | 1,2 | 3, 4 | 1.c. 1.g, 2.f, 3.e, 8.b, 9.d | Yes |
| Demonstrate the ability to summarize assessment information into implications and recommendations for both the content and process of intervention. | 1, 2, 3, 4, 5, 6 | 3 | 1, 2, 3, 4, 5, 6, 7 | Categories  1, 2, 3, 4 | 1,2 | 3, 4 | 1.c. 1.g, 2.f, 3.e, 8.b, 9.d | Yes |
| Demonstrate the ability to function as a team member for the purpose of selecting intervention priorities and practices. | 1, 2, 3, 4, 5, 6, 9 | 6 | 6, 7 | Categories  1, 2, 3, 4 | 1,2 | 6 | 1.c. 1.g, 2.f, 3.e, 8.b, 9.d | Yes |
| Develop an awareness of the educational approaches to behavioral intervention, developing communication, facilitating adaptive development skills. | 1, 2, 3, 4, 9 | 4, 6 | 1, 2, 3, 4, 5, 6, 7 | Categories  1, 2, 3, 4 | 1,2 | 1, 3, 4, 6 | 1.c. 1.g, 2.f, 3.e, 8.b, 9.d | Yes |
| Develop skills in designing and implementing instructional programming to increase child’s independence and development across all domains. | 1, 2, 3, 4 | 1, 2, 3, 4 | 1, 2, 3, 4, 5, 7 | Categories  1, 2, 3, 4 | 1,2 | 1, 2, 3, 4, 5, | 1.c. 1.g, 2.f, 3.e, 8.b, 9.d | Yes |
| Identify current trends, issues, and best practices in serving young children with special needs and their families. | 1, 2, 3, 4 | 1, 2, 3, 4 | 6, 7 | Categories  1, 2, 3, 4 | 2 | 4, 6 |  | Yes |
| Evaluate recommended practices in a district early childhood preschool program. | 5, 6 | 6, 7 | 1, 2, 3, 4, 5, 6, 7 | Categories 1, 2, 3, 4 | 1, 2 | 1, 2, 3, 4, 5, 6 |  | Yes |

**Course Tasks: 62.5% 625 points**

**Task #1 IEP Development Project……………………………………….………..150 pts**

Students will develop an IEP using a case study that includes sample evaluation reports/parent interviews provided by instructor. It will include all standard IEP components and process steps. IEP Project will also include an activity matrix embedding IEP goals and objectives into natural activities. (KIECETS I-IV; PGES Domains 1, 2, 3, 4; InTASC 1, 2, 3, 6, 7, 8, 9)

**Task #2 Philosophy of Early Childhood Inclusion Ed.- Component 3……......25 pts**

Students will write the paragraph for Component 3, *The Nature and Purpose of Special Education*  that is reflective of an inclusive early childhood program.

(IECE KTS X; PGES Domain 1, 4; In TASC 1, 2, 3, 6, 7, 8, 9)

**Task #3 Strategies Resource List…………………………………………………...50 pts**

Students will compile a resource list of strategies that promote development and learning and target specific populations. (IECE IX; PGES Domains 1, 4; InTASC 1, 2, 3, 4, 5)

**Task #4 Transition Modules…………………………………………………………………..50 pts**

Students will read Transition Documents that include a Sample Transition Plan and respond to Questions and Scenarios. (PGES Domains 1, 3, 4; IECE KTS V, VI; In TASC 6, 7, 8, 9)

**Task #5 Seven (7) Hybrid Activities……………………………………………………..….350 pts**

Students are required to complete 7 hybrid assignments (50 points each) found on TigerNet to include two tests. (KIECETS I-IV; PGES Domains 1, 2, 3, 4; In TASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

**Please note: All course tasks, including hybrid activities are due on Tuesdays on the week of assignment due date at 11:55 p.m. and uploaded to TigerNet unless otherwise indicated.**

**FIELD EXPERIENCES: 37.5% 375 points**

**15 Hours Total Required [Actual time for each task may vary.]**

**Task #6 IEP Observation……………………………………………………………….50 pts**

Students will observe an IEP meeting – an initial meeting if possible. Students will prepare a 1-1/2 to 2 page report noting general observations of the process and connections to course content as indicated in the Task #5 Instructions provided by the instructor. (PGES Domain 4; KIECETS V, VI; InTASC 1, 2, 3, 6, 7, 8, 9, 10) **[1 – 2 hours]**

**Task #7 Teacher Interviews……………………………………………………………75 pts**

Students will interview two teachers: (a) an IECE certified teacher working in an inclusive preschool classroom and (b) a Kindergarten teacher who has children with IEPs in the classroom. Students will write a 1-1/2 to 2 page report on how progress is monitored and documented, how IEP goals are embedded into daily planned activities, how adaptions are included in daily lesson plans, and how progress is communicated with families. The report also includes a reflective paragraph noting the similarities and differences between preschool and kindergarten approaches. (PGES Domain 4; KIECETS V, VI; In TASC 10) **[1 – 2 hours]**

**Task #8 Response to Intervention (RtI) or Kentucky Educational Intervention System (KEIS)……………………………………………………………………………50 pts**

Students will interview a Preschool Coordinator or Special Education Director in their district who deals with the Response to Intervention process. Students will prepare questions referencing specific *DEC Recommended Practice Topics* as assigned by instructor. The 1-1/2 to 2 page Report includes information about the evidence-based interventions that are being used in preschool and Kindergarten classrooms; who implements these interventions, how, and for how long; and who interprets the data that qualifies children for the referral process. (PGES Domain 4; KIECETS V, VI; InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9) **[1 – 2 hours]**

**Task #9 Intervention Strategies ……………………………………………………...75 pts**

Students will view YouTube videos from a list provided by instructor of Intervention Strategies (e.g. least to most prompts, prompt-fading, incidental teaching, time-delay, mand model) and write a descriptive paragraph on each of the strategies. (PGES Domain 3; KIECETS IV, V, VI; InTASC 8) **[2 hours]**

**Task #10 Guided Field Experiences………………………………………………..100 pts**

A Field Experience Day will be organized by instructor on March 1st to visit the following programs: Visually Impaired Preschool Services (V.I.PS.), Down Syndrome Louisville (DSL), Heuser Hearing Institute, and Churchill Park School. (PGES Domain 3; KIECETS IV, V, VI; InTASC 8, 9) **[10 hours]**

*Students should make arrangements to participate in this day. If unable to attend, students will be responsible for making up these field experience hours independently. Alternative sites or field experiences must be approved by instructor prior to scheduling.*

**Class Participation………………………………………………………………………25 pts**

Class participation includes the following criteria: attendance of face-to-face classes and participation in class activities. (*PGES Domains 1, 2, 3, 4*)

**GRADING SCALE:**

**A = 900-1000 PTS.**

**B = 800-899 PTS.**

**C = 700-799 PTS.**

**D = 600-699 PTS.**

**F = BELOW 599 PTS**

**FIELD EXPERIENCE GUIDELINES**

Field Experience sites are selected in collaboration with course instructor and may only be completed if the setting meets the assignment criteria. All Tasks have specific guidelines provided by Course Instructor.Students are required to complete 15 field experience hours in this course. A Field Experience File\*\* (see below) is required prior to starting any field work. Students keep a Field Experience Summary Form documenting all field experience hours, which is submitted at the end of the course. Failure to complete 15 hours will result in a course grade of an incomplete, which must be made up within year following the end of the course. ***Students are expected to follow the Field Hour Guidelines* (on IECE Web Page*) for all field work assignments.***

**For Course and Program Credit**

Students keep a Field Experience Summary Form of all field work tasks for a total of 12 hours. *Each field visit must be signed by a responsible person at the site along with a phone number.* Students total the field hours, complete all information, sign the form. You will scan and upload this form to Tigernet by May 5, 2016 by 9:00 p.m. to receive **course credit**. Instructor will print these, sign them and turn them in for **program credit** for you. Field Experience Tasks will not be credited toward course grade until the field hour log is received.

**Kentucky Field Experience Tracking System (KFETS)**

All students will be required to set up an Educational Professional Standards Board (EPSB) account for the purpose of entering every completed Field Experience (FE). You will continue to keep and submit Field Experience Logs for each of your courses. This system is for EPSB to track FE hours, which requires a certain number and representation of all types of FE in order for the state to approve a student for student teaching.

**Field Experience File**

**Must be completed prior to starting field experience work and includes the following documents:**

1. Criminal Background Report
2. Current TB Skin Test or Wellness Check [good for two years]
3. Signed Confidentiality Statement [Signature confirms reading the four Codes of Ethics governing ECE/IECE and teaching profession in Kentucky and commitment to abide by principles.]
4. Diversity Survey
5. Disposition Assessment Policy
6. EPSB Character and Fitness

The completed file should be submitted/mailed to course instructor or:

ECE Program Secretary

ECE/IECE Program

1 University Dr. UPO # 833

Campbellsville, KY 42718

Early Childhood Office Phone: (270) 789-5366

Education Bldg., Rm. 120

[earlychildhood@campbellsville.ed](mailto:earlychildhood@campbellsville.ed)

**Course Outline:**

1. History and philosophy of early childhood special education
2. Federal and state special education laws and regulations
3. State special education forms and procedures
4. Characteristics of developmental delays and common disability conditions
5. Response to Intervention
6. Development of IEP
7. Monitoring child progress
8. Activity-Based Instruction (ABI) and Embedded Learning Opportunities (ELOs)
9. Teaching Strategies and Resources
10. Peer-mediated strategies
11. Naturalistic Teaching Procedures (e.g, time delay, incidental teaching, mand model)
12. Prompt and prompt-fading procedures
13. Specially designed instruction and supplemental aids and services
14. Teaming and Collaboration:
15. Program models and service delivery
16. Evaluation of recommended practices
17. Trends, issues, and best practices in special education of young children with disabilities

**POLICIES AND PROCEDURES:**

You are responsible for the lecture material presented in the classroom, the assigned readings in the text, videos, guest presentations and any other material covered in class, including handouts.Assigned readings are to be completed before class to facilitate better understanding and participation. Written assignments must be turned in on time. Class presentations must be ready on assigned date. Late assignments will result in lowered points. Papers will be **typed** unless otherwise noted.It is expected that all written assignments will conform to standards of documentation, organization, mechanics and legibility.

**Plagiarism:** Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (See **Academic Integrity** in the 2015-2017 Bulletin Catalog).

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**CONFIDENTIALITY** of children being observed must be strictly adhered to at all times. NEVER mention children’s real names when discussing/sharing in online forum or with anyone else in the community school, etc. Children, parents, and teachers must be protected! Violation of this right of children and families can cause you legal problems, loss of job, etc. A parental permission form must be signed before administering any formal assessment procedure or aping/photographing children.

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**SATISFACTORY ACADEMIC PROGRESS STATEMENT (SAP):**

In order to be eligible to receive financial aid, a student is required to have met certain standards of satisfactory academic progress (SAP) during his/her previous attendance, whether or not financial aid was received.

A student is required to complete sixty-seven percent (67%) of all cumulative credits attempted (number of hours successfully completed divided by the number of hours attempted). Successful completion would be grades of A, B, C, D, or Pass; unsuccessful grades would be E, F, W, Z or Incomplete.

A student is required to meet a minimum cumulative grade point average. On a 4-point scale for Grade Point Average (GPA) it is required a student have a 2.0 grade point average after each semester.

Students are expected to complete their degree/diploma/certificate program within a Maximum Time Frame (MTF) of 150% of the required number of credit hours to graduate (e.g., programs requiring 72 credits will have a 108 credit maximum).

It is the students’ responsibility to contact the Financial Aid Office about their Satisfactory Academic Progress status. Withdrawing after the first week of class or taking in an “Incomplete” in a course may affect your continued access to financial aid.

**DISPOSITIONS:**

Course instructors complete a Disposition Evaluation for a student who demonstrated **ineffective** practices in any of the five evaluation areas: Professional Services, Professional Ethics, Professional Responsibilities, Professional Communication, or Clinical Field Experiences. Students will be told by the instructor when a Disposition Evaluation is submitted to the School of Education with a copy provided to the student. The Disposition will be placed in the student’s file. An incident report will be filed if demonstration of ineffective Dispositions continues, which will require a meeting with the Chair of the Undergraduate Programs to prepare an intervention plan. Failure to resolve disposition issues can result in dismissal from the program.

***You are responsible for your own learning. It is your responsibility to contact the instructor if you are having trouble with the course material.***

**ATTENDANCE POLICY**:   Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is part of the disposition assessment of early childhood students. We will follow the School of Education attendance policy as stated. Students may miss a maximum of two classes for this course. After a second absence, students will receive an attendance warning from the Office of Academic Affairs and may be dropped with a failing grade after the third absence. All absences should be discussed with the instructor. All work is required to be made up. The student is responsible for accessing all course hand-outs and content covered during an absence. Students should contact instructors to discuss absences.

**INCOMPLETE STATEMENT:**

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**DISABILITY STATEMENT:** Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Inclement Weather:** **In case of inclement weather, we will follow Campbellsville University main campus Closure announcements. You may check campus website:** [**https://www.campbellsville.edu/**](https://www.campbellsville.edu/)**. These announcements are also made on local radio and TV: WHAS, WLKY, WDRB, and WAVE in Louisville.**

**Security:** **Campbellsville University has a full staff of security officers who patrol the grounds, parking lots, buildings and walkways of the college every day.  If you need assistance in a non-emergency situation, feel free to contact the security office at (270) 706-8703 and they will be glad to assist.** .**In case of an emergency, always call 911 first; they are the local first responders. After you have called in your emergency, then call the Security Office at (270) 789-5555 and (270) 403-3611 for nights and weekends.**

**TITLE IX POLICY:**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Performance Standards/Competencies**

This program leading to Interdisciplinary Early Childhood Education (IECE) certification has been designed to prepare candidates to teach young children with and without disabilities and support families from culturally and linguistically diverse backgrounds. While some aspects of all ten of the Kentucky IECE Teacher Standards may be embedded into this course, competency development in the following are emphasized:

***IECE Kentucky Teacher Standards (KTS):***

* Standard I: Designs/Plans Instruction
* Standard II: Creates/Maintains Learning Environments
* Standard III: Implements Instruction
* Standard IV: Assesses & Communicates Learning Results
* Standard V: Reflects/Evaluates Professional Practices
* Standard VI: Collaborates with Colleagues/Families/Others
* Standard VII: Engages in Professional Development
* Standard VIII: Supports Families
* Standard IX: Demonstrates Implementation of Technology
* Standard X: Provides Leadership in School/Community/Profession

***InTASC Categories:***

* Category #1e Learner and Learning
* Category #2: Content Knowledge
* Category #3: Instructional Practice
* Category #4: Professional Responsibility

***NAEYC Program Standards:***

* Standard #1a, 1b, 1c: Promoting Child Development & Learning
* Standard #2a, 2b, 2c: Building Family & Community Partnerships
* Standard #3a, b, c, d: Observing, Documenting, and Assessing to Support
* Young Children & Families
* Standard #4a, b: Teaching & Learning
* Standard #5 a, 5b, 5c, 5d Becoming a Professional

***CEC Special Education Standards:***

* Standard #1: Learner Development and Individual Learning Differences
* Standard #2: Learning Environments
* Standard #3: Curricular Content Knowledge
* Standard #4:    Assessment
* Standard #5: Instructional Planning and Strategies
* Standard #6: Professional Learning and Ethical Practice
* Standard #7:    Collaboration

***CAEP Standards:***

* Standard #1: Content and Pedagogical Knowledge
* Standard #2: Clinical Partnerships and Practice

***ILA Standards:***

* Standard #1: Foundational Knowledge
* Standard #2: Curriculum and Instruction
* Standard #3: Assessment and Evaluation
* Standard #4:    Diversity
* Standard #5: Literate Environment
* Standard #6: Professional Learning and Leadership

***Kentucky Core Content—Competencies: Level IV***

Core Competency #1: Child Growth & Development

Core Competency #2: Health, Safety, & Nutrition

Core Competency #3: Professional Development/Professionalism

Core Competency #4: Learning Environments & Curriculum

Core Competency #5: Child Assessment

Core Competency #6: Family & Community Partnerships

Core Competency #7: Program Management & Evaluation

**EPSB Themes**

Diversity – Course Content and Field Experiences

Collaboration project individualizes instruction to meet needs of a child with disabilities

Assessment – Course Content and Field Experiences

Assessments and evaluation reports are analyzed and summarized

Fosters self-assessment through video-tape and coding instructional strategies used to support learner with disability

Evaluation of district’s use of recommended practices in early childhood program

Literacy/Reading Education

Emergent literacy skills are fostered through IEPs and/or Activity Matrices

Closing the Achievement Gap – Course Content

The process of identifying and supporting young children who may have special needs potentially reduces the depth of gap in achievement.

**Diversity Proficiencies**

KTS/IECE 1.c Individualize curriculum, instruction plans, and assessment strategies for ALL children.

KTS/IECE 2.f Create and maintain culturally responsive environments to support all children and families.

KTS/IECE 3.e Implement culturally responsive learning experiences to support children and their families.

KTS/IECE 6.f Articulate individual outcomes and unique needs for each child to staff and volunteers.

KTS/IECE 8.b Individualize interactions and activities that demonstrate sensitivity to characteristics of each child’s family community.

KTS/IECE 9.d Use technology to meet special needs of children.

**PGES – Framework for Teaching (Charlotte Danielson Model):**

<http://education.ky.gov/teachers/PGES/Pages/PGES.aspx>

**Domain 1: Planning and Preparation**

1a: Knowledge of content/pedagogy

1b: Demonstrates knowledge of students

1c: Setting instructional outcomes

1d: Demonstrating knowledge of resources

1e: Designing coherent instruction

1f: Designing student assessment

**Domain 2: Classroom Environment**

2a: Creating environment of respect and rapport

2b: Establishing culture of learning

2c: Managing student behavior

2e: Organizing physical space

**Domain 3: Instruction**

3a: Communicating with students

3b: Using questioning and discussion techniques

3c: Engaging students in learning

3d: Using assessment in instruction

3e: Demonstrating flexibility and responsiveness

**Domain 4: Professional Responsibility**

4a: Reflecting on teaching

4b: Maintaining accurate records

4c: Communicating with families

4d: Participating in a professional community

4e: Growing and developing professionally

4f: Demonstrating professionalism

**Supplemental Resources:**

ADA Information Line: U.S. Department of Justice (800) 514-0301; [www.usdoj.gov/disabilities.htm](http://www.usdoj.gov/disabilities.htm)

ARC of the United States: [www.thearc.org](http://www.thearc.org)

Early Childhood Provisions of IDEA: <http://www.nectac.org/default.asp>

Division for Early Childhood, subdivision of the Council for Exceptional Children <http://www.dec-sped.org>

IDEA information: <http://idea.ed.gov>

IDEA resources: [www.ideapractices.org](http://www.ideapractices.org)

Kentucky Department of Special Education: <http://www.kde.state.ky.us/KDE/Instructional+Resources/Exceptional+Children/Forms+and+Documents>

Kentucky Early Childhood Standards: [www.education.ky.gov/educational/pre/Pages/Early-Childhood-Resources.aspx](http://www.education.ky.gov/educational/pre/Pages/Early-Childhood-Resources.aspx)

Kentucky First Steps Early Intervention: <http://chfs.ky.gov/dph/firststeps.htm>

Kentucky IECE Teacher Standards: <http://www.kyepsb.net/teacherprep/iecestandards.asp>

Kentucky Response to Intervention Tool Kit for Preschool:

<http://www.education.ky.gov/KDE/Istructional+Resources/Preschool/For+Preschool+Coordinators+and+Teachers/Administrative+Documents>

Kentucky Core Academic Standards for English/Language Arts and Mathematics for Kindergarten (Science when adopted by legislature); Core Content for Kindergarten.

National Association for the Education of Young Children <http://www.naeyc.org>

National Early Childhood Technical Assistance Center (NECTAC): [www.nectac.org](http://www.nectac.org)

National Dissemination Center for Children with Disabilities (NICHCY): [www.nichcy.org](http://www.nichcy.org)

Office of Special Education Programs (OSEP): [www.ed.gov/about/offices/list/osers/osep/index.html](http://www.ed.gov/about/offices/list/osers/osep/index.html)

<http://idea.ed.gov/part-c/search/new> - Part C information and modules

<http://idea.ed.gov/explore/home> - Part B information and video clips

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| --- | --- | --- | --- |
| ***IECE 416 TENTATIVE Campbellsville COURSE SCHEDULE – SUBJECT TO CHANGE*** | | | |
| **Week** | *Dates* | *Topics* | *Assignments* |
| **1**  **Hybrid** | Jan 17 | Course Overview/Syllabus  Field Experience File  Field Experience Day – TBA  CH1 (ECSE)  CH 2-Building Partnerships (ECSE)  Ch. 6 (IDEA)  ***Course Task #1-IEP Development Project***  ***Course Task #6 - IEP Observation (FE)***  ***Course Task #2-Philosophy Component 3*** | ***Attendance Activity – Due Thurs Jan. 19th at 11:55 pm on TigerNet (TN):***   * Student Contact Sheet |
| **2** | Jan 24 | Ch. 1 *Introduction to Working with Infants, Toddlers, Preschoolers, and Primary-Aged Children with Special Needs* (ECSE)  Ch. 1 *Introduction* (IDEA)  ***Course Task #3-Strategies Resource List***  ***Hybrid #1 Activity***  ***Due Tues Sept 13 at 11:55 pm on TN:*** | ***Read for Week 3 Class:***   * Ch. 3 ECSE * Ch. 2 and Ch. 3 IDEA * Steps 1 and 2: IEP |
| **3**  **Hybrid** | Jan. 31 | Ch. 3 *Assessment and Individualized Interventions* (ECSE)  Chs. 2-3 (IDEA)  **IEP Step #1 - #2**  ***Course Task #7-Teacher Interviews (FE)*** | * ***Hybrid #1 Activity*** * ***Course Task #2 – Philosophy Component 3*** |
| **4** | Feb. 7 | Ch. 4 *Effective Instructional and Accommodative Practices* (ECSE)  Chs. 4 & 5 (IDEA)  ***Course Task #9- Intervention Strategies (YouTube video clips) (FE)***  ***Hybrid #2 Activity***  ***Due Tues Sept 27 at 11:55 pm on TN:*** | ***Read for Week 5 Class:***   * Ch. 6 ECSE * Steps 3 and 4: IEP |
| **5**  **Hybrid** | Feb 14 | Transition  First IEP  **IEP Steps #1, #2,**  **(#3, & #4)**  ***Course Task #4 - Transition Modules*** | * ***Hybrid #2 Activity*** |
| **6** | Feb 21 | Ch. 6 *Promoting Cognitive and Literacy Development* (ECSE)  ***Hybrid #3 Activity***  ***Due Tues Oct 11 at 11:55 pm on TN*** |  |
| **7**  **Hybrid** | Feb 28 | ***Complete 10 hrs of field experience***  ***Course Task #10 – FE*** | ***Hybrid #3 Activity*** |
| **8** | MARCH 7 | Ch. 8 *Social & Emotional Development* (ECSE)  CH. 7 (IDEA)  ***Hybrid #4 Activity*** | ***Read for Week 9 Class:***   * Ch. 5 ECSE * Step 5: IEP |
|  | | | |
| **9**  Hybrid | March 14 | Ch. 5 *Promoting Communication Development* (ECSE)  **IEP Step #5** | * ***Hybrid #4 Activity (Test 1)*** * ***Course Task #10- FE Day Reflection*** |
| **Spring Break (March 19-25)** |  |  |  |
| **10** | March 28 | Ch. 11 & 12 *Techniques for Teaching young children with Hearing Loss, Low Vision and Blindness* (ECSE)  ***Hybrid #5 Activity*** | ***Hybrid #5 Activity*** |
| **11**  Hybrid | April 4 | **RTI**  **Course Task #8 – RTI Interview (FE)** | * ***Hybrid #5 Activity*** * ***Course Task #6 – IEP Observation*** * ***Course Task #7 – Teacher Interviews*** |
| **12** | April 11 | Ch. 7 *Promoting Fine and Gross Motor and Adaptive Skills Development* (ECSE)  ***Hybrid #6 Activity*** | * ***Course Task #4 – Transition Modules*** * ***Course Task #3 – Strategies Resource List*** * ***Bring Course Task #1 – IEP to class for final review*** |
| **13**  **Hybrid** | April 18 | ***Discussion:***  ***Final Course Task #1 IEP Projects***  ***Bring Course Task #1 – IEP to class for final review***  ***Course Reflection***  KFETS | * ***Hybrid #6 Activity*** * ***Course Task #1 - IEP*** * ***Course Task #8 – RTI Interview*** * ***Course Task #9- Intervention Strategies (YouTube video clips) (FE)***   ***Due in Class***   * *FE Summary Log* * *PPD Summary Logs with Reflections* |
| **15** | April 25 | CH. 8 (IDEA)  ***Hybrid #7 Test #2*** | **Enter Field Experience Hours on KFETS**  *Field Experience,* |
| **16** | May 2 | **Finals Week**  **No Class** | ***Hybrid #7 Test #2*** |

Note: Field Site Visit will be given to class within the first two weeks of class.