SCHOOL OF EDUCATION

“EMPOWERMENT FOR LEARNING”

PROGRAM SUBMISSION

Master of Arts in Teaching
Interdisciplinary Early Childhood Education

16 KAR 1:010 Standards for certified school personnel
16 KAR 1:020 Professional code of ethics for Kentucky school certified personnel
16 KAR 2:010 Kentucky Teaching Certificates
16 KAR 5:020 Standards for Admission to Teacher Education
16 KAR 5:040 Admission, Placement, and Supervision in Student Teaching
16 KAR 5:050 Master of Arts in Teaching
16 KAR 6:010 Written examination prerequisites for teacher certification
16 KAR 9:080 University-based alternative certification program

February, 2015; July, 2017

Catalog URL: http://www.campbellsville.edu/catalog
July 14, 2017

Ms. Allison Bell  
Director, Division of Educator Preparation  
Educational Professional Standards Board  
100 Airport Drive, 3rd Floor  
Frankfort, KY 40601

Dear Ms. Allison Bell:

It is with pleasure that I write this letter of support for the addition of the following program(s):

Master of Arts in Teaching
- 8-12 Biology, Chemistry, Math, English, Social Studies
- 5-9 Science, Math, English, Social Studies
- P-12 Music, Art, Health/PE, Spanish
- Interdisciplinary Early Childhood Education (IECE)

This program comes as a recommendation of the Campbellsville University Division of Humanities, Music and the School of Education. The administration is committed to the resources necessary to make this program successful.

The faculty of the School of Education and Division of Humanities and Music are advocates for providing quality programs. They have given very serious consideration to the implementation of this program. They have also established a need for this program within our service region.

If I can answer any questions, please contact me.

Sincerely,

[Signature]

Dr. Donna Hedgepath  
Provost and Vice President for Academic Affairs

Cc: Dr. Michael Carter, President  
Dr. Beverly C. Ennis, Dean, School of Education
1. Executive Summary
2. Relationship of Program with the Unit’s Conceptual Framework
3. Relationship of Program with the Unit’s Continuous Assessment
4. Description of Courses and Experiences
5. Integration of Kentucky Teacher Standards
6. Explanation of How the Code of Ethics is Integrated, Shared and Discussed
7. KY P-12 Curricular Documents
8. Integration of EPSB Themes
   a. Diversity
   b. Assessment
   c. Literacy Education
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9. Program Faculty Matrices
10. Syllabi for Professional Education Core and Methods Courses
11. Curriculum Contract/Guide
EXECUTIVE SUMMARY

Brief Description of Continuous Assessment Plan: The assessment plan for candidates in the Master of Arts in Teaching (MAT) Interdisciplinary Early Childhood Education (IECE) program involves three candidate assessment points (CAPs): CAP 5 – admission to the program; CAP 6 – midpoint check, candidacy for degree; CAP 7 – program exit. The CAPS include criteria for academic achievement; disposition assessments; critical assessments, including an electronic portfolio documenting proficiency on the ten Kentucky IECE Teacher Standards (KTS); and, commitment to the four codes of conduct that provide guidelines for IECE Teachers: (a) Kentucky Code of Ethics for teachers, (b) the National Association for the Education of Young Children Code of Ethics, (c) the Council for Exception Children – Division of Early Childhood Code of Ethics, and (d) the First Steps Provider Code of Ethical Conduct. For program evaluation, CAP data are summarized for analysis and reviewed during annual unit retreats. Also, surveys of graduates provide assessment data valuable to program improvement efforts.

Unique Program Features: Campbellsville University’s MAT program is both a traditional (36 hours) and Option 6 alternative certification (33 hours) program uniquely designed to reflect a professional learning community. It will be delivered by early childhood education faculty in collaboration and partnership with area school district personnel. At the heart of the program is the foundational goal of all CU educator preparation programs: empowerment for learning. Empowerment is both a process and a product. The empowerment process will occur throughout program coursework as candidates acquire the knowledge, skills, and dispositions to be effective teachers. The empowerment outcome will be documented in several critical assessments - the electronic portfolio and during field and clinical experiences. Mentoring for alternative certification candidates is consistently and intentionally planned for the duration of the candidate’s employment on the temporary provisional certificate.

The unique features of this program include: small candidate to faculty ratio, curriculum based on needs of 21st century classrooms and designed around intentional field experiences; excellent, hands-on advising; systematic mentoring for alternative certification candidates; and, a small core faculty that work well together to create a dynamic program for pre-service teachers that provides opportunities for promoting academic excellence, preparing candidates for lifelong learning in the teaching profession and continued scholarship. Courses will be taught in an online and hybrid format. The MAT program is designed for coursework and requirements to be completed in seven 8-week graduate terms. Typically students begin either KTIP (Kentucky Teacher Internship) or student teaching during the second year of the program.

The IECE MAT program consists of education and special teaching methods coursework, as well as a research component. A semester long (16-week) student-teaching experience (SED 608) is required for the traditional route candidates and a requisite practicum/Seminar course (ED 607) for candidates pursuing the alternative route to certification (Option 6) while serving in a teaching role. After Option 6 candidates have completed two-thirds of the coursework and passed the licensure exam, the University notifies the District that Option 6 candidates can begin KTIP. Successful completion of KTIP is a requirement for program completion for the Option 6 program.

Rationale for Implementation: The MAT is the result of needs continually expressed by university faculty and staff, the unit’s Teacher Education Advisory Council (comprised of P-12 practitioners); and, by college graduates in the region desiring to earn teacher certification. The IECE MAT will meet a long-
standing need of non-certified early childhood education (ECE) graduates who want to return and obtain IECE certification along with an advanced degree. This program provides the rigor and relevancy needed for today’s 21st century educators with field experiences systematically and meaningfully planned and integrated throughout the curriculum. The bachelor’s degree for ECE (non-licensure) and IECE (licensure) are rigorous, clinical-based programs that require detailed knowledge and expertise of ECE systems and content. See the CU ECE website for more information.

Differentiation between MAT program and traditional program: The IECE MAT program differs from the traditional (undergraduate) initial certification programs at CU in several ways. First, coursework is geared toward adult learners and/or candidates with more life experiences. The Option 6 alternative route candidates will be serving in teaching positions while experiencing MAT coursework, bringing a higher level of experience and needs into the MAT classroom. Standards for both programs are aligned to appropriate Kentucky Teacher (IECE) Standards and SPA standards for content as well as KCAS standards for kindergarten and literacy. Second, the MAT candidates will engage in action research at a more in-depth level than traditional undergraduate candidates and will participate in some coursework with advanced candidates in other programs such as the Teacher Leader Master of Arts in Education (TL/MAE) and Master of Arts in Special Education (MASE). Existing courses from previously mentioned advanced programs will be utilized when appropriate.

The MAT does not result in a second certification; it is for initial certification only. If an Option 6 candidate does not complete the program for any reason, the former candidate must re-apply for the program and adhere to all current admissions requirements set forth by the standards board and Campbellsville University. In order to obtain rank change from a temporary provisional (Rank 3) to a master’s Rank 2, graduates must complete the CA-1 form requesting rank change based on the completion of the program.

Alternative certification route candidates must have an assigned mentor (16 KAR 0:080) once admitted to the MAT program. Alternative candidates acquire the 200 required field hours while serving in their own classroom while traditional MAT candidates must complete the specified, intentional field hours for Kentucky Field Experience Tracking System (KFETS) documentation and monitoring. Alternative route candidates must participate in the course-required experiences as well, but may use their own classroom to articulate these experiences when appropriate. All field hours for both routes will be documented and tracked for diverse experiences.

Letter of Support from Chief Academic Officer: (attached)

PROGRAM EXPERIENCES

I. The Relationship of the Program with the Unit’s Conceptual Framework

The Master of Arts in Teaching program is based on the philosophical beliefs that undergird the unit’s conceptual framework with its theme of empowerment. The curriculum for the program is designed to provide instructional opportunities that empower candidates to be effective teachers in their respective disciplines. It includes a depth and breadth of knowledge and skills recognized in the conceptual framework as essential for empowerment. It also includes attention to the self-efficacy candidates develop as they acquire the knowledge base and skills to implement effective instruction. As a result,
the empowerment of the candidates directly impacts the empowerment of their prospective students in their classrooms.

The program includes connections with the larger professional community through the education component that support content and experiences. It is also connected to the larger community through field experiences provided through each professional course. Throughout these experiences, the program infuses diversity issues as critical considerations in planning, implementing and evaluating student learning.

The model below illustrates the relationship of the components of the conceptual framework for the program that is designed to empower the teacher by building on learning theory, pedagogy, assessment and technology (inner puzzle pieces). Further, the program seeks to empower candidates through experiences (outer puzzle pieces) to positively impact student learning (innermost puzzle piece).

II. The Relationship of the Program with the Unit’s Continuous Assessment Plan

Candidates for the Master of Arts in Teaching program matriculate through the educator preparation assessment requirements in the same manner as all other candidates in initial certification programs. The continuous assessment plan for graduate candidates includes three formal monitoring points or CAPs (Candidate Assessment Points). Below is a description of criteria that must be met at each CAP followed by a table visually depicting the core requirements of the continuous assessment plan:

- **CAP 5** is admission to the program where candidates must have a cumulative GPA of 2.75 as documented on official transcript for a Bachelor’s degree from an accredited institution (or 3.0 on last 30 hours). Candidates must also have passing scores on the Praxis I CORE exams or the GRE. Further candidates must provide three letters of recommendation, a clear criminal background check, and self-assessment of dispositions. They must also sign and commit to the **KY Code of Ethics**, the **National Association for the Education of Young Children Code of Ethics**, the **Council for Exceptional Children – Division of Early Childhood Code of Ethics**, and the **First Steps Provider Code of Ethical Conduct**, a diversity survey, and a creativity self-assessment, and
sign the unit’s disposition assessment policy. Candidates must successfully complete an
entrance interview at which time a presentation is made by the candidate, which is scored using
a rubric that includes assessment of the 4 Cs 21st Century Skills (creativity, collaboration,
communication, and critical thinking). Lastly, upon admission, candidates must provide a Praxis
II Study Plan (if exam not previously taken and passed and current). CAP 5 requirements are the
same for traditional and alternative certification Option 6 candidates.

CAP 6 is a mid-point check in the educator preparation program for graduate candidates and
involves evaluation of cumulative GPA (3.0), disposition assessments, completion of 100 field
experience hours (completed as directed assignments in IECE courses and, if needed, in MAT
Practicum courses for traditional candidates), and passing Praxis II scores in the IECE area of
licensure. Further, candidates must demonstrate competency on three major critical
assessments: (1) development and implementation of a professional growth plan; (2) a
portfolio-quality philosophy of education; and, (3) submission of a CAP 6 Portfolio that includes
a unit of study (taught in a designated field setting) with a minimum of three lesson plans and
competency demonstrated on all ten IECE Kentucky Teacher Standards (minimum score of 2.0 of
a 3-point rubric rubric). All documentation for lesson plans will be based on the KTIP Sources of
Evidence forms (SOE). CAP 6 requirements are the same for traditional and alternative
certification Option 6 candidates.

CAP 7 is program exit. Candidates must have a 3.0 cumulative GPA, completed 200 field
experience hours, and submitted an electronic portfolio, meeting all Kentucky Teacher
Standards for IECE. Traditional Candidates must successfully complete 200 Field Experience
hours prior to 16 weeks of Student Teaching. Alternative Certification Candidates must
evidence successful completion of KTIP.

Signed Field Experience Logs are submitted at the completion of each term with reflections. All
required entries of field experiences are completed. The University maintains on ongoing data
base of all field experiences including types, sites, and hours.

<table>
<thead>
<tr>
<th>CAP 5 Admission</th>
<th>CAP 6 Continuation</th>
<th>CAP 7 Completion/Exit</th>
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<tbody>
<tr>
<td><strong>Academic Competency</strong></td>
<td><strong>Academic Competency</strong></td>
<td><strong>Academic Competency</strong></td>
</tr>
<tr>
<td>- Bachelor’s Degree from accredited institution</td>
<td>GPA: 3.0</td>
<td>GPA: 3.0</td>
</tr>
<tr>
<td>- GPA: 2.75, cumulative or 3.0 on last 30 hours</td>
<td>Transcript Evaluation</td>
<td>Transcript Evaluation</td>
</tr>
<tr>
<td>- Praxis Core Academic Skills for Educators (CASE):</td>
<td>18 hours completed</td>
<td>33-39 hours completed</td>
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<tr>
<td>- Reading (156)</td>
<td>OR</td>
<td></td>
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<tr>
<td>- Writing (162)</td>
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<tr>
<td>- Mathematics (150)</td>
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<tr>
<td><strong>GRE Scores</strong></td>
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<tr>
<td>- Verbal Reasoning (450 or 150 – as of 8/1/2011)</td>
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</table>
Mentoring Plan

All candidates employed as full-time teachers enrolled in a CU alternative certification program and are not completing their KTIP internship project, will work with a teacher mentor under the guidance of the university professor and/or program coordinator. Mentor teachers will work with the candidate throughout the school year. In collaboration with the principal of the partner school and school level coach, mentor teachers will be identified that meet the following minimum criteria:

- 3 years teaching experience
- Completed Master’s degree
- Teaches same content (or similar) as the candidate
- Current or retired teacher

Teacher candidates in the Option 6 Alternative Route Teacher Certification Program are new to the classroom (no prior teaching experience as the teacher of record). They are required to participate in formal observations by a support team consisting of a university mentor and school level coach. The 5-5-5 rule (16 KAR 9:080) is implemented as follows: 5 hours completed by Campbellsville University mentor; 5 hours is completed by the school level coach; and 5 hours are to be completed as determined by the alternative certification candidate’s support team. Campbellsville University’s Mentor Agreement Plan and Performance Record instrument are available online (under Resources).
Candidate Support Team Observations and Expectations

Principal/designee Building administrators are asked to participate in an orientation and an end-of-the-year meeting with the university mentor, coach, and candidate to establish expectations and provide feedback on the candidate’s teaching performance. The end-of-the-year meeting will also be used to discuss the candidate’s professional growth needs for the coming year.

University Mentor University mentors are asked to participate in an orientation meeting and a minimum of one (1) formal observation. Mentors and school level coaches are expected to spend a minimum of 15 clock hours with candidate throughout the year. They are to provide feedback to the candidate after each meeting. The university mentors are also expected to conduct an end-of-the-year meeting with the building administrator, school level coach, and candidate to provide feedback on the candidate’s teaching performance. The end-of-the-year meeting will also be used to discuss the candidate’s professional growth needs for the coming year.

School Level Coach School level coaches (assigned by building and or district administrators) are asked to participate in an orientation and an end-of-the-year meeting with the building administrator, regional mentor, and candidate to establish expectations and provide feedback on the candidate’s teaching performance. The end-of-the-year meeting will also be used to discuss the candidate’s professional growth needs for the coming year. Coaches are asked to participate in formal and informal observations of the candidate. They are asked to participate in a minimum of one (1) formal observation. Coaches are expected to provide ongoing and regular feedback to the candidate.

III. Description of Courses and Experiences

<table>
<thead>
<tr>
<th>MAT PROFESSIONAL EDUCATION COURSES –IECE CERTIFICATION</th>
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<tbody>
<tr>
<td>IECE Core Professional Courses (24)</td>
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<tr>
<td>ED 605 Research Methods (3)</td>
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<tr>
<td>IEC 580/581 Advanced Curriculum and Methods I, II (1.5, 1.5)</td>
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<tr>
<td>IEC 625 Global Perspectives in Early Childhood (3)</td>
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<tr>
<td>IEC 626 Collaboration and Communication in IECE (3)</td>
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<tr>
<td>IEC 628 Instructional Strategies for Literacy, Reading, Language Arts (3)</td>
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<tr>
<td>IEC 630 Advanced Child Development (3)</td>
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<tr>
<td>IEC 660 IECE Assessment and Intervention (3)</td>
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<tr>
<td>IEC 685 Integrated Technology and Curriculum (3)</td>
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<tr>
<td>IECE Electives selected with advisor approval: (6)</td>
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<tr>
<td>IEC 520/521 Teaching Kindergarten I, II (1.5) (1.5)</td>
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<tr>
<td>IEC 627 Leadership of IECE Programs (3)</td>
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<tr>
<td>SED 697 Effective Strategies for Improving Students’ Classroom Behavior (3)</td>
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<tr>
<td>SED 730 Introduction to Autism Spectrum Disorder (3)</td>
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<tr>
<td>SED 760 Applied Behavior Analysis (3)</td>
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<tr>
<td>ED 604 (1), 605 (1), 606 (1) – MAT Practicum</td>
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</tbody>
</table>

IECE Student Teaching (6) Traditional or Practicum/Seminar (3) Alternative Certification Option 6
Course Descriptions:

**IEC 520/521 Teaching Kindergarten**
The purpose of the MAT program for IECE is to promote competency in the ten IECE Kentucky Teacher Standards. This program is designed to promote academic excellence, prepare candidates for lifelong learning in the teaching profession, and continued scholarship in their respective discipline. Each certification area follows the SPA standards specified for that content area. Upon admission to the program, M.A.T. candidates already have the content knowledge to teach their particular discipline.

**IEC 580/581 Advanced Curriculum and Methods**
This capstone course is designed to increase classroom management, instructional, and assessment competencies. Involves planning, implementation, and evaluation of integrated curricula and activity-based instructional methods for children birth to primary in home-based and inclusive center-based settings. Provides practice in developing IEP/IFSP activity matrices; adapting the learning environment and instruction across content areas to meet the diverse needs of young children; and advancing collaboration skills to guide inclusive practices. The professional portfolio will be completed and submitted for further evaluation by the School of Education faculty. Students participate in supervised field experiences to prepare for their assigned student teaching placements.

**IEC 625 Global Perspectives in Early Childhood Education**
This course provides an in-depth study of selected topics in early education from a global perspective. A comparative education focus is designed to increase intercultural competence and prepare globally literate early childhood professionals. Educational practices and service delivery methods around the world are investigated and analyzed for potential application. Global education curriculum and resources are developed for early childhood classrooms. Attention is given to international program approaches including Reggio Emilia and Montessori. Optional: international practicum.

**IEC 626 Collaboration and Communication in Interdisciplinary Early Childhood Education**
This course provides a comprehensive and practical understanding of the processes to engage in effective collaboration with families, early childhood professionals, and the larger community. Strategies for effective partnerships and interagency alliances to support young children and families are examined. Strengthening interpersonal communication and teaming skills for effective collaboration is emphasized. Content includes plans to support transitions of young children across settings and programs. The role of early childhood professionals as advocates is considered. Prepares early childhood professionals for specialized and leadership roles in collaborative processes.

**IEC 627 Leadership of Interdisciplinary Early Childhood Education Programs**
This course prepares students for professional leadership of early childhood programs and agencies across a variety of settings. The various management and supervisory roles inherent in program leadership are considered including program quality, state and federal policies, regulations and laws, professional development and training of personnel, families, community agencies, facilities, and
budgeting. Special consideration is given to leadership as a classroom teacher. The development of a program philosophy, mission, and goals is emphasized in relationship to program purpose.

**IEC 628 Instructional Strategies for Literacy, Reading, and Language Arts, Birth-Primary**
This course examines current research and practices related to language and literacy development in children birth through kindergarten. Effective and explicit strategies for early childhood professionals to use to support young children’s language and literacy development – oral language, writing and reading competencies are examined. Content includes authentic assessments, adaptations to fit children’s individual needs, literacy embedded across classroom content and contexts, and engaging families in language and literacy activities. The role of children’s literature in teaching literacy is examined.

**IEC 630 Advanced Child Development**
This course is an advanced study for the application of current research and major theories of child development and learning with emphasis on implications for professional practice. Special emphasis is given to the relationship between theory and quality in early childhood settings to support and refine professional practices. Students engage in an in-depth study of biological, familial/cultural, and environmental influences on the cognitive, adaptive, physical, social, affective, language, moral, and spiritual development of young children.

**IEC 660 Interdisciplinary Early Childhood Education Assessment and Intervention**
This course examines assessment practices, policies, and considerations for young children, birth through kindergarten in inclusive settings and their families. Emphasis is placed on understanding continuous assessment systems, research implications, the types and purposes of assessment, and analysis of formal and informal assessment to impact learning and monitor progress. Attention is given to designing individualized interventions and classroom adaptations that support children’s development and learning. Classroom and program assessments are examined from the perspective of directors and teachers.

**IEC 685 Integrated Technology and Curriculum**
This course focuses on planning, designing, implementing, and evaluating curriculum for inclusive early childhood settings. Emphasis is placed on integrating technology and content, utilizing a variety of instructional strategies, selecting and adapting materials, and preparing a responsive learning environment to support the learning and development of young children. The course examines curricular models, approaches frameworks, and systems. Attention is given to application of research to the use of technology and curriculum integration in early childhood education.

**ED 605 Research Methods**
This course provides an overview of the research process, with emphasis on finding, using, and evaluating research. The course has embedded within the weekly lessons PowerPoint presentations for further explanation of key concepts and terms. Further, each week’s lesson/class concludes with a website to be explored and learn the key concepts. Students will learn the tools for qualitative and quantitative research.

**SED 697 Effective Strategies for Improved Students’ Classroom Behavior**
Candidates will refine their knowledge and understanding of behavioral assessment and intervention strategies that have been effective for individuals with a wide range of disabilities. They will design and implement comprehensive behavior management plan.

**SED 730 Introduction to Autism Spectrum Disorder**
This is an introductory course to autism spectrum disorders (ASD). Characteristics and prevalence will be discussed; history along with current research on the causes of ASD will be explored. Best practices for planning instruction as well as research-based strategies related to communication, social interactions, and sensory differences will be investigated.

**SED 760 Applied Behavior Analysis**
This is an introductory course to applied behavior analysis which is designed to provide students with knowledge and understanding of its principles and procedures including definitions, characteristics, processes, and concepts. The identification of factors that contribute to academic and social problem behaviors of children and youth and interventions that can be used to improve those behaviors will be explored.

**ED 608 Student Teaching (6 hours)**
Student teachers spend sixteen weeks in a primary, middle or high school classroom setting. They will have opportunity to translate theory learned in professional studies into practice while teaching in their areas of certification and under the guidance of a cooperating teacher and university supervisor. Traditional track candidates only.

**IV. Integration of the Appropriate Kentucky Performance Standards**

<table>
<thead>
<tr>
<th>KTS IECE TEACHER STANDARDS</th>
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<tbody>
<tr>
<td><strong>ANalytic Matrix: IECE Kentucky Teacher Standards</strong></td>
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<tr>
<td><strong>Interdisciplinary Early Childhood Education</strong></td>
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<tr>
<th>I: Designs/Plans Instruction</th>
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<tr>
<td>The IECE educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.</td>
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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
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</table>
| IEC 520/521 | Teaching Kindergarten I, II | • Design a Unit to teach English/Language Arts and Math content with Source of Evidence (SE) sequence of lessons with formative and summative assessments  
• Develop resource list for teaching kindergarten lessons and/or designing learning centers  
• Design an intervention plan  
• Comparative Analysis of Curriculum Maps and/or Pacing Guides examines district curriculum plan  
[1.a-c, f] |
<table>
<thead>
<tr>
<th>IEC 580/581</th>
<th>Advanced Curriculum &amp; Methods in IECE I, II</th>
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<tbody>
<tr>
<td>• Unit Plan Designed including three sequential Source of Evidence (SE) lesson plans with formative and summative assessments; individualized and differentiated instructional plan; team involvement agendas; family plan</td>
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<tr>
<td>• Co-teaching Modules examine collaborative planning</td>
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<td>• Individual Activity Matrix includes individual plan for embedded learning opportunities into daily schedule – portfolio submission</td>
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<tr>
<td>• Trans disciplinary Play-Based Arena Assessment Project includes design for authentic learning – portfolio submission</td>
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<tr>
<td>• Portfolio must include lessons for 0-3, preschool, and kindergarten including appropriate standards</td>
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<tr>
<td>• IECE KTS I Rationale for portfolio artifacts [1a - g]</td>
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<tr>
<th>IEC 625</th>
<th>Global Perspectives in Early Childhood Education</th>
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<tbody>
<tr>
<td>• Global Issues Curriculum Integration Plan – A Unit referencing both early childhood standards and Kentucky Academic Standards for kindergarten; Includes Family Resources, Priorities, Concerns</td>
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<tr>
<td>• Children’s Literature to Support Global Issues Curriculum plan</td>
<td></td>
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<tr>
<td>• PD Seminar Plan for team members, colleagues, families</td>
<td></td>
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<tr>
<td>• Curriculum &amp; Program Model Observations/Evaluations examine designs for learning</td>
<td></td>
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<tr>
<td>[1.a, b, c, d, e, g]</td>
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<thead>
<tr>
<th>IEC 626</th>
<th>Collaboration &amp; Communication in IECE</th>
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<tbody>
<tr>
<td>• Classroom of Excellence (COE): Family Notification and Teacher Communication Strategies</td>
<td></td>
</tr>
<tr>
<td>• Applied Research Review and Self-Reflection in area of curriculum planning</td>
<td></td>
</tr>
<tr>
<td>• Co-Teaching Strategies involve planning</td>
<td></td>
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<tr>
<td>[1.e-g]</td>
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<thead>
<tr>
<th>IEC 627</th>
<th>Leadership of IECE Programs</th>
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</thead>
<tbody>
<tr>
<td>• Inquiry-Based Program and Classroom Evaluation Options looks at curriculum from district level</td>
<td></td>
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<tr>
<td>• COE: Personal and/or Program Quality Self Study (QSS) with Action Plan examines curriculum plans for all content areas, including math.</td>
<td></td>
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<tr>
<td>• Program Philosophy, Mission Statement, Core Values, Strategic Plan includes beliefs about teaching/learning plans for young children</td>
<td></td>
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<tr>
<td>[1.a-g]</td>
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<table>
<thead>
<tr>
<th>IEC 628</th>
<th>Instructional Strategies for Literacy, Reading, &amp; Language Arts, Birth-to-Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reflective responses to readings address designing and planning instruction</td>
<td></td>
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<tr>
<td>• Literature Review on literacy development or current practices with Reflection related to application in early childhood settings</td>
<td></td>
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<tr>
<td>• ELLCO or CHELCO assessment examine teaching plans</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
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</table>
| IEC 630  | Advanced Child Development                 | - Child Literacy Assessment Project develops plan for literacy lessons  
- Dialogic Reading Project and Oral Language Project include lesson plans at preschool and kindergarten levels. [1.a-g] |
| IEC 660  | IECE Assessment & Intervention             | - Reflective responses to readings and Research paper on factors affecting development and learning – including theories  
- Ecological Case Study includes plans for instruction  
- Personal Philosophy of Inclusive Early Childhood Education addresses beliefs about how children learn best [1.a-g] |
| IEC 685  | Integrated Technology & Curriculum         | - Responsive Reflections to Readings, Annotated Bibliography, (COE) ECERS/CLASS/Quality Self-Study inform planning assessment aligned to instruction  
- Adaptation Plan addresses least intrusive adaptations within instructional plans  
- Student Growth Goals consider instructional planning  
- Individual Intervention Plan designs instruction for one child [1.a-g] |
| ED 605   | Research Methods                           | - Annotated Bibliography informs integrating curriculum and technology across content areas  
- (COE) Program and Quality Project assesses ability to plan instruction effectively  
- Curriculum Maps and Pacing Guides examines curriculum plans at district level  
- Assistive Technology Project and Integrated Curriculum Design Project include instruction plans; Integrated Unit includes required content in Arts/Humanities, English/Language Arts, Math, and one additional content area; kindergarten and preschool applications required  
- Technology Resource List and Technology Guide for Families identify learning objectives and plan for implementation [1.a-g] |

II. Creates/Maintains Environments
The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Content</th>
</tr>
</thead>
</table>
| IEC 520/521 | Teaching Kindergarten I, II | - Classroom Management Evaluation and Reflection  
- Intervention Plan with Environmental Adaptations  
- Develop a learning center for kindergarten classroom [2.a-j] |
| IEC 580/581 | Advanced Curriculum & Methods in IECE I, II | - Classroom Assessment Scoring System (CLASS) completed; videotape targets classroom management, and supporting positive social/emotional development  
- Classroom Management Plan: details practices to enhance and organize the learning environment, support positive adult/child interactions, engage children in activity-based learning, foster social/emotional competence – portfolio artifact  
- Disability Report/Presentation: Specific materials/activities modified to include children with special needs or disabilities  
- Classroom Technology Integration – portfolio artifact  
- Unit Plan includes learning environment, schedule, technology, environment adaptations  
- IECE KTS II Rationale for Portfolio artifacts [2.a-j] |
| IEC 625     | Global Perspectives in Early Childhood Education | - Reflective Responses inform learning environment decisions  
- Global Issues Curriculum Integration Plan – Classroom Environment  
- Children’s Literature to Support Global Issues  
- Classroom Environment Resource List  
- Curriculum & Program Model Observations/Evaluations describe learning environment approaches [2.a, d, f, g] |
| IEC 626     | Collaboration & Communication in IECE | - COE: Family Notification and Teacher Communication Strategies  
- COE: Verification of QSS for Section 5 – Family and Community Involvement [2.f] |
| IEC 627     | Leadership of IECE Programs | - Inquiry-Based Program and Classroom Evaluation Options -- focus on classroom environment  
- COE: Personal and/or Program Quality Self Study evaluating all curriculum areas including math (QSS) with Action Plan for growth areas related to classroom management [2.a-j] |
| IEC 628     | Instructional Strategies for Literacy, Reading, & Language Arts, Birth-to-Primary | - Reflective responses to readings  
- Literature Review on role of learning environment in literacy development or current practices with Reflection related to application in early childhood settings  
- ELLCO or CHELCO assessment examine impact of learning environment on literacy |
## III. Implements Instruction

The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, preschool, and kindergarten children, including those with disabilities.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC 520/521</td>
<td>Teaching Kindergarten I, II</td>
<td>• Teach a English/Language Arts and Math integrated unit with a sequence of SE lessons including assessments [3.a, d, g]</td>
</tr>
</tbody>
</table>
### IEC 580/581 Advanced Curriculum & Methods in IECE I, II
- Classroom Assessment Scoring System (CLASS) completed; videotape targets instructional practices; analyzed for progress, strengths, and growth plan
- SE Lesson Plans implemented – portfolio artifact
- IECE KTS III Rationale for Portfolio artifacts [3.a-g]

### IEC 625 Global Perspectives in Early Childhood Education
- Implementation of Curriculum Integration Plan
- Children’s Literature Activity [3.a, b, c, e, f]

### IEC 628 Instructional Strategies for Literacy, Reading, & Language Arts, Birth-to-Primary
- ELLCO or CHELCO assessment examine instructional practices to support literacy
- Child Literacy Assessment Project includes implementation of lessons to support literacy
- Dialogic Reading Project
- Oral Language Project [3.a-g]

### IEC 630 Advanced Child Development
- Ecological Case Study includes individual instruction
- Personal Philosophy of Early Childhood Inclusive Education describes beliefs about effective instructional practices [3.a-g]

### IEC 660 IECE Assessment & Intervention
- Program and Classroom Planning Project
- Adaptation plan examines least intrusive adaptations, including those to instruction [3.b-g]

### IEC 685 Integrated Technology & Curriculum
- Program and Classroom Quality Project examine instructional practices across content areas including math
- Integrated Curriculum Design Project includes inquiry-based instruction [3.a, b, c]

### ED 605 Research Methods
- Implements instruction during field experience aligned to research question [3.a-g]

### ED 608 Student Teaching
- Multiple lessons/units observed/evaluated by cooperating and supervising teachers. Video lesson evaluated by content professor. Use of co-teaching strategies during planning/instruction.

### IV. Assesses & Communicates Learning Results
The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschoolers, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC 520/521 Teaching Kindergarten I, II</td>
<td>Unit to teach English/Language Arts and Math content includes formative and summative assessments</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td>Content</td>
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</tr>
<tr>
<td>IEC 580/581</td>
<td>Advanced Curriculum &amp; Methods in IECE I, II</td>
<td>- Analysis of Kindergarten Brigance Screens with Curriculum Implications [4.b-f] - Multiple and varied assessment strategies to monitor progress and assess instruction - Examples of completed Screen and Diagnostic Assessment Reports - Example of Classroom Instructional Assessment completed with analytical report - Rationale IECE KTS IV Rationale ([4.a-f])</td>
</tr>
<tr>
<td>IEC 625</td>
<td>Global Perspectives in Early Childhood Education I, II</td>
<td>- Comparative Analysis of Program Models approaches to assessment - Global Curriculum Assessment Plan - Ethnographic Interview includes various informal assessments [4.b,f]</td>
</tr>
<tr>
<td>IEC 626</td>
<td>Collaboration &amp; Communication in IECE</td>
<td>- Transition Plan includes assessments with plan to guide next steps [4.c-f]</td>
</tr>
<tr>
<td>IEC 627</td>
<td>Leadership of IECE Programs</td>
<td>- Inquiry-Based Program and Classroom Evaluation Options - Leadership Interviews address assessment practices and decisions at the district level - Program Philosophy, Mission Statement, Core Values, Strategic Plan include approaches to, beliefs about, decisions regarding assessment [4.a-f]</td>
</tr>
<tr>
<td>IEC 628</td>
<td>Instructional Strategies for Literacy, Reading, &amp; Language Arts, Birth-to-Primary</td>
<td>- Literature Review on literacy development or current practices includes assessment information - ELLCO or CHELCO assessment - Child Literacy Assessment - Dialogic Reading Project and Oral Language Project include outcomes with assessment strategies [4.a-f]</td>
</tr>
<tr>
<td>IEC 630</td>
<td>Advanced Child Development</td>
<td>- Ecological Case Study includes informal assessments [4.b-f]</td>
</tr>
<tr>
<td>IEC 660</td>
<td>IECE Assessment &amp; Intervention</td>
<td>- Reflective Response to Reading and Annotated Bibliography inform best practice in assessment and intervention - ECERS, CLASS Program Planning and Quality Self-Study examine candidate’s own assessment practices - Assessment Design Project - Adaptation Plan includes individual accommodations for assessments - Student Growth Goals includes assessment strategies</td>
</tr>
</tbody>
</table>
- Individualized Intervention Plan monitors outcomes using informal assessments [4.a-f]

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC 685</td>
<td>Integrated Technology &amp; Curriculum</td>
<td>• Assistive Technology Project includes assessment plan [4.c, d, e, f]</td>
</tr>
<tr>
<td>ED 605</td>
<td>Research Methods</td>
<td>• Uses assessment within learning environment to inform research question and findings [4.c-f]</td>
</tr>
<tr>
<td>ED 608</td>
<td>Student Teaching</td>
<td>Development of a CAP 7 portfolio with documentation of this standard. Self-assessment and peer assessment are a part of each presentation.</td>
</tr>
</tbody>
</table>

**V. Reflects/Evaluates Professional Practice**

The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC 520/521</td>
<td>Teaching Kindergarten I, II</td>
<td>• Complete SE Analysis &amp; Reflection following unit implementation [5.a-c]</td>
</tr>
<tr>
<td>IEC 580/581</td>
<td>Advanced Curriculum &amp; Methods in IECE I, II</td>
<td>• Videotaped lessons scored by candidate and course instructor using CLASS tool; Reflective Analysis</td>
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<tr>
<td></td>
<td></td>
<td>• Field Experience Journals include reflections on professional practice and observations</td>
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<td></td>
<td></td>
<td>• Program Evaluation analyzing the involvement and effectiveness of team members in instruction.</td>
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<tr>
<td></td>
<td></td>
<td>• IECE KTS V Rationale for Portfolio artifacts [5.a-d]</td>
</tr>
<tr>
<td>IEC 625</td>
<td>Global Perspectives in Early Childhood Education I, II</td>
<td>• Comparative Analysis, Ethnographic Interviews, and Curriculum Evaluation tasks includes reflection for professional growth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• PD Workshop [5.a-d]</td>
</tr>
<tr>
<td>IEC 626</td>
<td>Collaboration &amp; Communication in IECE</td>
<td>• COE: Verification of QSS for Section 5 – <em>Family and Community Involvement</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Applied Research Review and Self-Reflection [5.b, c, d]</td>
</tr>
<tr>
<td>IEC 627</td>
<td>Leadership of IECE Programs</td>
<td>• Reflective responses to readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inquiry-Based Program and Classroom Evaluation Options</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• COE: Personal and/or Program Quality Self Study (QSS) addresses all content areas including math with Action Plan</td>
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<td></td>
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<td>• Program Leader Interviews</td>
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<td></td>
<td></td>
<td>• DEC Recommended Practices – Leadership Topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Program Philosophy, Mission Statement, Core Values, Strategic Plan</td>
</tr>
</tbody>
</table>
IEC 628  Instructional Strategies for Literacy, Reading, & Language Arts, Birth-to-Primary  

- ELLCO or CHELCO, Child Literacy Assessment, Dialogic Reading Project, and Oral Language Project include analysis and reflections on personal and professional growth  

IEC 630  Advanced Child Development  

- Reflective Responses to Readings, Research Paper, Ecological Case Study, and Presentation for Families, Colleagues engage candidates in reflective analysis  

IEC 660  IECE Assessment & Intervention  

- ECERS, CLASS Planning Project and Quality Self Study include reflection of outcomes and plan for growth addressing all content areas including math  
- Assessment Design Project, Adaptation Plan, Student Growth Goals, and Individualized Intervention Plan all require analysis and reflection  

IEC 685  Integrated Technology & Curriculum  

- Annotated Bibliography includes reflective component  
- Program and Classroom Quality Project require candidate to reflect on strengths and growth areas  
- Assistive Technology Project includes analysis and reflection on learning  

ED 605  Research Methods  

- Reflections are completed as part of class participation activities, article reviews, and field experience  

ED 608  Student Teaching  

- Multiple lessons during student teaching that require reflection through Tasks C and J-1 of an entire unit; reflective journal about student teaching experiences. Also, completion of a CAP 7 portfolio that includes documentation for this standard.  

VI. Collaborates with Colleagues/Families/Others  
The IECE educator collaborates and consults with team members including colleagues, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.  

Course  Title  Examples of Experiences/Assessments  

IEC 520/521  Teaching Kindergarten I, II  

- Preschool-Kindergarten Agenda for Professional Learning Community  

IEC 580/581  Advanced Curriculum & Methods in IECE I, II  

- Field Experiences require collaboration in assessment and planning instructional activities
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
</table>
| IEC 625 | Global Perspectives in Early Childhood Education | • SE Collaborative Leadership Project focusing on social or emotional competency; Social Story – portfolio artifact  
• English Language Learner Family/Teacher Collaboration Project – portfolio artifact  
• Community Service Project – portfolio artifact  
• IECE KTS VI Rationale for Portfolio artifacts [6a-h] |
| IEC 626 | Collaboration & Communication in IECE | • Reflective Readings inform collaboration  
• Curriculum Integration Plan – Collaboration [6.a, b, d, e, g, h] |
| IEC 627 | Leadership of IECE Programs | • Case studies examine best practice in consultation and collaboration  
• School-Community Collaboration Project  
• Transition Plan involves collaboration  
• Website Resources for team building and conflict resolution  
• COE: Family Notification and Teacher Communication Strategies  
• COE: Verification of QSS for Section 5 – Family and Community Involvement  
• Resource/Agency Chart  
• Grant Proposal Review includes collaboration with early childhood councils in the community [6.a-h] |
| IEC 660 | IECE Assessment & Intervention | • Budget describes collaborative partners in development [6.b, d, e] |
| IEC 685 | Integrated Technology & Curriculum | • ECERS, CLASS Planning Project  
• Individualized Intervention Plan involves collaboration with all team members [6.a-h] |
| ED 605 | Research Methods | • Assistive Technology Project includes family and community collaboration  
• Integrated Curriculum Design Project planned collaborative with classroom team [6.d] |
| ED 608 | Student Teaching | • Class participation activities involve collaboration  
• Field experience utilize collaborative practices to guide research question and report findings [6.a-f] |

**VII. Engages in Professional Development**

The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC 520/521</td>
<td>Teaching Kindergarten I, II</td>
<td>• Reflection on Classroom Management Plan&lt;br&gt;• Analysis of Curriculum Maps and/or Pacing Guides to professional practice&lt;br&gt;• Reflective Responses to Readings&lt;br&gt;• Research Paper on Best Practices in Kindergarten&lt;br&gt;• Agenda for Professional Learning Community&lt;br&gt;• Professional Growth Plan Reflection [7.a, b, d, e, f]</td>
</tr>
<tr>
<td>IEC 580/581</td>
<td>Advanced Curriculum &amp; Methods in IECE I, II</td>
<td>• Codes of Ethics – discussion and case study review on legal, ethical and professional guidelines; Response to Codes of Ethics, DEC Recommended Practices, and DAP (3rd) with signed commitment&lt;br&gt;• Self-Assessments of IECE KTS, PGES Domains, Dispositions used to update/reflect on SE Professional Growth Plan&lt;br&gt;• Action Research and/or Professional Issues Project – portfolio artifact&lt;br&gt;• Field Experience provide support for professional growth including structured feedback from supervising teachers and course instructors and present opportunities for integration of learning across settings and disciplines&lt;br&gt;• Résumé/Vita, Self-Evaluation of Portfolio, Philosophy of Education – portfolio artifacts&lt;br&gt;• IECE KTS VII Rationale for Portfolio artifacts [7.a-f]</td>
</tr>
<tr>
<td>IEC 625</td>
<td>Global Perspectives in Early Childhood Education</td>
<td>• Reflective Readings address personal growth as a globally literature educator&lt;br&gt;• Curriculum Integration Plan and Curriculum Evaluation include research to inform plans&lt;br&gt;• Professional Growth Plan self-assesses global competencies including collaboration [7.d, e, f]</td>
</tr>
<tr>
<td>IEC 626</td>
<td>Collaboration &amp; Communication in IECE</td>
<td>• Reflective responses to readings and Case Studies inform best practices in consultation and collaboration&lt;br&gt;• Website Resources for team building and conflict resolution to improve professional practice&lt;br&gt;• COE: Family Notification and Teacher Communication Strategies&lt;br&gt;• Resource/Agency Chart prepared for effective collaboration&lt;br&gt;• Applied Research Review and Self-Reflection address collaboration strengths&lt;br&gt;• Professional Growth Plan Reflection links to course content [7.d-f]</td>
</tr>
<tr>
<td>IEC 627</td>
<td>Leadership of IECE Programs</td>
<td>• Reflective responses to readings and Research Review examine leadership at the district level</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Requirements</td>
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<tr>
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</tr>
<tr>
<td>Self-Assessment and Professional Growth Plan</td>
<td>consider leadership skills</td>
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<tr>
<td>Inquiry-Based Program and Classroom Evaluation</td>
<td>Options and COE: Personal and/or Program Quality Self Study (QSS) examine own professional competencies including all content areas with Action Plan to address growth areas</td>
<td></td>
</tr>
<tr>
<td>Program Leader Interviews</td>
<td>provide district perspective on leadership and evaluation of teachers and other program personnel</td>
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<tr>
<td>DEC Recommended Practices</td>
<td>includes program evaluation with appropriate feedback</td>
<td></td>
</tr>
<tr>
<td>Program Philosophy, Mission Statement, Core Values, Strategic Plan</td>
<td>[7,b, d, e, f]</td>
<td></td>
</tr>
<tr>
<td>Instructional Strategies for Literacy, Reading, &amp; Language Arts, Birth-to-Primary</td>
<td>Reflective responses to readings and Literature Review on literacy development or current practices with Reflection related to application in early childhood settings</td>
<td></td>
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<tr>
<td></td>
<td>Professional Growth Plan Reflection</td>
<td></td>
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<tr>
<td>Advanced Child Development</td>
<td>Reflective Response to Readings and Research Paper increase knowledge of development and factors that impact learning</td>
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<tr>
<td></td>
<td>Ecological Case Study increase professional competencies</td>
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<tr>
<td></td>
<td>Presentation to Families and Colleagues</td>
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<tr>
<td></td>
<td>Professional Growth Plan Reflection</td>
<td></td>
</tr>
<tr>
<td>IECE Assessment &amp; Intervention</td>
<td>Reflective Responses to Readings and Annotated Bibliography increase knowledge on best practices in assessment</td>
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<td></td>
<td>ECERS, CLASS Planning Project include personal assessment and team evaluations – both include all content areas</td>
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<td></td>
<td>Quality Self-Study includes personal assessment with a plan to address growth areas – including all content areas</td>
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<td></td>
<td>Assessment Design Project, Adaptation Plan, Student Growth Goals, and Individualized Intervention Plan contribute to professional growth</td>
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<tr>
<td></td>
<td>Professional Growth Plan – Reflection</td>
<td></td>
</tr>
<tr>
<td>Integrated Technology &amp; Curriculum</td>
<td>Reflective Responses to Reading and Annotated Bibliography inform best practices in quality practices and integrating curriculum and technology across content areas</td>
<td></td>
</tr>
</tbody>
</table>
| | Program and Classroom Quality Project examine personal practices in curriculum development reflective
of all content areas including math with action plan to address growth areas
- Assistive Technology Project contribute to growth in use of appropriate strategies to meet children’s needs
- Professional Growth Plan Reflection
- Project Reflections [7.b, d, e, f]

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 605</td>
<td>Research Methods</td>
<td>• Class participation activities and research contribute to professional development [7.d, e, f]</td>
</tr>
<tr>
<td>ED 608</td>
<td>Student Teaching</td>
<td>• Completion of a CAP 7 portfolio with an updated PGP based on student teaching experiences. Reflection on cooperating and supervising teacher observations of instruction; journal and reflection on lessons.</td>
</tr>
</tbody>
</table>

**VIII. Supports Families**
The IECE educator supports families through family-centered services that promote independence and self-determination.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
</table>
| IEC 580/581 | Advanced Curriculum & Methods in IECE I, II | • Field Experiences provide candidates multiple opportunities in two settings to communicate with a diverse array of families and professionals, including linguistically diverse
• Unit plan includes family communication
• Individualized Family Service Plan (IFSP) with SE Lessons, Analysis & Reflection, Assessments and Documentation – portfolio artifact
• IECE KTS VIII Rationale for Portfolio artifacts [8.a-e] |
| IEC 625 | Global Perspectives in Early Childhood Education | • Children’s book activity – home extensions
• Resource List to support diverse families
• PD, Seminar, or Workshop includes families
• Ethnographic Interview builds relationship with family across multiple settings
• Professional Growth Plan links course content to globally literature educators [8.a, b] |
| IEC 626 | Collaboration & Communication in IECE | • Case studies inform Family supports
• School-Community Collaboration Project (SE Collaborative Leadership)
• Transition Plan involves family partnership
• COE: Family Notification and Teacher Communication Strategies
• COE: Verification of QSS for Section 5 – Family and Community Involvement
• Resource/Agency Chart for family needs [8.a-e] |
IEC 627  Leadership of IECE Programs  
- Inquiry-Based Program and Classroom Evaluation Options examine family relationships and involvement at the district level [8.b-e]

IEC 628  Instructional Strategies for Literacy, Reading, & Language Arts, Birth-to-Primary  
- ELLCO or CHELCO assessment examine family and home factors to support literacy acquisition  
- Child Literacy Assessment – Parent/Child Activity [8.a-e]

IEC 660  IECE Assessment & Intervention  
- Individualized Intervention Plan includes family opportunities to support child’s learning and development [8.a, b, d, e]

**IX. Demonstrates Implementation of Technology**
The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>IEC 520/521</td>
<td>Teaching Kindergarten I, II</td>
<td>• Technology used in Unit Plan [9.a-c]</td>
</tr>
</tbody>
</table>
| IEC 580/581 | Advanced Curriculum & Methods in IECE I, II      | • Field Experiences provide opportunities for candidates to use and engage children in a variety of instructional and assistive technologies  
• Unit Plan includes technology plan  
• Portfolio artifacts include SE lessons implemented engaging children in use of technology, web page, assistive technology project, and software evaluations  
• IECE KTS IX Rationale for Portfolio artifacts [9.a-e] |
| IEC 626   | Collaboration & Communication in IECE           | • Applied Research Review and Self-Reflection inform technology in collaborative and team-building  
• Advocacy Plan – Media Engagement [9.a, e] |
| IEC 627   | Leadership of IECE Programs                     | • Budget includes line for technology [9.b,d]                                                                            |
| IEC 628   | Instructional Strategies for Literacy, Reading, & Language Arts, Birth-to-Primary | • ELLCO or CHELCO and Child Literacy Assessment examine use of technology to support children’s language and literacy acquisition and development [9.a-e] |
| IEC 660   | IECE Assessment & Intervention                  | • Individualized Intervention Plan includes assistive and or adaptive technologies [9.a-e]                            |
| IEC 685   | Integrated Technology & Curriculum              | • Annotated Bibliography addresses appropriate use of technologies  
• Assistive Technology Project                                                                                           |
X. Leadership in School/Community/Profession

The IECE educator provides professional leadership within the school, community, and education profession to improve child learning and well-being.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
</table>
| IEC 580/581 | Advanced Curriculum & Methods in IECE I, II      | - SE: Collaborative Leadership Plan developed in field experience in preparation for student teaching implementation  
- IECE KTS X Rationale for Portfolio Artifacts [10.a-b] |
| IEC 625 | Global Perspectives in Early Childhood Education | - PD Seminar or Workshop provides leadership on globally literate educators [10.a, b]                |
| IEC 626 | Collaboration & Communication in IECE            | - School-Community Collaboration Project (SE Collaborative Leadership)                             
- Grant Proposal Review reflects community leadership within early childhood councils [10.1, 10.2] |
| IEC 627 | Leadership of IECE Programs                     | - Reflective responses, Research Review, and Case Studies address effective leadership in the early childhood field  
- Self-Assessment and Professional Growth Plan focus on leadership competencies  
- Inquiry-Based Program and Classroom Evaluation and COE: Personal and/or Program Quality Self Study (QSS) addressing all curriculum/content areas including math with Action Plan examine leadership in early childhood programs  
- Program Leader Interviews inform practices at the district level  
- DEC Recommended Practices – Leadership Topic  
- Program Philosophy, Mission Statement, Core Values, Strategic Plan [10.a-d] |
| IEC 628 | Instructional Strategies for Literacy, Reading, & Language Arts, Birth-to-Primary | - Child Literacy Assessment Project – Presentation Seminar [10.a, b] |
V. Explanation of how the KY Code of Ethics is Integrated, Shared and Discussed

The Kentucky Code of Ethics, the DEC Code of Ethics, the NAEYC Code of Ethical Conduct and the First Steps Provider Code of Ethics are integrated throughout the MAT IECE degree program at Campbellsville University in the continuous assessment plan. Three formal candidate assessment points (CAPs) require students to review the documents in class and sign them committing to uphold their high ethical standards. At admission (CAP 5), candidates are introduced to the code and are required to sign a document of commitment. Candidates review the code and sign a document of commitment before student teaching and, again, at CAP 7 for program completion and exit as they complete their CA-1 form for the EPSB, committing to the Kentucky Code of Ethics and character and fitness section. Throughout the curriculum, the code is a topic for readings and short answer writings. Classroom discussion centers on the code and what it means. During IEC 580/581, students use case studies to consider practical applications of the NAEYC Code of Ethical Conduct. Then candidates review the documents again and sign a document of commitment at CAP 6 before student teaching and at CAP 7 for program completion and exit. Finally, when they complete their CA-1 form for the EPSB, they also must commit to the KY Code of Ethics for teachers.

Campbellsville University recently adopted a new campus-wide Quality Enhancement Plan entitled “Find Your Compass”. The ethics initiative is woven into the physical and online environment of CU. CU is committed to preparing ethical teachers.

VI. KY ECE and appropriate P-12 Curricular Documents

In the MAT Program, candidates complete coursework in content methods and pedagogy in addition to completing either student teaching or KTIP. IECE MAT candidates possess the necessary content knowledge for ECE from previous bachelor level work in the ECE field. Candidates use the P-12 curricular documents and national standards for ECE content in each course and are immersed in the process through field experiences and intentional methodology. During all of these experiences the candidates plan, develop, and implement lesson plans and unit plans that address these Kentucky P-12 curricular documents.
A. Content Standards for ECE

Early Childhood-NAEYC Initial Licensure Standards
The NAEYC analytical matrices represent content alignment by each performance standard at the initial certification level. The NAEYC sub-standards are specifically identified on each course syllabus in the MAT program syllabi.

<table>
<thead>
<tr>
<th>ANALYTIC MATRIX: NAEYC Initial and Advanced Licensure Standards</th>
<th>Interdisciplinary Early Childhood Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Title</td>
</tr>
</tbody>
</table>
| IEC 520/521       | Teaching Kindergarten I, II                 | • Course assignments requiring knowledge of kindergarten characteristics and needs include developing a Unit to teach English/Language Arts or Math content with Source of Evidence (SE), learning environment design, resource list; intervention plan; analysis of Kindergarten screen; and Curriculum Map Analysis.  
• Reflective Responses to Readings inform knowledge of child development [1.a, b c] |
| IEC 580/581       | Advanced Curriculum & Methods in IECE I, II | • Unit Plan Designed based on understanding of children’s characteristic and needs; includes learning environment plans  
• Classroom Assessment Scoring System (CLASS) completed; videotape targets classroom management, and supporting positive social/emotional development  
• Classroom Management Plan: details practices to enhance and organize the learning environment, support positive adult/child interactions, engage children in activity-based learning, foster social/emotional competence – portfolio artifact  
• Co-teaching Modules  
• Individual Activity Matrix – portfolio submission  
• Disability Report and Presentation [1.a, b, c] |
<p>| IEC 625           | Global Perspectives in Early Childhood Education | • Reflective Responses address influences on development and learning |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC 626</td>
<td>Collaboration &amp; Communication in IECE</td>
</tr>
<tr>
<td>IEC 627</td>
<td>Leadership of IECE Programs</td>
</tr>
<tr>
<td>IEC 628</td>
<td>Instructional Strategies for Literacy, Reading, &amp; Language Arts, Birth-to-Primary</td>
</tr>
<tr>
<td>IEC 630</td>
<td>Advanced Child Development</td>
</tr>
<tr>
<td>IEC 660</td>
<td>IECE Assessment &amp; Intervention</td>
</tr>
</tbody>
</table>

- **Children’s Literature to Support Global Issues and the Classroom environment**: Resource list use developmental knowledge to create positive learning environments.
- **Ethnographic Study**: Examines influences on learning and development [1.a, b, c].
- **Transition Plan**: Builds on knowledge of child’s characteristics, needs and influences on development [1.a, b].
- **Inquiry-Based Program and Classroom Evaluation Options**: Require knowledge of child characteristic and needs and use findings to creating positive learning environments across district preschool classrooms.
- **COE: Personal and/or Program Quality Self Study (QSS)**: Assess personal competencies and result in Action Plan.
- **Program Philosophy, Mission Statement, Core Values, Strategic Plan**: Reflect knowledge of characteristics, needs, and influences on development and learning [1.a, b, c].
- **Reflective responses to readings and Literature Review**: Inform instructional strategies to foster knowledge of literacy characteristics and needs of young children.
- **ELLCO or CHELCO and ACIRI assessments**: Provide insight on the influences that impact language and literacy acquisition.
- **Oral Language Project**: Considers strategies to create language-rich learning environments [1.a, b, c].
- **Reflective responses to readings and theory-based Research paper**: On factors affecting development and learning.
- **Personal Philosophy of Inclusive Early Childhood Education**: Uses theories to explain development and learning.
- **Workshop/seminar**: Presents information regarding factors that impact brain development with implications for learning [1.a, b, c].
- **Responsive Reflections to Readings, Annotated Bibliography, Assessment Design Project interviews**: Examine assessment and intervention in terms of children’s needs and characteristics and influences on development from classroom and district levels.
- **Adaptation Plan**: Considers children’s specific needs to prepare positive learning environment.
- **(COE) ECERS, CLASS Plan and Quality Self-Study require self-assessment of classroom learning**.
environment examining all curriculum content areas including math
- Student Growth Goals rooted in understanding of age appropriate learning
- Individual Intervention Plan (SE Collaborative Leadership) examines specific characteristics, learning needs, and influences on development to prepare supportive environment

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
</table>
| IEC 685 | Integrated Technology & Curriculum | - Assistive Technology Project builds on a child’s characteristics and learning needs to creative supportive environment  
- Integrated Curriculum Design Project is an inquiry-based unit that includes preparation of a challenging environment and is based on children’s needs and characteristics |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 605</td>
<td>Research Methods</td>
<td>- Research may focus on issues related to family and community supports</td>
</tr>
</tbody>
</table>

**Standard 2: Building Family and Community Relationships**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
</table>
| IEC 520/521 | Teaching Kindergarten I, II | - Resource List and Learning Center Task reflect understanding of family and community characteristics  
- Classroom Management Evaluation and Reflection  
- Intervention Plan with Environmental Adaptations |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
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</thead>
</table>
| IEC 580/581 | Advanced Curriculum & Methods in IECE I, II | - Philosophy of Early Childhood Inclusive Education addresses family and community relationships  
- Unit Plan includes Family involvement |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
</table>
| IEC 625 | Global Perspectives in Early Childhood Education | - Reflective Responses provide insight into diverse families from a global perspective  
- Global Issues & Curriculum Integration Plan – Classroom Environment and Family Involvement  
- Children’s Literature to Support Global Issues  
- Classroom Environment Resource List  
- Curriculum & Program Model Observations/Evaluations  
- Ethnographic Interview informs family and community characteristics |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC 626</td>
<td>Collaboration &amp; Communication in IECE</td>
<td>- Case Studies and Applied Research reflect responsive relationships with families</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Overview</td>
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<tr>
<td>------------</td>
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<td>--------------------------------------------------------------------------</td>
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</tbody>
</table>
| IEC 627    | Leadership of IECE Programs                    | School-Community Project with Advocacy Plan and Resource List (SE Collaborative Leadership)  
Transition Plan demonstrates understanding and involvement of family and community  
COE: Family Notification and Teacher Communication Strategies and COE: Verification of QSS for Section 5 – Family and Community Involvement assess candidate’s effectiveness in building family and community relationships  
Review of Grant Proposal involves collaboration with Early Childhood Community Councils [2,a, b, c] |
| IEC 628    | Instructional Strategies for Literacy, Reading, & Language Arts, Birth-to-Primary | Inquiry-Based Program and Classroom Evaluation Options -- includes examination of district practices to build family and utilize community relationships  
COE: Personal and/or Program Quality Self Study (QSS) evaluates competencies in family and community relationships and includes Action Plan to address growth areas  
Budget Plan includes resources for strategies to involve families in children’s development and learning [2,a, b, c] |
| IEC 630    | Advanced Child Development                     | ELLCO or CHELCO and ACIRI assessments focus on family and community factors to support language and literacy acquisition  
Child Literacy Project involves families in their children’s language and literacy development [2,a, b, c] |
| IEC 660    | IECE Assessment & Intervention                | Ecological Case Study examines approaches to foster relationships across settings [2,a, b, c] |
| IEC 685    | Integrated Technology & Curriculum            | Responsive Reflections to Readings, Annotated Bibliography, Assessment Design Project interviews examine assessment and intervention to understand families and community resources  
Individual Intervention Plan (SE Collaborative Leadership) uses collaborative planning with all team members to support children’s learning and identifies needed resources across settings [2,a, b, c] |
|            |                                                | Technology Guide for Families supports and builds relationships with families with links between school and home and involving them in their child’s learning.  
Curriculum Project includes designing a unit with family involvement options [2,b, c] |
**ED 605**  
**Research Methods**  
- Field experiences examine the learning environment and guidance practices through observation and interviews to inform research question and/or findings  
[2.a-c]

### Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
</table>
| IEC 520/521   | Teaching Kindergarten I, II                | - Teach a English/Language Arts or Math unit with a sequence of SE lessons including assessments  
                      - Intervention Plan  
                      - Analysis of Kindergarten Screen  
                      [3.a, b, c, d]                                                |
| IEC 580/581   | Advanced Curriculum & Methods in IECE I, II| - Unit plan with sequence of SE Lessons is rooted in pre-assessment data and includes formative and summative assessment plan  
                      - Multiple and varied assessment strategies to monitor progress and assess instruction  
                      - Examples of completed Screen and Diagnostic Assessment Reports  
                      - Example of Classroom Instructional Assessment completed with analytical report  
                      - Trans disciplinary Play-Based Arena Assessment Project – portfolio submission  
                      - Co-Teaching modules include examples of collaborative/team assessment  
                      [3.a, b, c, d]                                                 |
| IEC 625       | Global Perspectives in Early Childhood Education | - Comparative analysis of program models includes understanding of approaches to assessment  
                      - Ethnographic Interviews reflects assessment partnerships with families  
                      [3.a, d]                                                     |
| IEC 627       | Leadership of IECE Programs                | - Inquiry-Based Program and Classroom Evaluation Options uses appropriate instruments to improve classroom quality  
                      - COE: Personal and/or Program Quality Self Study (QSS) evaluates assessment knowledge and competencies; includes Action Plan to address growth areas  
                      - Budget Plan includes resources for assessments and training  
                      [3.a, b, c, d]                                               |
| IEC 628       | Instructional Strategies for Literacy, Reading, & Language Arts, Birth-to-Primary | - Assessments of language and literacy acquisition include ELLCO or CHELCO and ACIRI assessment  
                      - Dialogic Reading and Oral Language Projects involve assessment of learning targets  
                      [3.a, b, c, d]                                               |
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
</table>
| IEC 520/521 | Teaching Kindergarten I, II                  | • Unit to teach English/Language Arts or Math content  
• Analysis of Kindergarten Brigance Screens with Curriculum Implications  
[4.a, b, c, d]                                                                                                                                                                                                                                                                                        |
| IEC 580/581 | Advanced Curriculum & Methods in IECE I, II   | • Unit Plan Designed based on understanding of children’s characteristic and needs; includes learning environment plans  
• Classroom Assessment Scoring System (CLASS) completed; videotape targets classroom management, and supporting positive social/emotional development  
• Classroom Management Plan: details practices to enhance and organize the learning environment, support                                                                                                                                                                                                                                          |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
</table>
| IEC 625     | Global Perspectives in Early Childhood Education I, II | - Responsive Reflections inform supportive relationships with children and diverse families
- Global Curriculum Project with Environment Resource List
- Comparative Analysis of Program Models
- Children’s Book List with Family Activity
- Curriculum Evaluation
[4.a, b, c, d] |
| IEC 626     | Collaboration & Communication in IECE | - Case Studies and Transition Plan examine relationships with children and families
- Websites identify resources to support effective communication strategies with families and colleagues
- COE Family Notification and Quality Self-Study assess candidate’s effectiveness in connecting with children and families
[4.a] |
| IEC 627     | Leadership of IECE Programs | - Inquiry-Based Program and Classroom Evaluation Options examine curriculum and instructional practices across district classrooms
- Leadership Topic Presentation includes strategies to improve teaching and learning
[4.a, b, c, d] |
| IEC 628     | Instructional Strategies for Literacy, Reading, & Language Arts, Birth-to-Primary | - Literature Review and Responsive Readings on literacy development or current practices with Reflection related to application in early childhood settings
- ELLCO or CHELCO assessment and ACIRI suggest language and literacy instructional strategies
- Dialogic Reading Project and Oral Language Project include E/LA curriculum and instructional strategies
[4.a, b, c, d] |
| IEC 630     | Advanced Child Development | - Responsive Readings include brain research findings on best practices in teaching and learning
- Ecological Case study uses findings to plan learning experiences
- Personal Philosophy connects theories to effective strategies for teaching to support learning
[4.a., b, c, d] |
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
</table>
| IEC 660 | IECE Assessment & Intervention | • (COE) ECERS, CLASS Plan and Quality Self-Study require examine candidate’s ability to use assessment to plan instruction examining all curriculum content areas including math  
• Assessment Design Project describes the close relationship between continuous assessment and curriculum planning  
• Adaptation Plan shows least intrusive adaptations in planning and implementing instruction  
• Student Growth Goals describe effective approaches and strategies to support learning goals and identify resources needed to promote positive outcomes  
• Individual Intervention Plan (SE Collaborative Leadership) includes lessons, instructional strategies, and resources needed to support learning targets [1.a, b, c, d] |
| IEC 685 | Integrated Technology & Curriculum | • Annotated Bibliography includes literature regarding developmentally effective practices and designing meaningful curriculum  
• (COE) ECERS, CLASS Plan and Quality Self-Study require examine candidate’s teaching and curriculum planning practices; action plan address growth areas examining all curriculum content areas including math  
• Assistive Technology Project includes lesson and activity based learning across daily schedule and across content areas  
• Curriculum Maps/Pacing Guides examines curriculum decisions at the district level with classroom applications  
• Integrated Curriculum Project includes complete unit development  
• Technology Resource List and Family Guide to Technology address effective approaches to learning [4.a, b, c, d] |
| ED 605 | Research Methods | • Field experience includes planning and implementing instruction  
• Research may focus on improving instructional practices [4.b, c] |
| ED 608 | Student Teaching | • Multiple lessons/units observed/evaluated by cooperating and supervising teachers. Video lesson evaluated by content professor. Use of co-teaching strategies during planning/instruction. |

**Standard 5:**  
**Becoming a Professional**

- Classroom Management Plan Reflection
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC 580/581</td>
<td>Advanced Curriculum &amp; Methods in IECE I, II</td>
<td>- Reflective Responses to Reading and Research Paper on Best Practices in Kindergarten&lt;br&gt;- Complete SE Analysis &amp; Reflection following unit implementation&lt;br&gt;- PLC Agenda&lt;br&gt;- PGP Reflection relating course content to Professionalism&lt;br&gt;[5.c, d]</td>
</tr>
<tr>
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<td></td>
<td>Codes of Ethics – discussion and case study review on legal, ethical and professional guidelines; Response to Codes of Ethics, DEC Recommended Practices, and DAP (3rd) with signed commitment&lt;br&gt;- Self-Assessments of IECE KTS, PGES Domains, Dispositions used to update/reflect on SE Professional Growth Plan&lt;br&gt;- Action Research and/or Professional Issues Project – portfolio artifact&lt;br&gt;- Field Experience provide support for professional growth including structured feedback from supervising teachers and course instructors and present opportunities for integration of learning across settings and disciplines&lt;br&gt;- Résumé/Vita, Self-Evaluation of Portfolio, Philosophy of Education – portfolio artifacts&lt;br&gt;- SE: Collaborative Leadership Plan developed in field experience in preparation for student teaching implementation&lt;br&gt;[5.a, b, c, d]</td>
</tr>
<tr>
<td>IEC 625</td>
<td>Global Perspectives in Early Childhood Education I, II</td>
<td>- Responsive Readings informs professional practice&lt;br&gt;- Global Curriculum Project and Comparative Analysis of Program Models include reflections on professional growth related to global issues&lt;br&gt;- PD Workshop presents findings to colleagues from Global Issues Project&lt;br&gt;- Ethnographic Interview advances professional development&lt;br&gt;- PGP reflections relates personal and professional growth to course content&lt;br&gt;[5.a, c, d]</td>
</tr>
<tr>
<td>IEC 626</td>
<td>Collaboration &amp; Communication in IECE</td>
<td>- Reflective Responses, Case Studies, and Applied Research integrate knowledge of collaboration and communication to reflect professional growth&lt;br&gt;- Website Resources build capacity for professional collaboration&lt;br&gt;- COE: Verification of QSS for Section 5 – <em>Family and Community Involvement</em> require action plan to address growth areas&lt;br&gt;- Resource Agency Chart is a tool for collaborations with families, professionals and the community&lt;br&gt;- School/Community Project includes Advocacy Plan</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Course Content</td>
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</tr>
</tbody>
</table>
| IEC 627     | Leadership of IECE Programs                      | - Reflective responses to readings, Case Studies, Interviews with Program Leaders, and Research Review inform district leadership practices and advocacy efforts  
- Inquiry-Based Program and Classroom Evaluation Options reflect on findings  
- COE: Personal and/or Program Quality Self Study (QSS) with Action Plan from District level perspectives  
- DEC Recommended Practices – Leadership Topic shares information with early childhood professionals  
- Program Philosophy, Mission Statement, Core Values, Strategic Plan provide guidelines for early childhood programs  
- PGP reflect on course content in relationship to personal and professional growth areas  
[5.a-e]                                                                 |
| IEC 628     | Instructional Strategies for Literacy, Reading, & Language Arts, Birth-to-Primary | - Responsive Readings and Literature Reviews increase knowledge about effective language and literacy practices  
- PGP reflection links course contest with personal and professional growth plan  
[5.a, b, c, d]                                                                 |
| IEC 630     | Advanced Child Development                       | - Reflective Responses to Readings, Research Paper, Ecological Case Study increase understandings on child development and learning  
- Personal Philosophy reflects integration of theoretical knowledge with professional practices  
- Presentation for Families, Colleagues demonstrates involve in early childhood field  
[5.a, b, c, d]                                                                 |
| IEC 660     | IECE Assessment & Intervention                   | - Responsive Reflections to Readings, Annotated Bibliography, Assessment Design Project interviews increase candidate’s knowledge of assessment and intervention  
- (COE) ECERS, CLASS Plan and Quality Self-Study action plan address growth areas examining all curriculum content areas including math  
- Adaptation Plan, Individual Intervention Plan (SE Collaborative Leadership), and Student Growth Goal reflections describe professional growth  
- PGP Reflection describes link between course content and PGP Growth Plan  
[5.a, b, c, d]                                                                 |
| IEC 685     | Integrated Technology & Curriculum               | - Reading Responses, Annotated Bibliography Research, Program/Classroom Quality Action Plan all demonstrate continuous learning to inform curriculum and |
technology practices and involvement in early childhood profession
- Assistive Technology and Curriculum Project
  Reflections require integration of knowledge with professional practice
- PGP addresses links between course content and personal/professional growth
[5.a-d]

ED 605 Research Methods
- Research conducted to improve professional practice
[5.a-e]

ED 608 Practicum/Student Teaching
- Revise and complete Professional Growth Plan (PGP).

Council for Exceptional Children (CEC) – Division of Early Childhood (DEC) Content Standard Matrices
The CEC/DEC analytical matrices represent content alignment by each standard. The indicators for each standard are specifically identified by number on the analytical matrix.

Standard 1: Foundations
Teacher candidates demonstrate an in-depth knowledge base in the foundations of special education through reflection, critical analysis and synthesis.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC 520/521</td>
<td>Teaching Kindergarten I, II</td>
<td>• Intervention plan demonstrates fundamental knowledge of special education</td>
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<tr>
<td></td>
<td></td>
<td>• Analysis of Brigance-K screen reflects understanding of special education processes</td>
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<td></td>
<td></td>
<td>[EC1-K3]</td>
</tr>
<tr>
<td>IEC 580/581</td>
<td>Advanced Curriculum &amp; Methods in IECE I, II</td>
<td>• Develop/Refine a Philosophy of Early Childhood Inclusive Education</td>
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<tr>
<td></td>
<td></td>
<td>• Disability Report demonstrates knowledge of special education processes</td>
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<tr>
<td></td>
<td></td>
<td>[EC1-K1, EC1-K2, EC1-K3, CC1-S1]</td>
</tr>
<tr>
<td>IEC 625</td>
<td>Global Perspectives in Early Childhood Education</td>
<td>• Responsive Readings and Global Current Issue Project: Services provided to children with special needs and global inclusion practices are examined, researched</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Comparative Analysis of Program Models</td>
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<tr>
<td></td>
<td></td>
<td>• Curriculum Evaluation – 12 Principles of Global Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[EC1-K1, EC1-K2, EC1-K3]</td>
</tr>
<tr>
<td>IEC 626</td>
<td>Collaboration &amp; Communication in IECE</td>
<td>• Transition plan into preschool from First Steps; IFSP to IEP prepares candidates for Preschool Coordinator role and can serve as a model for a district</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[EC1-K3]</td>
</tr>
</tbody>
</table>
### IEC 627 Leadership of IECE Programs
- Reflective Readings, Case Studies, Research, and Budget Development identify, respond to, and apply federal, state, district preschool inclusive program regulations and practices
- Program Evaluations and Interviews with District Coordinators and Preschool Directors examine inclusive preschool programs
- Quality Self-Study provides assesses program foundations and creates action plan to address growth areas examining all curriculum content areas including math
- Leadership Topic focuses on DEC Recommended Practices, including foundational principles of early childhood inclusive education
- Development of a Program Philosophy is rooted in foundational principles of early childhood inclusive education

[EC1-K1, EC1-K2 EC1-K3]

### IEC 630 Advanced Child Development
- Responsive Readings and Research paper inform knowledge of typical and atypical child development
- Prepare a personal philosophy of early childhood inclusive education

[EC1-K1, CC1.S1]

### IEC 660 IECE Assessment & Intervention
- Responses Readings and Annotated Bibliography demonstrate understanding of laws, rights, responsibilities, due process, and current trends in assessment of young children and early intervention

[EC1-K1, EC1-K2 EC1-K3]

### IEC 685 Integrated Technology & Curriculum
- Technology Resource List is informed by knowledge of special education laws, principles, and theories

[EC1-K2 EC1-K3]

### ED 605 Research Methods
- Participation Activities and Research contribute to knowledge of special education foundations

[CC1-K1, CC1-K3, CC1-K7, CC1-K8, EC1-K1, EC1-K2, EC1-K3]

### Standard 2: Development and Characteristics of Learners Knowledge:
Teacher candidates demonstrate and in-depth knowledge base in the development and characteristics of learning through reflection, critical analysis and synthesis.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC 520/521</td>
<td>Teaching Kindergarten I, II</td>
<td>- Design a kindergarten unit demonstrating knowledge of development and characteristics of learners knowledge (SE Lessons; Analysis/Reflection)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
</tbody>
</table>
| IEC 580/581 | Advanced Curriculum & Methods in IECE I, II       | Agenda for PLC addresses characteristics of kindergarten learners  
- Design a preschool unit demonstrating knowledge of development and characteristics of learners knowledge (SE Lessons; Analysis/Reflection)  
- CAP 6 Portfolio includes evidence to support understanding of development and characteristics of learning  
- Disability Report analyzes and synthesizes knowledge base of development and learning  
[EC2-K2 EC2-K3, EC2-K4, EC2-K5, EC2-K6] |
| IEC 625     | Global Perspectives in Early Childhood Education | Reflections and Ethnographic Interviews examine children of immigrants, refugees and the influence of other environmental factors examined in terms of development (SE: Collaborative Leadership)  
- Responsive Readings look at this standard from a global perspective  
- Global Curriculum Project  
- Comparative Analysis of Program Models  
- Classroom Environment Resource List  
- Current Issue PD Seminar  
- Curriculum Evaluation of 12 Principles of Global Education  
[EC2-K2 EC2-K3, EC2-K4, EC2-K5, EC2-K6] |
| IEC 626     | Collaboration & Communication in IECE            | Transition Plan shows evidence of child’s development and characteristics of learning  
[EC2-K1, EC2-K2 EC2-K3, EC2-K4, EC2-K5, EC2-K6] |
| IEC 628     | Instructional Strategies for Literacy, Reading, & Language Arts, Birth-to-Primary | Literacy Assessment utilizes knowledge of typical and atypical language, communication and literacy development  
[EC2-K1, EC2-K2 EC2-K3, EC2-K4, EC2-K5, EC2-K6] |
| IEC 630     | Advanced Child Development                       | Responses Readings and Research Paper inform child development knowledge; Candidates describe theoretical applications to classroom practice to support learning and development  
- Ecological Case Study examines personal and environmental impact on child development and family systems using Ecological Systems Theory  
- Workshop/Seminar for professionals and families presents information on brain development and implications to support learning for children birth to primary  
[EC2-K1, EC2-K2 EC2-K3, EC2-K4, EC2-K5, EC2-K6] |
| IEC 660     | IECE Assessment & Intervention                   | Program and Classroom Planning Project demonstrates basic understanding of child development and learner characteristics  
[EC2-K1] |
<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
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</thead>
<tbody>
<tr>
<td>IEC 685</td>
<td>Integrated Technology &amp; Curriculum</td>
<td>- Program and Quality Project (COE) require self-assessment of knowledge of typical and atypical child development and learner characteristics applied to classroom practices [EC2-K1]</td>
</tr>
<tr>
<td>ED 605</td>
<td>Research Methods</td>
<td>- Participation Activities, Research, and Field Experience contribute to knowledge of child development and learner characteristics [CC2-K1, CC2-K7, EC2-K1, EC2-K2 EC2-K3, EC2-K4, EC2-K5, EC2-K6]</td>
</tr>
<tr>
<td></td>
<td><strong>Standard 3: Individual learning differences</strong></td>
<td>Teacher candidates demonstrate and in-depth knowledge base in individual learning differences through reflection, critical analysis and synthesis.</td>
</tr>
<tr>
<td></td>
<td><strong>Course</strong></td>
<td><strong>Title</strong></td>
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</tbody>
</table>
| IEC 520/521 | Teaching Kindergarten I, II               | - Design/Teach and Reflect on a kindergarten unit that plans for individual learning differences (SE Lessons; Analysis/Reflection)  
- Kindergarten Resource List for lessons and learning centers; design a learning center appropriate for array of individual learning differences and ability levels; includes adaptive and assistive technology  
- Intervention Plan addresses individual learning differences  
- Brigance-K screen used to consider curriculum implications [CC3-K2, CC3-K5, EC3-S1] |
| IEC 580/581 | Advanced Curriculum & Methods in IECE I, II | - Design/Teach and Reflect on a preschool unit that plans for individual learning differences (SE Lessons; Analysis/Reflection)  
- CAP 6 Portfolio includes artifacts demonstrating understanding of individual learning differences  
- CLASS Protocol, Videotape, and Reflection examine candidate’s sensitivity to individual learning differences and regard for student perspectives  
- Disability Report identifies individual learning differences [CC3-K1, CC3-K2, CC3-K3, CC3-K4 CC3-K5, EC3-S1] |
| IEC 625  | Global Perspectives in Early Childhood Education | - Responsive Readings include global perspectives toward individual learning differences  
- Global Curriculum Project includes individualization  
- Comparative Analysis of Program Models examines individualization  
- Resource List addresses various cultures and diverse groups  
- Global Issue PD  
- Ethnographic Interview (SE: Collaborative Leadership) [CC3-K3, CC3-K4, EC3-S1] |
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
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</thead>
</table>
| IEC 628  | Instructional Strategies for Literacy, Reading, & Language Arts, Birth-to-Primary | • Response Readings and Literature Review inform instructional strategies to support literacy, reading, and language arts for all children, including those with special needs  
• Individual and Program assessments and Oral Language Project contribute to individualized planning to support language and communication  
[CC3-K1, CC3-K2, CC3-K3, CC3-K4 CC3-K5, EC3-S1] |
| IEC 630  | Advanced Child Development                       | • Research paper connects theories to practical applications to explain individual learning differences  
• Ecological Case Study reflects on findings to explain individual learning differences  
• Workshop/Seminar shares information on brain development related to individual learning differences  
[CC3-K1, CC3-K2, CC3-K3, CC3-K4 CC3-K5] |
| IEC 660  | IECE Assessment & Intervention                  | • Assessment Design Project examines an array of instruments for their appropriateness for young children; potential bias including language, culture, and exceptionalities  
• Student Growth Goals are examined for impact of exceptional conditions on learning  
[CC3-K5] |
| IEC 685  | Integrated Technology & Curriculum               | • Reflective Responses and Annotated Bibliography inform candidates’ understanding of the effects exceptional conditions can have on learning through readings, video clips, and research  
• Program and Classroom Quality Project (COE) includes self-assessment of understanding of the implications of individual learning differences upon curriculum and technology  
• Technology Resource List utilizes understanding of individual learning differences  
[CC3-K5] |
| ED 605   | Research Methods                                 | • Participation Activities, Research, and Field Experience contribute to understanding of individual learning differences  
[CC3-K1, CC3-K4] |
| ED 608   | Practicum/Student Teaching                       | • Plan and implement instruction for all diversities. Candidates determine classroom context to guide planning and instruction for all students.                                                                                     |

**Standard 4: Instructional strategies**

Teacher candidates apply a repertoire of evidence-based instructional strategies and special curricula to individualize programs that promote learning, generalized skills, and enhanced independence. Candidates demonstrate knowledge and skills in a variety of settings with diverse groups of students and reflect on results to adjust practice as appropriate.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Key Points</th>
</tr>
</thead>
</table>
| IEC 520/521 | Teaching Kindergarten I, II | - Instructional strategies in kindergarten unit demonstrates ability implement curriculum for diverse groups and support enduring skills (SE Lessons; Analysis/Reflection)  
- Designing a learning center is an instructional strategy  
- Intervention Plan includes instructional strategies  
- Brigance-K screen used to consider instructional strategies [EC4-S1, EC4-S2, EC4-S3] |
| IEC 580/581 | Advanced Curriculum & Methods in IECE I, II | - Instructional strategies in preschool unit demonstrates ability implement curriculum for diverse groups and support enduring skills (SE Lessons; Analysis/Reflection)  
- CAP 6 Portfolio includes evidence of instructional strategies for wide array of students across settings  
- CLASS Protocol, videotape, and reflection evaluate effectiveness of instructional strategies used  
- Disability Report suggests appropriate instructional strategies [EC4-S1, EC4-S2, EC4-S3] |
| IEC 625 | Global Perspectives in Early Childhood Education | - Global Curriculum includes instructional strategies  
- Children’s Literature activity includes instructional strategies for school and home [EC4-S1] |
| IEC 626 | Collaboration & Communication in IECE | - Transition plan includes instructional strategies and individualization to support learning and generalization of skills across settings – develops skills and knowledge needed for role of Preschool Coordinator  
- COE: Family Notification and Teacher Communication Strategies shares information on an array of instructional strategies and curricula development [EC4-S1, EC4-S2, EC4-S3] |
| IEC 627 | Leadership of IECE Programs | - Various program evaluations and interviews with preschool directors inform district level instructional decisions regarding early childhood inclusive programs  
- Quality Self-Study responds to instructional decisions and develops growth plan to improve inclusive instructional practices  
- Candidates present their findings on instructional practices as part of the Leadership Topic assignment  
- Program Philosophy and Strategic Plan are developed to reflect best practices in instructional practices for inclusive classrooms [EC4-S2] |
<p>| IEC 628 | Instructional Strategies for Literacy, Reading, &amp; Language Arts, Birth-to-Primary | - Responsive Readings and Literature Review inform effective language and communication instructional strategies |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
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</thead>
</table>
| IEC 630     | Advanced Child Development          | • ELLCO and CHELCO assessments evaluation instructional strategies and suggest areas for growth  
• Dialogic Reading and Oral Language Projects include instructional strategies that address an array of diverse learners  
[EC4-S1, EC4-S2, EC4-S3]  

| IEC 660     | IECE Assessment & Intervention     | • Research paper connects theories to practical applications to increase effectiveness and repertoire of instructional strategies  
• Ecological Case Study reflects instructional strategies specific to the child/family  
• Workshop/Seminar shares information instructional strategies matched to specific brain development periods  
[EC4-S1, EC4-S2]  

| IEC 685     | Integrated Technology & Curriculum | • Quality Self-Study (COE), Assessment Design Project, and Interviews with District Preschool Coordinators increase candidates’ self-awareness of relationship between continuous assessment and instructional strategies  
• Adaptation Plan demonstrates understanding of least intrusive adaptation principle  
[EC4-S1, EC4-S2.]  

| ED 605      | Research Methods                   | • Participation Activities, Research, and Field Experience contribute to understanding and repertoire of instructional strategies  
[CC4-S1, CC3-S3, CC4-S5; CC4-S6, EC4-S1]  

| ED 608      | Practicum/Student Teaching         | • SOE lesson taught during field experiences and evaluated by classroom teacher  
• Multiple lessons/units observed and evaluated by cooperating and supervising teachers; CAP 7 Portfolio (student teaching). |
### Standard 5: Learning environments/Social interactions

Teacher candidates apply an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and independence. Candidates demonstrate knowledge and skills in a variety of settings with diverse groups of students and reflect on results to adjust practice as appropriate.

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<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
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</thead>
</table>
| IEC 520/521    | Teaching Kindergarten I, II                | - Unit plan includes plan for learning environment to support diverse group of students  
- Resource list and learning center design supports learning environment to engage all children and promote independence  
- Classroom Management Plan developed to reflect individual and group motivation and positive guidance  
- Intervention Plan includes adaptations to the environment  
- Brigance-K screen used to consider implications for the learning environment  
[EC5-S3, EC5-S4, EC5-S5]                                                                                                                                                      |
| IEC 580/581    | Advanced Curriculum & Methods in IECE I, II | - Unit plan includes plan for learning environment to support diverse group of students  
- CAP 6 Portfolio includes Classroom Management Plan for three Tiered Strategies  
- CLASS Protocol, videotape, and reflection examine supportive learning environments  
[EC5-S3, EC5-S4, EC5-S5]                                                                                                                                                      |
| IEC 625        | Global Perspectives in Early Childhood Education | - Responsive readings include global perspectives on learning environments – indoor and outdoor  
- Global Curriculum Project includes plan for additions to the learning environment  
- Comparison of Program Models examines learning environments  
- Classroom Environment Resource List provides support for diverse groups  
- Children’s book list supports an inclusive classroom  
- Current Issue PD  
- Curriculum Evaluation – 12 Principles of Global Education includes learning environment pillar  
- Assessment of Global Competencies addresses classroom learning environments  
[EC5-K1, EC5-S3, EC5-S4, EC5-S5]                                                                                                                                                       |
| IEC 626        | Collaboration & Communication in IECE      | - Transition Plan addresses learning environment needs and support for social interactions  
- School-Community Collaboration Project enhances the learning environment for a diverse group of learners (SE Collaborative Leadership) and prepares Preschool Coordinator for leadership  
[EC5-K1, EEC5-S1, EC5-S2, EC5-S3, EC5-S4, EC5-S5]                                                                                                                                 |

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>IEC 627</td>
<td>Leadership of IECE Programs</td>
<td>• Classroom evaluations examine program practices regarding positive learning environments including resources budget allotments and DEC recommended practices&lt;br&gt;• Program Philosophy articulates best practices to support positive inclusive preschool environments [EC5-K1, EC5-S1, EC5-S2, EC5-S3, EC5-S4, EC5-S5]</td>
</tr>
<tr>
<td>IEC 628</td>
<td>Instructional Strategies for Literacy, Reading, &amp; Language Arts, Birth-to-Primary</td>
<td>• Responsive Readings and Literature Review inform best practices in the learning environment to enhance language, communication, and literacy&lt;br&gt;• Classroom and individual assessments evaluation the learning environment and its impact on language and communication development&lt;br&gt;• Dialogic and Oral Language Projects address the learning environment and impact of social interactions on language and communication development [EC5-S3, EC5-S4, EC5-S5]</td>
</tr>
<tr>
<td>IEC 630</td>
<td>Advanced Child Development</td>
<td>• Research paper connects theories to practical applications to arrangement of the learning environment and guidance strategies&lt;br&gt;• Ecological Case Study reflects classroom and social needs specific to the child/family&lt;br&gt;• Workshop/Seminar shares information on the impact of the learning environment and social interactions on brain development [EC5-K1, EC5-S5]</td>
</tr>
<tr>
<td>IEC 660</td>
<td>IECE Assessment &amp; Intervention</td>
<td>• Quality Self-Study (COE), Assessment Design Project, and Interviews with District Preschool Coordinators increase candidates’ self-awareness of relationship between continuous assessment and a positive, supportive learning environment&lt;br&gt;• Adaptation Plan demonstrates understanding of least intrusive adaptation principle [EC5-K1, EC5-S2, EC5-S3]</td>
</tr>
<tr>
<td>IEC 685</td>
<td>Integrated Technology &amp; Curriculum</td>
<td>• Reflective Responses and Annotated Bibliography inform candidates’ understanding of the preparation of a supportive learning environment and positive guidance for an inclusive classroom&lt;br&gt;• Program and Classroom Quality Project (COE) includes self-assessment of the inclusive classroom learning environment&lt;br&gt;• Candidates gain an understanding of how instructional strategies are aligned to district curriculum maps/pacing guides&lt;br&gt;• Assistive Technology Project describes the technology used to support individuals within their home and classroom environments</td>
</tr>
</tbody>
</table>
Inquiry-Based Curriculum Project describes the environment prepared for the unit in an inclusive classroom. Technology Resource List and Family Guide to Technology identify and explain appropriate technologies across settings [EC5-S3, EC5-S4, EC5-S5]

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<tr>
<th>Course</th>
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<th>Examples of Experiences/Assessments</th>
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</thead>
<tbody>
<tr>
<td>ED 605</td>
<td>Research Methods</td>
<td>Participation Activities, Research, and Field Experience contribute to understanding and repertoire of instructional strategies [CC5-K1, CC5-K8, CC5-S1, CC5-S3, CC5-S13; CC5-S6; EC5-S5]</td>
</tr>
<tr>
<td>ED 608</td>
<td>Student Teaching</td>
<td>CAP 7 Portfolio: Reflection on Classroom Management Plan; observation evaluations of lessons by cooperating and supervising teachers; Self and practitioner evaluation of video lesson; reflections on instruction; journal.</td>
</tr>
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</table>

**Standard 6: Language**
Teacher candidates apply effective communication techniques to enhance language development and communication skills. Candidates demonstrate this in a variety of settings with diverse learners and reflect on results to adjust practice as appropriate.

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
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</thead>
</table>
| IEC 520/521 | Teaching Kindergarten I, II                 | Design/Teach, and Reflect on a kindergarten unit for English/Language Arts or Math; includes embedded learning opportunities to support language and communication skills.  
Intervention Plan may address specific language and/or communication support including augmentative and assistive communication strategies  
Brigance-K screen used to identify children who would benefit from enhanced language and communication support and implications for E/LA curriculum planning [CC6-K1, CC6-K2, CC6-K4, EC6-S1] |
| IEC 580/581 | Advanced Curriculum & Methods in IECE I, II | Preschool unit for includes English/Language Arts lessons embedded into theme; includes individualized learning opportunities to support language and communication skills as needed  
CLASS Protocol, videotape, and reflection include a focus on quality of language feedback and language modeling [CC6-K1, CC6-K2, CC6-K4, EC6-S1] |
| IEC 625  | Global Perspectives in Early Childhood Education | Responsive readings examine language supports for English Language Learners and immigrant/refugee families  
Children’s book list includes language and communication strategies  
Comparative Analysis of Program Models examines language and communication supports |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Highlights</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC 626</td>
<td>Collaboration &amp; Communication in IECE</td>
<td>- Ethnographic Interview suggests supports needed (SE: Collaborative Leadership) [CC6-K1, CC6-K2, CC6-K3, EC6-S1]</td>
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<td>- Transition plan addresses language and communication support including augmentative and assistive strategies as needed [EC6-S1]</td>
</tr>
<tr>
<td>IEC 628</td>
<td>Instructional Strategies for Literacy, Reading, &amp; Language Arts, Birth-to-Primary</td>
<td>- Responsive Readings and Literature Review inform best practice in language and communication development</td>
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<td>- Classroom and individual instruments evaluate the impact of the learning environment (home or classroom) on language and literacy development</td>
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<td>- Dialogic and Oral Language Projects support language and communication development of young children, including those with disabilities [CC6-K1, CC6-K4, CC6-S1, CC6-S2, EC6-S1]</td>
</tr>
<tr>
<td>IEC 630</td>
<td>Advanced Child Development</td>
<td>- Research paper connects theories to language and communication support</td>
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<td>- Ecological Case Study reflects language needs specific to the child/family</td>
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<td>- Workshop/Seminar shares information on sensitive periods for language and communication in brain development</td>
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<td>[CC6-K1]</td>
</tr>
<tr>
<td>IEC 660</td>
<td>IECE Assessment &amp; Intervention</td>
<td>- Quality Self-Study (COE), Assessment Design Project, and Interviews with District Preschool Coordinators increase candidates’ self-awareness of relationship between continuous assessment and language and communication supports, including augmentative and assistive strategies</td>
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<td>- Adaptation Plan demonstrates understanding language and communication supports</td>
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<td>- Student Growth goals are set for English/Language Arts for all children including those with disabilities [CC6-K1, CC6-K2, CC6-K3, EC6-S1]</td>
</tr>
<tr>
<td>IEC 685</td>
<td>Integrated Technology &amp; Curriculum</td>
<td>- Program and Classroom Quality Project (COE) includes self-assessment of the practices to support and enhance language and communication for all learners</td>
</tr>
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<td>- Review of district curriculum maps/pacing guides informs understanding of E/LA curriculum for inclusive classrooms</td>
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<tr>
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<td></td>
<td>- Assistive Technology Project includes alternative, augmentative, and assistive technologies as needed</td>
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<td>- Inquiry-Based Curriculum Project includes E/LA embedded into the unit and addresses individual supports needed</td>
</tr>
</tbody>
</table>
Technology Resource List and Family Guide to Technology identify and explain technologies used to enhance and support diverse learners [CC6-K1, CC6-K4, CC6-S1, CC6-S2, EC6-S1]

**IEC 685** Integrated Technology & Curriculum
- Participation Activities, Research, and Field Experience contribute to understanding of strategies to enhance and support language and communication [CC6-K1, CC6-K4, CC6-S2, EC6-S1]

### Standard 7: Instructional planning
Teacher candidates apply knowledge of subject matter, students, the community curriculum to plan individualized instruction that meets the learner. Candidates demonstrate a variety of settings with learners and reflect on results to adjust practice as appropriate.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
</table>
| IEC 520/521  | Teaching Kindergarten I, II                | • Design a kindergarten unit that includes individualized instruction plans  
• Intervention Plan demonstrates individualized curriculum and instruction specific to goals  
• Brigance-K screen informs instructional planning [CC7-K1, CC7-K2, CC7-K3, CC7-K4, CC7-K5, EC7-S2, EC7-S3, EC7-S4] |
| IEC 580/581  | Advanced Curriculum & Methods in IECE I, II| • Design a preschool unit that includes individualized instruction plans  
• CAP 6 Portfolio includes wide array of evidence to demonstrate candidate competency in instructional planning that is individualized  
• CLASS Protocol, videotape, and reflection include evaluation of instructional learning formats and productivity  
• Co-Teaching modules address instructional planning [CC7-K1, CC7-K2, CC7-K3, CC7-K4, CC7-K5, EC7-S1 EC7-S2, EC7-S3, EC7-S4] |
| IEC 625      | Global Perspectives in Early Childhood Education | • Responsive Readings review instructional planning from a global perspective  
• Global Curriculum Project identifies individualizations for instruction  
• Comparative Analysis of Program Models discusses differences in instructional planning  
• Children’s book list with family home activity is individualized across settings  
• Ethnographic Interview is used to plan curriculum individualizations (SE: Collaborative Leadership) [CC7-K1, EC7-S2, EC7-S4] |
<p>| IEC 626      | Collaboration &amp; Communication in IECE       | • Transition Plan shows individualized instructional planning                                                                                                                                                                  |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC 627</td>
<td>Leadership of IECE Programs</td>
<td>Various program evaluations and interviews with preschool directors inform district level instructional planning decisions regarding early childhood inclusive programs. Quality Self-Study responds to instructional decisions and develops growth plan to inform instructional practices examining all curriculum content areas including math. Candidates present their findings on instructional planning as part of the Leadership Topic assignment. Program Philosophy and Strategic Plan are developed to reflect best practices in instructional planning for inclusive classrooms.</td>
</tr>
<tr>
<td>IEC 628</td>
<td>Instructional Strategies for Literacy, Reading, &amp; Language Arts, Birth-to-Primary</td>
<td>Responsive Readings and Literature Review inform instructional planning decisions. Classroom and individual assessments evaluate instructional practices and suggest areas for growth.</td>
</tr>
<tr>
<td>IEC 630</td>
<td>Advanced Child Development</td>
<td>Research paper examines theories to make informed instructional planning decisions. Ecological Case Study examines individual child and family findings in light of district and classroom instructional planning. Workshop/Seminar shares information relationship between brain development and instructional planning.</td>
</tr>
<tr>
<td>IEC 660</td>
<td>IECE Assessment &amp; Intervention</td>
<td>Quality Self-Study (COE), Assessment Design Project, and Interviews with District Preschool Coordinators increase candidates’ self-awareness of relationship between continuous assessment and curriculum development. Adaptation Plan includes context for assistive and adaptive technology. Student Growth goals are considered in Instructional Planning. Functional assessments are used to develop Individual Intervention Plan that sequences learning objectives and embeds social skills; includes lessons, instructional timeline, individualized curriculum, and plans for monitoring progress (SE: Collaborative Leadership).</td>
</tr>
</tbody>
</table>
IEC 685  Integrated Technology & Curriculum
- Annotated Bibliography informs best practice in instructional planning for inclusive classrooms
- Program and Classroom Quality Project (COE) includes self-assessment regarding instructional planning
- Review of district curriculum maps/pacing guides provides insight into the decision-making process at the state and district levels with classroom implications
- Assistive Technology Project aligns individualization with classroom instructional planning
- Inquiry-Based Curriculum Project shows evidence of competency in instructional planning for inclusive classrooms
- Technology Resource List and Family Guide to Technology align technologies to instructional planning across settings
  [CC7-K2, CC7-K3, CC7-K4, CC7-K5, EC7-S2, EC7-S3, EC7-S4]

ED 605  Research Methods
- Participation Activities, Research, and Field Experience informs instructional planning
  [CC7-S2, CC7-S9, CC7-S11]

### Standard 8: Assessment
Teacher candidates apply formal and informal assessment strategies to evaluate and ensure the continuous development of diverse learners in a variety of areas. Candidates demonstrate this in a variety of settings with diverse learners and reflect on results to adjust practice as appropriate.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
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</table>
| IEC 520/521  | Teaching Kindergarten I, II                          | • Assess a kindergarten unit that was taught and use outcomes to address future instruction and/or support  
  • Observe and evaluate classroom management including reflection on appropriateness for diverse learners  
  • Effectiveness of the Intervention Plan is evaluated  
  • Brigance-K screen analyzed and outcomes organized  
  [EC8-S1, EC8-S2, EC8-S3, EC8-S5]                                             |
| IEC 580/581  | Advanced Curriculum & Methods in IECE I, II          | • Preschool unit includes assessment plan  
  • CAP 6 Portfolio includes assessments reflecting understanding of the various purposes and instruments used across early childhood settings and understanding of selecting individually and culturally appropriate tools  
  • Disability Report includes discussion of appropriate assessments and analysis of outcomes for future planning  
  [EC8-S1, EC8-S2, EC8-S3, EC8-S4, EC8-S5, EC8-S6]                                |
| IEC 627      | Leadership of IECE Programs                          | • Various program evaluations and interviews with preschool directors inform district level assessment decisions regarding early childhood inclusive programs  
  • Quality Self-Study examines assessment practices and develops growth plan |
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
</table>
| IEC 628  | Instructional Strategies for Literacy, Reading, & Language Arts, Birth-to-Primary | - Budget and Strategic Plans includes selection of appropriate curriculum-based, screening, and program assessments and training for personnel  
- Leadership Plan reflects best practices in assessment [EC8-S3, EC8-S4, EC8-S5, EC8-S6] |
| IEC 630  | Advanced Child Development                      | - Program and individual assessments contribute to the development of effective language and communication strategies to support individual development [EC8-S1, EC8-S2, EC8-S3, EC8-S4, EC8-S5] |
| IEC 660  | IECE Assessment & Intervention                  | - Research paper examines theories to make informed decisions regarding assessment practices and instruments for young children and families  
- Ecological Case Study incorporates a variety of assessments and utilizes outcomes to support development and learning [EC8-S1, EC8-S2, EC8-S4, EC8-S5] |
| IEC 685  | Integrated Technology & Curriculum              | - Inquiry-based unit includes an assessment plan with accommodations as needed [EC8-S1, EC8-S2] |
| ED 605   | Research Methods                                 | - Participation Activities, Research, and Field Experience informs best practice in assessment of young children [CC8-K2, CC8-S2, CC8-S3, CC8-S4, CC8-S7] |
| ED 608   | Practicum/Student Teaching                      | Must create at least 5 assessment artifacts for CAP 6 and CAP 7 portfolios.                                             |

**Standard 9: Professional and Ethical Practice**

Teacher candidates apply professional and ethical standards of practice across all situations and reflect on their practice to guide professional growth.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
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<tbody>
<tr>
<td>IEC 520/521</td>
<td>Teaching Kindergarten I, II</td>
<td>- Classroom Management Plan engages candidates in self-evaluation and reflection of teaching and classroom management skills</td>
</tr>
</tbody>
</table>
- Candidates reflect on their professional practice informed by the implementation of their intervention plan
- Brigance-K screen follows ethical practice
- Reflective Responses to Readings and Research Paper provide opportunities for professional growth and require ethical practice in research
- Agenda for PLC applies professional standards and opportunity to reflect on growth
- Co-teaching modules include reflection on personal strengths and concerns of paired-teaching model [CC9-S11, EC9-S6, EC9-S7, EC9-S8]

<table>
<thead>
<tr>
<th>IEC 580/581</th>
<th>Advanced Curriculum &amp; Methods in IECE I, II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CAP 6 Portfolio includes evidence of professional growth including PGP; Professional Vita/Resume, Rationales reflecting on artifacts</td>
</tr>
<tr>
<td></td>
<td>Essay Response to Codes of Ethical Conduct, DEC Recommended Practices, and Developmentally Appropriate Practices</td>
</tr>
<tr>
<td></td>
<td>Candidates analyze their CLASS protocol and videotape to reflect on strengths and growth areas; develop action plan</td>
</tr>
<tr>
<td></td>
<td>Candidates reflect on Disability Report to address professional growth [CC9-S1, CC9-S9, CC9-S10, CC9-S11, CC9-S12, EC9-K1, EC9-S4, EC9-S6, EC9-S7, EC9-S8]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IEC 625</th>
<th>Global Perspectives in Early Childhood Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional growth is addressed through responsive readings, reflections on Global Curriculum Project, Comparative Analysis of Program Models, Global Current Issue PD Workshop/Seminar; Assessment of Global Competencies, and PGP reflection [CC9-K1, CC9-S6, CC9-S11, CC9-S12, EC9-K1, EC9-S6, EC9-S7, EC9-S8]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IEC 626</th>
<th>Collaboration &amp; Communication in IECE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional Growth is evidenced in Responsive Readings, Case Studies, School-Community Collaboration Project (SE Collaborative Leadership), Website Resource to increase communication effectiveness and collaboration skills, Family Notification and Teacher Communication Strategies, Quality Self-Assessment (Section 5), Resource Agency Chart, Applied Research Review/Reflection, Grant Proposal Review, and PGP</td>
</tr>
<tr>
<td></td>
<td>Ethical considerations are found in Case Studies, Advocacy Plan, Website Resources, and Family Notification - a critical component for district leadership of early childhood programs [CC9-S10, CC9-S11, CC9-S12, EC9-S1, EC9-S2, EC9-S3, EC9-S4, EC9-S6, EC9-S7, EC9-S8]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IEC 627</th>
<th>Leadership of IECE Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Responsive reading, case studies, self-assessments, and research inform professional practice regarding district-</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
</tbody>
</table>
| IEC 628     | Instructional Strategies for Literacy, Reading, & Language Arts, Birth-to-Primary | - Responsive Readings, Literature Review, Classroom Assessments contribute to professional growth regarding language, literacy, reading professional practices  
- PGP reflection describes professional growth | [CC9-S1, CC9-S2, CC9-S3, CC9-S10, CC9-S11, CC9-S12, EC9-S4, EC9-S5, EC9-S6, EC9-S7, EC9-S8] |
| IEC 630     | Advanced Child Development                       | - Findings from Research Paper regarding theoretical applications for classroom practice are shared with colleagues in Workshop/Seminar format;  
- PGP reflects on personal and professional growth | [CC9-S10, CC9-S11, CC9-S12, EC9-K1, EC9-S4, EC9-S6, EC9-S7, EC9-S8] |
| IEC 660     | IECE Assessment & Intervention                  | - Responsive Readings and Annotated Bibliography increase awareness of best practice in assessment  
- Program and Classroom Planning Project and the Quality Self Study are tools that enable candidates to evaluate their own assessment practices  
- Assessment Design Project enables candidates to evaluate district assessment practices  
- PGP links course content to personal and professional growth goals | [CC9-S1, CC9-S10, CC9-S11, CC9-S12, EC9-S4, EC9-S6, EC9-S7] |
| IEC 685     | Integrated Technology & Curriculum              | - Reflective Responses and Annotated Bibliography show evidence of professional activities to increase knowledge  
- Program and Quality Project (COE) includes reflection and growth plan following self-assessment  
- Curriculum Maps/Pacing Guide includes interview with District Curriculum Specialists  
- Assistive Technology, Inquiry-Based Curriculum Projects, Technology Guide and Resources List include reflection related to professional growth  
- PGP articulate course content and experiences with personal and professional growth | [CC9-S1, CC9-S10, CC9-S11, EC9-S4, EC9-S6, EC9-S7] |
| ED 605      | Research Methods                                 | - Participation Activities and Research show evidence of professional development | [CC9-K4, CC9-S1, CC9-S6; EC9-K1, EC9-S7] |
### Standard 10: Collaboration

Teacher candidates apply collaborative practices to advocate for learners and their families consistently across multiple situations.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Examples of Experiences/Assessments</th>
</tr>
</thead>
</table>
| IEC 520/521 | Teaching Kindergarten I, II                  | • Unit developed in collaboration with teacher and resource teacher  
• Intervention Plan utilizes collaboration across settings  
• Brigance-K screen administration, analysis, and planning involve collaboration with multiple partners across settings  
• Agenda for PLC includes collaborative efforts  
[EC10-K1, EC10-S1, EC10-S2, EC10-S3, EC10-S4, EC10-S5] |
| IEC 580/581 | Advanced Curriculum & Methods in IEC I, II   | • CAP 6 Portfolio includes SE Collaborative Leadership Project that focuses on supporting child’s social and emotional competencies  
• Preschool unit provides evidence of collaborative planning  
• Co-teaching modules  
[EC10-K1, EC10-S1, EC10-S2, EC10-S3, EC10-S4, EC10-S5] |
| IEC 625   | Global Perspectives in Early Childhood Education | • Ethnographic Interview demonstrates evidence of collaboration (SE: Collaborative Leadership) [EC10-S5]                                                                                          |
| IEC 626   | Collaboration & Communication in IEC E        | • School-Community Collaboration Project incorporates partners across settings including school, home, community  
• Transition Plan shows evidence of collaboration  
• Website Resources are located to support team building and increase communication effectiveness  
• COE: Family Notification and Teacher Communication Strategies and the Quality Self-Study show evidence of collaboration between home and classroom  
• Resource Agency chart and Grant Proposal provide resources for collaboration that could be distributed to preschool teachers across a district  
[EC10-K1, EC10-S1, EC10-S2, EC10-S3, EC10-S4, EC10-S5, EC10-S6] |
| IEC 627   | Leadership of IECE Programs                  | • Program evaluations and Quality Self-Study consider collaboration of team members including the family and community agencies  
• The Budget and Strategic Plan show evidence of collaboration in development |
Leadership Topic provides opportunity to share best practices in collaborative leadership [EC10-K1, EC10-S1, EC10-S2, EC10-S3, EC10-S4, EC10-S5, EC10-S6]

IEC 630 Advanced Child Development
- Ecological Case Study involves school, home, community collaboration
- Workshop/Seminar communicates information about brain development and exceptional learning needs of individuals [EC10-K1, EC10-S2, EC10-S5, EC10-S6]

IEC 660 IECE Assessment & Intervention
- Program and Classroom Planning Project, Quality Self Study, the Assessment Design Project, and the Adaptation plan include collaboration of team members and a vehicle for providing feedback to Para educators [CC10-S11, EC10-K1, EC10-S2, EC10-S3, EC10-S4, EC10-S5, EC10-S6]

IEC 685 Integrated Technology & Curriculum
- Inquiry-Based Unit and Technology Resource for Families include collaboration with colleagues and families [EC10-K1, EC10-S2]

ED 605 Research Methods
- Participation Activities, Research, and Field Experience show evidence of collaboration [CC10-K1, CC10-K3, CC10-S1, CC19-S6]

ED 608 Student Teaching
- Candidates collaborate with cooperating teacher to design and implement instruction. Both work together to increase student learning.

B. KY P-12 Curricular Documents

When the IECE teacher certification program was initially approved by the General Assembly, it was recognized that the needs of young learners differed significantly from the expectations developed for learners in the K-12 system. Consequently Kentucky developed a set of learner expectations and standards for what children birth-to-five should know and be able to do, which are aligned with the Program of Studies, and Kentucky Core Academic Standards for kindergarten math, science and English/language arts. These Teaching Tools and Instructional Resources are utilized by candidates throughout the IECE curriculum to learn to prepare children for a continuum of learning. IECE Candidates design learning experience, prepare the learning environment, and work with families, colleagues, and other early education professionals to support the development and learning of children birth through kindergarten aligned with these standards. This is completed in course assignments, field and clinical experiences, practicum experiences and/or classroom teaching. Together, all of these documents provide a framework for preparing candidates to serve children in multiple delivery settings including birth-to-three, preschool and kindergarten. With the adoption of the Core Academic Standards, Kentucky has drafted Kentucky Early Childhood Standards/Kentucky Core Academic Standards Alignment, utilized in coursework.
Candidates specifically address the *Kentucky Early Childhood Standards – Birth to Three* in the following IEC courses: IEC 580/581, 626, 630, 660, and 685. Candidates specifically address the *Kentucky Early Childhood Standards – Three and Four* in the following IEC courses: IEC 580/581, 625, 626, 628, 630, 660, and 685. Candidates specifically address the *Core Academic Standards* in the following IEC courses: IEC 520/521, 580/581, 628, 630, 660, and 685.

**ANALYTIC MATRIX: EPSB Themes**

**Interdisciplinary Early Childhood Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>EPSB Theme 1: Diversity (NCATE Standard 4) Examples of Experiences/Assessments</th>
</tr>
</thead>
</table>
| IEC 520      | Teaching Kindergarten I, II                | • Emphasizes creation of curriculum and learning environments that recognizes and values diversity as a strength  
• Plans activities to support and expand cultural knowledge and behavior of children |
| IEC 580/581  | Advanced Curriculum & Methods in IECE I, II| • Emphasizes creation of learning environments that recognizes and values diversity as a strength  
• Plans activities to support and expand cultural knowledge and behavior of children  
• Individualized curriculum instruction and assessment strategies for ALL children |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
</table>
| IEC 625     | Global Perspectives in Early Childhood Education                            | Use technology to meet special needs of children  
Ethics Case Study: Candidates use ethical codes to address issues concerning diversity |
| IEC 626     | Collaboration & Communication in IECE                                      | Emphasizes diversity of national heritage, language, culture in early childhood classrooms  
Examines strategies to support immigrant and refugee children and families  
Examines critical global issues in light of various solutions that could be applicable to early childhood practices in the United States.  
Ethnographic study is an in-depth investigation of a specific culture and perspectives. |
| IEC 627     | Leadership of IECE Programs                                                 | Addresses leadership and governance of early childhood programs and personnel to support for a full array of diversities |
| IEC 628     | Instructional Strategies for Literacy, Reading, & Language Arts, Birth-to-Primary | Support the development of literacy, reading, and language arts for all children, including those with disabilities and limited English proficiency |
| IEC 630     | Advanced Child Development                                                 | Ecological Case Study examines all factors across multiple levels that impact development of a child in an inclusive classroom or program, including diversity and disabling conditions  
Readings and Research include diversity issues related to development, learning, and theoretical applications |
| IEC 660     | IECE Assessment & Intervention                                             | Course content and experience includes selection, implementation, communication, and evaluation of culturally appropriate assessments and those that address children’s special needs |
| IEC 685     | Integrated Technology & Curriculum                                         | Includes Technology applications for all children including those with special needs and English Language Learners  
Curriculum Design Project supports the learning of all children including those with disabilities |
| ED 605      | Research Methods                                                            | Emphasizes research to support best practices in inclusive classrooms and/or working with diverse families in natural settings |
| ED 608      | Practicum/Student Teaching                                                  | Candidates complete intentional field hours assigned to diverse settings  
Portfolio unit/lesson plans to address extensions for diverse learners; Work with diverse student and public populations; |
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>EPSB Theme 2: Assessment (See also IECE Teacher Standard IV) Examples of Experiences/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC 520/521</td>
<td>Teaching Kindergarten I, II</td>
<td>• Work with diverse public school faculty; Inclusion of extensions for diverse learners in CU supervising faculty observations of lessons taught (SED 608).</td>
</tr>
<tr>
<td>IEC 580/581</td>
<td>Advanced Curriculum &amp; Methods in IECE I, II</td>
<td>• Assesses development and learning of children entering kindergarten, analyzes outcomes, communicates results, and plans appropriate instruction.</td>
</tr>
<tr>
<td>IEC 625</td>
<td>Global Perspectives in Early Childhood Education</td>
<td>• Assesses development and learning of children entering kindergarten, analyzes outcomes, communicates results, and plans appropriate instruction.</td>
</tr>
<tr>
<td>IEC 626</td>
<td>Collaboration &amp; Communication in IECE</td>
<td>• Transition Plan includes assessment of development and resources.</td>
</tr>
<tr>
<td>IEC 627</td>
<td>Leadership of IECE Programs</td>
<td>• Assesses program quality including personnel.</td>
</tr>
<tr>
<td>IEC 628</td>
<td>Instructional Strategies for Literacy, Reading, &amp; Language Arts, Birth-to-Primary</td>
<td>• Assess classrooms content and the educator competencies for 21st century skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self-assessment of progress toward becoming a globally literate educator.</td>
</tr>
<tr>
<td>IEC 630</td>
<td>Advanced Child Development</td>
<td>• Ecological Case Study includes child development inventory, assessment report, and analysis with implications for classroom or intervention services.</td>
</tr>
<tr>
<td>IEC 660</td>
<td>IECE Assessment &amp; Intervention</td>
<td>• Course focuses on assessment systems, selecting and designing appropriate assessment instruments and strategies, aligning assessment with curriculum and intervention.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provides an overview of an array of assessment approaches.</td>
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<tr>
<td></td>
<td></td>
<td>• Examines special issues with infant and toddler assessments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Includes administration and analysis of program assessment instruments.</td>
</tr>
<tr>
<td>IEC 685</td>
<td>Integrated Technology &amp; Curriculum</td>
<td>• Assistive Technology Project assesses the assistive technology needs of a young child.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quality Program and Classroom assessment evaluates curriculum design and application.</td>
</tr>
<tr>
<td>ED 605</td>
<td>Research Methods</td>
<td>• Observation and informal assessments completed in field experiences to develop Research Question.</td>
</tr>
</tbody>
</table>
| ED 608        | Student Teaching                                    | • Design various formative and summative assessments for use in a standards-based unit, i.e., Open response questions and
rubrics, on-demand, Self-assessment and peer assessment are a part of each presentation.
- Portfolios require five forms of assessment to be provided
- Development of lessons for cooperating teacher and university supervisor observations. CAP 7 Portfolio includes samples of these lessons and assessments.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>EPSB Theme 3: Literacy/Reading Education Examples of Experiences/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC 520/521</td>
<td>Teaching Kindergarten I, II</td>
<td>KCAS E/LA Standards used to guide instruction to support language development and literacy and reading instruction</td>
</tr>
<tr>
<td>IEC 580/581</td>
<td>Advanced Curriculum &amp; Methods in IECE I, II</td>
<td>Core Academic Standards and the Early Childhood Standards frame instruction to support language development and literacy and reading instruction included in Unit Design</td>
</tr>
<tr>
<td>IEC 625</td>
<td>Global Perspectives in Early Childhood Education</td>
<td>Access to quality early childhood programs that support literacy is a critical issue examined. International approaches to addressing this issue are examined followed by analysis and reflection on application. Children’s book activity links reading and culture.</td>
</tr>
<tr>
<td>IEC 626</td>
<td>Collaboration &amp; Communication in IECE</td>
<td>Community Agencies and Resources identified to support needs of children and families who are English Language Learners</td>
</tr>
<tr>
<td>IEC 627</td>
<td>Leadership of IECE Programs</td>
<td>Examines curriculum decisions and implementation including those related to literacy and reading instruction</td>
</tr>
<tr>
<td>IEC 628</td>
<td>Instructional Strategies for Literacy, Reading, &amp; Language Arts, Birth-to-Primary</td>
<td>Focus of the course is on instruction to support literacy and emergent reading of young children</td>
</tr>
<tr>
<td>IEC 630</td>
<td>Advanced Child Development</td>
<td>Ecological Case Study analyzes all domains of development and learning standards</td>
</tr>
<tr>
<td>IEC 660</td>
<td>IECE Assessment &amp; Intervention</td>
<td>Assessment of all domains in course assignments include language and literacy with application for intervention and classroom practice</td>
</tr>
<tr>
<td>IEC 685</td>
<td>Integrated Technology &amp; Curriculum</td>
<td>Curriculum Design Project includes curriculum plan for English/Language Arts content Technology considerations to support Literacy/Reading instruction</td>
</tr>
<tr>
<td>ED 605</td>
<td>Research Methods</td>
<td>Research may be focused on literacy/reading instruction</td>
</tr>
<tr>
<td>ED 608</td>
<td>Student Teaching</td>
<td>Integration of literacy in unit/lesson plans used during student teaching. CAP 7 Portfolio</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>EPSB Theme 4: Closing the Achievement Gap Examples of Experiences/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC 520/521</td>
<td>Teaching Kindergarten I, II</td>
<td>Provides practical experience to support young children’s development based on outcomes of K-Brigance screen to narrowing the achievement gap.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
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</tr>
<tr>
<td>IEC 580/581</td>
<td>Advanced Curriculum &amp; Methods in IECE I, II</td>
<td>Provides practical experience to support young children’s development and learning in high quality programs consistent with research suggesting the connection to narrowing the achievement gap.</td>
</tr>
<tr>
<td>IEC 625</td>
<td>Global Perspectives in Early Childhood Education</td>
<td>Ethnographic study examines issues that impact children of immigrant or refugee families with focus on developing strategies to support transition – and close the achievement gap.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lack of access to quality early childhood programs is examined from the global perspective.</td>
</tr>
<tr>
<td>IEC 626</td>
<td>Collaboration &amp; Communication in IECE</td>
<td>Transition Plan, Grant Review, Community Collaboration Projects, Advocacy Plan are developed to foster quality early childhood programs – a primary strategy for closing the achievement gap.</td>
</tr>
<tr>
<td>IEC 627</td>
<td>Leadership of IECE Programs</td>
<td>Examines issues related to access to and eligibility for quality early childhood programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluates personnel and classroom practices with recommendations to improve quality to close the achievement gap.</td>
</tr>
<tr>
<td>IEC 628</td>
<td>Instructional Strategies for Literacy, Reading, &amp; Language Arts, Birth-to-Primary</td>
<td>Course focuses on the strategies and practices to support literacy acquisition of young children, which is a primary component linked to school success.</td>
</tr>
<tr>
<td>IEC 630</td>
<td>Advanced Child Development</td>
<td>Ecological Case Study considers individual development; if applicable, strategies for individual intervention are suggested.</td>
</tr>
<tr>
<td>IEC 660</td>
<td>IECE Assessment &amp; Intervention</td>
<td>Assessment and intervention focus on improving quality of early childhood programs and supporting individual learning and development – practices identified as essential steps to address achievement gaps.</td>
</tr>
<tr>
<td>IEC 685</td>
<td>Integrated Technology &amp; Curriculum</td>
<td>Assessment and intervention focus on improving quality of early childhood programs and supporting individual learning and development – practices identified as essential steps to address achievement gaps.</td>
</tr>
<tr>
<td>ED 605</td>
<td>Research Methods</td>
<td>Research informs professional knowledge that leads to quality classroom or early intervention practices in efforts to close the achievement gap.</td>
</tr>
<tr>
<td>ED 608</td>
<td>Student Teaching</td>
<td>During student teaching, candidates put into use everything they have learned throughout their program. Candidate focus is on implementation, with analysis and reflection, with students whose capabilities and needs vary widely.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>During the CAP 7 interviews, candidates are asked several questions, one of which is to describe their impact on student learning.</td>
</tr>
</tbody>
</table>

**Program Faculty Matrices**

As a new program, actual course assignments are to be determined.
<table>
<thead>
<tr>
<th>Name of Faculty Member</th>
<th>Dr. Sharon Hundley</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree</td>
<td>Ed.D; M.A. Early Childhood.</td>
</tr>
<tr>
<td>Field/s of Specialization</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>University</td>
<td>Oral Roberts University</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Leadership in Professional Associations</td>
<td>U.S. Professional Early Childhood Delegate to Russian Foundation; faculty nominee from ECTC for the Acorn Award for Outstanding Higher Education Faculty; Level 5 Early Care and Education Trainer for University of Kentucky – Institute for Human Development, Trainers into Practice Program; Trainer, Consultant, and Professional Development for Ft. Knox Discovery Program – Department of Defense; Association for Supervision and Curriculum Development; National Association for the Education of Young Children; Southern Early Childhood Association; Kentucky Association for the Education of Young Children; National Association for Early Childhood Teacher Educators; National Association of Community College Teacher Education Programs; People to People International; Phi Delta Kappa; KDE – Higher Education Faculty Committee; Advisory Board – Breckinridge/Grayson EC Programs; Council for Exceptional Children/Division of Early Childhood; Teacher Educator on K-TIP Committees; Recipient of Head Start Corporate Award for contribution to children and families; Led student teams on international learning abroad field experiences to Belize (2014, 2015) and Italy (2015).</td>
</tr>
<tr>
<td>Service</td>
<td>Interdisciplinary Early Childhood Education Program Coordinator for Elizabethtown Community &amp; Technical College (ECTC); Adjunct IECE Instructor for ECTC &amp; ORU; Preschool/Kindergarten Teacher for Elizabethtown Montessori Children’s Center &amp; Lakemont Academy; Planned/Coordinated Regional EC Conferences; Serve on SACSCOCC committee and Quality Enhance Plan sub-committee; ECTC Advisory Board; Education Committee for International Service; Get Read Camp (Hardin County and Ft. Knox).</td>
</tr>
<tr>
<td>Relationship to University (full-time, part-time)</td>
<td>Full-time</td>
</tr>
<tr>
<td>Relationship to Unit (School of Education) (full-time, part-time)</td>
<td>Full-time</td>
</tr>
<tr>
<td>Relationship to Program (IEC) (full-time, part-time)</td>
<td>Full-time</td>
</tr>
<tr>
<td>Name of Faculty Member</td>
<td>Dr. Marilyn Goodwin</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Highest Degree</td>
<td>Ph.D.; M.D. Christian Education</td>
</tr>
<tr>
<td>Field/s of Specialization</td>
<td>Early Childhood Education, Administration, Children’s Ministry</td>
</tr>
<tr>
<td>University</td>
<td>Capella University, Southern Baptist Theological Seminary</td>
</tr>
<tr>
<td>Assignment</td>
<td>IEC 625 Global Perspectives in Early Childhood Education; IEC 630 Advanced Child Development, IEC 628 Instructional Strategies for Literacy, Reading, Language Arts, IEC 627 Leadership of IECE Programs; ED 604 605, 606 MAT Practicum; CDA Program Coordinator</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Goodwin, M. (2013). <em>Literacy skills of kindergarten students with preschool experience compared to those with no preschool experience in one Southeastern United States rural school district</em> (Dissertation). Presenter at Regional Conferences <em>(Math, Science, Social Studies Activities for Preschool, Digital Stories, Virtual Field Trips, Administration, Collaboration &amp; Teaming)</em>.</td>
</tr>
<tr>
<td>Leadership in Professional Associations</td>
<td>National Association for the Education of Young Children; Southern Early Childhood Association; Kentucky Association for the Education of Young Children; National Association for Early Childhood Teacher Educators; Phi Delta Kappa; Advisory Board – Breckinridge/Grayson EC Programs; Council for Exceptional Children/Division of Early Childhood; Teacher Educator on K-TIP Committees; Board of Directors-Child Development Center; Recipient of Head Start Corporate Award for contribution to children and families; Level 5 Early Care and Education Trainer for University of Kentucky – Institute for Human Development, Trainers into Practice Program; Coordination of Child Care Training Events; Certified First Aid and CPR.</td>
</tr>
<tr>
<td>Relationship to University (full-time, part-time)</td>
<td>Full-time</td>
</tr>
<tr>
<td>Relationship to Unit (School of Education) (full-time, part-time)</td>
<td>Full-time</td>
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<td>Relationship to Program (IEC) (full-time, part-time)</td>
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<thead>
<tr>
<th>Name of Faculty Member</th>
<th>Phoebe Williamson, ABD.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree</td>
<td>Ed.S., MS, M.Ed.; Rank 1 [Ph.D. – ABD]</td>
</tr>
<tr>
<td>Field/s of Specialization</td>
<td>Interdisciplinary Early Childhood Education; Principal Certification; Communication Disorders (SLP-CCC); Leadership and Supervision; Board Certified for American Speech and Language.</td>
</tr>
<tr>
<td>University</td>
<td>University of Louisville</td>
</tr>
<tr>
<td>Assignment</td>
<td>IEC 626 Collaboration &amp; Communication in IECE; IEC 660 IECE Assessment &amp; Intervention; ED 604 605, 606 MAT Practicum.</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Williamson, P. R. (in progress). <em>Revisiting visual supports</em> (Dissertation). Presenter at Ready Kids Conference 2014; Picture Exchange Communication System Trainer; Contributor to Greenwood Dictionary of Education (2003); Grant writer for Oldham County Early Childhood Program, received $35,000 to restructure early childhood playground; Bullitt County Preschool (BCPS) Training for the development of IEPs; BCPS Continuous Assessment Training; BCPS Creative Curriculum</td>
</tr>
</tbody>
</table>
### Dr. Billy Stout

<table>
<thead>
<tr>
<th>Name of Faculty Member</th>
<th>Dr. Billy Stout</th>
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<tbody>
<tr>
<td><strong>Highest Degree</strong></td>
<td>Ph.D.</td>
</tr>
<tr>
<td><strong>Field/s of Specialization</strong></td>
<td>School leadership and administration, special education</td>
</tr>
<tr>
<td><strong>University</strong></td>
<td>Indiana University</td>
</tr>
<tr>
<td><strong>Assignment</strong></td>
<td>SED 730 <em>Introduction to Autism Spectrum Disorder</em>; SED 697 <em>Effective Strategies for Improving Students’ Behavior</em>.</td>
</tr>
<tr>
<td><strong>Faculty Rank</strong></td>
<td>Professor</td>
</tr>
<tr>
<td><strong>Scholarship</strong></td>
<td>Served 21 years as IDEA due to process hearing officer; section 504 hearing officer; presentations to KY School Board Attorneys; presentations to Section 504 school coordinators; seminars in special education for Lorman Education Services.</td>
</tr>
<tr>
<td><strong>Leadership in Professional Associations</strong></td>
<td>Kentucky Association of School Superintendents; Kentucky Association School Administrators; Kentucky Education Association; president, Ohio Valley Education Cooperative; secretary Spencer County School Board.</td>
</tr>
<tr>
<td><strong>Service</strong></td>
<td>7 years; former adjunct faculty at WKU and U of L; TEC committee; former school superintendent; director of special education Pulaski County.</td>
</tr>
<tr>
<td><strong>Relationship to University (full-time, part-time)</strong></td>
<td>Full Time</td>
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<tr>
<td><strong>Relationship to Unit (School of Education) (full-time, part-time)</strong></td>
<td>Full Time</td>
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<tr>
<td><strong>Relationship to Program (IEC) (full-time, part-time)</strong></td>
<td>Part-Time</td>
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### Dr. Almaria Baker

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<thead>
<tr>
<th>Name of Faculty Member</th>
<th>Dr. Almaria Baker</th>
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<tbody>
<tr>
<td><strong>Highest Degree</strong></td>
<td>Ed.D.; M. Ed. in IECE; Rank 1, Principal Statement of Eligibility</td>
</tr>
<tr>
<td><strong>Field/s of Specialization</strong></td>
<td>Early Childhood Education, Special Education</td>
</tr>
<tr>
<td><strong>University</strong></td>
<td>University of the Cumberlands, University of Louisville</td>
</tr>
<tr>
<td><strong>Assignment</strong></td>
<td>IEC 626 <em>Collaboration &amp; Communication in IECE</em>; IEC 660 <em>IECE Assessment &amp; Intervention</em>; ED 604 605, 606 <em>MAT Practicum</em>.</td>
</tr>
<tr>
<td><strong>Faculty Rank</strong></td>
<td>Adjunct Assistant Professor</td>
</tr>
</tbody>
</table>
**Scholarship**

Baker, A. (2013). *Preschool Assessment in an Urban School District* (Dissertation); Research papers include: *Supervision and programming in accredited child care facilities; Is negative language heard more often from caregivers who do not have a degree in early childhood education?*; *Boys versus girls: Learning styles in preschool classrooms; The importance of the African American male teachers and the African American boy*. Minority Teacher Recruitment Scholarship: Level 5 Early Care and Education Trainer for University of Kentucky – Institute for Human Development, Trainers into Practice Program; Staff Presenter for JCPS (*Child Abuse, Professionalism*); Director of Child Development Center; First Steps - Developmental Interventionist; Preschool teacher – Jefferson County Public Schools; Head Start teacher; Kindergarten Teacher - Ft. Knox Community Schools; Preschool Special Education Resource Teacher – Ft. Knox Community Schools.

**Leadership in Professional Associations**

K-TIP Teacher Educator and Resource Teacher; Delta Sigma Theta; NAEYC; Notary Public; K-TIP Resource Teacher; Cooperating Teacher for Student Teacher Placements; Louisville Central Community Centers; Member of National Head Start Association; National Association for the Education of Young Children.

**Service**

First Class Trainer/Consultant; Developmental Interventionist; Human Services Surveyor; Family Support Specialist; Domestic Violence Advocate with Center for Women and Families; Clothe-a-Child Foundation.

**Name of Faculty Member**

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<tr>
<th>Dr. Colleen Walker</th>
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<td>Highest Degree</td>
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<tr>
<td>Leadership in Professional Associations</td>
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<td>Service</td>
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**Relationship to University (full-time, part-time)**

Part-time to CU

**Relationship to Unit (School of Education) (full-time, part-time)**

Part-time to unit

**Relationship to Program (IEC) (full-time, part-time)**

Part-time to program
<table>
<thead>
<tr>
<th>Name of Faculty Member</th>
<th>Dr. Priscilla Brame</th>
</tr>
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<tbody>
<tr>
<td>Highest Degree</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Field/s of Specialization</td>
<td>Special Education and Applied Behavior Analysis</td>
</tr>
<tr>
<td>University</td>
<td>The Ohio State University</td>
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<tr>
<td>Assignment</td>
<td>SED 760 Applied Behavior Analysis</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Adjunct Assistant Professor</td>
</tr>
<tr>
<td>Leadership in Professional Associations</td>
<td>Member, Council for Exceptional Children; National Education Association; Member of Kappa Delta Phi.</td>
</tr>
<tr>
<td>Service</td>
<td>National Inclusion Project, Board of Director; FEA Club Advisor; Member, Teacher Education Committee, Teacher Advisory Council; Honors Council</td>
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<td>Relationship to University (full-time, part-time)</td>
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<tr>
<th>Name of Faculty Member</th>
<th>Dr. Deborah Schumacher</th>
</tr>
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<tbody>
<tr>
<td>Highest Degree</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>Field/s of Specialization</td>
<td>Learning and Behavior Disorders; Distance Learning Literacy; Personnel Preparation</td>
</tr>
<tr>
<td>University</td>
<td>University of Kentucky</td>
</tr>
<tr>
<td>Assignment</td>
<td>SED 730 Introduction to Autism Spectrum Disorder</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Adjunct Assistant Professor</td>
</tr>
<tr>
<td>Leadership in Professional Associations</td>
<td>Member, Council for Exceptional Children, Division of Learning Disabilities, Council of Administrators of Special Education; Past president, KY CEC Division of Early Childhood; current Vice-President, KY CEC Division of Teacher Education. Phi Kappa Phi Honor Society. American Council for Rural Special Education.</td>
</tr>
<tr>
<td>Service</td>
<td>Member, Teacher Education Advisory Council; Kentucky Early Childhood Advisory Council Assessment Sub-Committee; SOE Literacy Committee; SOE Online Instruction Committee; tutoring Hispanic children.</td>
</tr>
<tr>
<td>Relationship to University (full-time, part-time)</td>
<td>Part-time</td>
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<tr>
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<tr>
<th>Name of Faculty Member</th>
<th>Dr. Renae Harrison</th>
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<tbody>
<tr>
<td>Highest Degree</td>
<td>Ph. D.</td>
</tr>
<tr>
<td>Field/s of Specialization</td>
<td>Education Administration</td>
</tr>
<tr>
<td>University</td>
<td>University of Louisville/Western KY University</td>
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<tr>
<td>Assignment</td>
<td>SED 605</td>
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<tr>
<td>Faculty Rank</td>
<td>Adjunct Professor</td>
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<tr>
<td>Scholarship</td>
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<tr>
<td>Leadership in Professional Organizations</td>
<td>Coordinator of Adult and Community Education (Hardin County Schools)</td>
</tr>
<tr>
<td>Service</td>
<td>Commission of Adult Basic Education; Kentucky Association of Adult and Continuing Education</td>
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<tr>
<td>Relationship(full-time, part-time) to the institution</td>
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<td>Relationship(full-time, part-time) to the unit</td>
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<td>Relationship to the program</td>
<td>Part-time</td>
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<tr>
<td>Name of Faculty Member</td>
<td>Donna Rice Hedgepath</td>
</tr>
<tr>
<td>Highest Degree</td>
<td>PhD Music Education University of Kentucky</td>
</tr>
<tr>
<td>Field/s of Specialization</td>
<td>Secondary Education, Human Development, Music, Gifted Education</td>
</tr>
<tr>
<td>University</td>
<td>Campbellsville University/University of Kentucky/Western Kentucky University</td>
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<td>Assignment</td>
<td>SED 605, GTE 520, 525, 530, 535</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Dean and Professor of Education</td>
</tr>
<tr>
<td>Leadership in Professional Associations</td>
<td>Member KMEA, MENC, KAGE, ASCD, KDP</td>
</tr>
<tr>
<td>Service</td>
<td>Vice-President, Faculty Forum, 2011-2012; Case Management Committee, 2012; KTIP Teacher Educator; Music Minister at Asbury United Methodist Church</td>
</tr>
<tr>
<td>Relationship(full-time, part-time) to the institution</td>
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School of Education Theme: Empowerment for Learning
Conceptual Framework Model

1. **Description:**

This course focuses on kindergarten context, curricula, methodology, materials, structure, classroom management, resources, and learning environment for children with and without disabilities. Content includes historical background, philosophical approaches, school readiness, family involvement, and current issues and trends. The role of preschool-kindergarten teacher collaboration is explored as a component of school leadership. Research on best practices in kindergarten is investigated.

This course may be offered concurrent with IECE 420 in online or hybrid format. IEC 520/521 will be completed as Part I and Part II over two grad terms to meet requirements for IECE professional specialty elective option or MAT. A separate syllabus for each grad term will be provided.

2. **Course Credits:** 1.5 credit hours; must be taken both grad terms for 3 credits total.

3. **Course Objectives:** Upon completion of this course you will be able to:
1. Design, organize, implement, and evaluate curriculum, methodology, learning environments, and program implementation in kindergarten classrooms. Tasks 1, 5, 6 [NAEYC Initial/AP Standards 1, 4a, 4b, 4c, 4d; IECE KTS I, II, III, IV, V; CEC 2, 3, 4, 5, 6, 7, 8]

2. Select and design developmentally appropriate materials, technology, and teaching strategies for kindergarten. Tasks 2, 7, 8 [NAEYC Initial/AP Standard 4b; IECE KTS I, II, IX; CEC 1, 2, 3, 4, 5]

3. Develop proficiency in using the Kentucky Core Academic Standards at the kindergarten level (KCAS) to support children’s learning as demonstrated in unit and lesson planning. Tasks 1, 6 [NAEYC Initial/AP Standard 4c, 4d; IECE KTS I]

4. Demonstrate competency in differentiated instruction for all kindergarten learners. Tasks 1, 4 [NAEYC Initial/AP Standards 1, 3 4a, 4b, 4c, 4d; IECE KTS I, III, IV; CEC 1, 3, 4, 5, 6]

5. Collaborate and consult with teachers, staff, volunteers, families, and other professionals; Tasks 1, 4, 9 [NAEYC Initial/AP Standards 2, 3, 5; IECE KTS IV, VI, VII, VIII; CEC 10]

6. Engage in self-evaluation and reflection of teaching and classroom management skills. Tasks 1, 3, 10 [NAEYC Initial/AP Standards 4b, 5; IECE KTS II, VII; CEC 9]

7. Develop an understanding of the history, current philosophies and trends in educational programs for kindergarten. Tasks 7, 8 [NAEYC Initial/AP Standard 1, 5; IECE KTS VII; CEC 9]

8. Describe the role of teachers, schools, communities, and families in effecting a positive transition of children and families with diverse backgrounds to kindergarten. Tasks 3, 4, 5, 9 [NAEYC Initial/AP Standards 1, 2, 3, 4a; IECE KTS II, IV, VI, VIII; CEC 8, 9, 10]

9. Develop an understanding of the roles of schools, families, and communities in school readiness. Tasks 5, 7, 9 [NAEYC Initial/AP Standards 1, 2, 3, 4a; IECE KTS IV VI, VIII; CEC 2]

10. Demonstrate the ability to use a kindergarten screening instrument and describe the impact on curriculum planning. Tasks 1, 5 [NAEYC Initial/AP Standards 1, 3, 4d; IECE KTS I, IV; CEC 3, 4, 7, 8]

11. Explore ethics in the field of education for teachers of kindergarten in public schools. Tasks 7, 8 [NAEYC Initial/AP Standard 5; IECE KTS VII; CEC 9];

12. Compile resources to support the development and learning of children in kindergarten and support families. Task 2 [NAEYC Initial/AP Standard 1, 2, 4c, 4d; IECE KTS I, II; CEC 2, 5]

13. Develop an understanding of response to intervention at the kindergarten level. Tasks 4, 7 [NAEYC Initial/AP Standards 1, 3; IECE KTS I, II, IV; CEC 1, 3, 4, 5, 6, 7, 8, 10]

14. Participate in professional learning communities. Task 9, 10 [NAEYC Initial/AP Standards 2, 5; IECE KTS VI, VII; CEC 9, 10]

15. Create a preschool-kindergarten agenda for collaboration. Task 9 [NAEYC Initial/AP Standards 2, 5; IECE KTS VI, VII, X; CEC 10]

16. Analyze, critique, and apply current research regarding best practices in kindergarten. Tasks 7, 8, 9, 10 [NAEYC Initial/AP Standard 5; IECE KTS VII; CEC 9]

4. **Textbook Options and Resources:** (See end of syllabus for Resources)


4) Kentucky Core Academic Standards for English/Language Arts Mathematics, and Science for Kindergarten; Core Content for Kindergarten.

5. **Course Requirement Options and Grading Scale:**

1. Develop a Unit to teach English/Language Arts in part one of the course and a Unit to teach Math content in part two of the course *[NAEYC Initial/AP Standards 1, 3, 4a, 4b, 4c, 4d; IECE KTS I, II, III, IV, V, IX; CEC 2, 3, 4, 5, 6, 7, 8, 10]*
2. Kindergarten Resource List for lessons and learning centers; design a learning center *[NAEYC Initial/AP Standards 1, 2, 4c, 4d; IECE KTS I, II; CEC 2, 3, 4, 5]*
3. Classroom Management Evaluation and Reflection *[NAEYC Initial/AP Standards 4b, 5; IECE KTS II, VII; CEC 5, 8, 9]*
4. Intervention Plan *[NAEYC Initial/AP Standards 1, 3; IECE KTS I, II, IV; CEC 1, 3, 4, 5, 6, 7, 8, 9, 10]*
5. Analysis of Kindergarten Screens with Curriculum Implications *[NAEYC Initial/AP Standards 1, 3, 4d; IECE KTS I, IV; CEC 1, 3, 4, 5, 6, 7, 8, 9, 10]*
6. Comparative Analysis of Curriculum Maps and Pacing Guides *[NAEYC Initial/AP Standards 1, 4d; IECE KTS I, VII]*
7. Reflective Responses to Readings *[NAEYC Initial/AP Standards 1, 5, IECE KTS VII; CEC 9]*
9. Preschool–Kindergarten Agenda for Professional Learning Community *[NAEYC Initial/AP Standards* 5, IECE KTS VI, VII, X; CEC 2, 9, 10]*
10. Professional Growth Plan Reflection *[NAEYC Initial/AP Standard 5*, IECE KTS VII*; CEC 9, 10]*

11. Tests
12. Class Participation

*Depending on topics or specific growth plan goals, additional Standards may be applicable.

**Field Experience Assignments**
Students will complete various field assignment activities related to course topics as required by assignments. Reflections will be submitted with assignments.

1. Teaching Kindergarten Unit
2. Analysis of Brigance Kindergarten Screen with implications for instructional planning
3. Attendance at Professional Learning Community
4. Interview of District professional regarding curriculum maps and/or pacing guides
5. Observation and Interview with Kindergarten teacher to develop intervention plan

**GRADING SCALE:**

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

6. **Teaching Approaches**

- Online or hybrid delivery includes interactive discussions with individual consultations as needed
- Reflective reading, research, application
- Lecture/discussion
- Critical analysis of global practices and approaches
- Cooperative Learning Groups; collaborative projects
• Oral and Written Presentations
• Self-Assessment; Program Evaluations
• Field Experience in Kindergarten includes observation, assessment, instruction, interviews, and reflection
• Guest Speakers
• Technology (including blog-abroad with international trip) and Internet Resources including selected video presentations

7. **Course Outline:**

I. Today’s Kindergarten:
   1. Readiness: involving preschool and kindergarten teachers, families, schools, and community
   2. History/philosophy of kindergarten programs
   3. Current Issues and Trends
   4. Research on best practice in kindergarten

II. The Kindergarten Classroom and Program:
   1. Developmental characteristics of kindergarten learners with and without special needs
   2. Creating an environment for learning (indoor and outdoor)
   3. Planning, teaching, and assessing learning activities for diverse groups including cultural/linguistic and developmentally different
   4. Classroom management in kindergarten
   5. Assessing and entering data; monitoring and reporting progress
   6. Organization of kindergarten classrooms
   7. Classroom assistants and volunteers
   8. CIITS, PD 360 and district resources
   9. Community resources
   10. Family support and involvement
   11. Kindergarten within the school context
   12. Preschool – kindergarten teacher collaboration
   13. Response to Intervention in Kindergarten

III. Content Area Curriculum:
   1. E/LA Strands: Reading, Writing, Speaking & Listening, Language, Foundational Skills
   2. Mathematics
   3. Science
   4. Social Studies
   5. Arts & Humanities
   6. Practical Living Vocational Studies
   7. Technology
   8. Other
   9. KCAS/Core Content
   10. Curriculum resources and adopted programs and materials
   11. Instructional methods
   12. Curriculum maps

8. **Instructional Activities**
   • Lecture/discussion
   • Demonstrations
   • Critical analysis
- Cooperative Learning Groups
- Presentations
- Field Experiences
- Assessment
- Guest Speakers
- Research and Reflective Reading
- Technology and Internet Resources
- Student planning, observation, recording, and reflection

9. Bibliography as appropriate (listings should include author, title, publication date, and an indication as to whether the Montgomery Library currently holds this item)


School Readiness Articles.

**Professional Organizations as Resources**

1. Association of Early Childhood Education International (ACEI)
   www.acei.org

2. National Association for the Education of Young Children (NAEYC)
   www.naeyc.org

3. The Council for Exceptional Children: Division of Early Childhood (DEC)
   http://www.dec-sped.org/

4. Kentucky Department of Education
   www.education.ky.gov

5. The Kindergarten Teacher
   www.kindergartenteacher.com

6. Kindergarten Teaching – How
   www.kindergarten-lessons.com/kindergarten-teaching.html

7. Curriculum Associates: Brigance Kindergarten Screen linked to Core Academic Standards
   www.curriculumassociates.com

8. Frank Porter Graham Child Development Institute http://fpg.unc.edu/

9. National Center for Early Development and Learning (NCEDL)

10. **Performance Standards/Competencies**

   **IECE Teacher Standards:**
   - IECE Standard I: Designs/Plans Instruction
   - IECE Standard II: Creates/Maintains Learning Environment
   - IECE Standard III: Implements Instruction
   - IECE Standard IV: Assesses & Communicates Learning Results
   - IECE Standard V: Reflects/Evaluates Professional Practices
   - IECE Standard VI: Collaborates with Colleagues/Families/Others
   - IECE Standard VII: Engages in Professional Development
   - IECE Standard VIII: Supports Families
   - IECE Standard IX: Implements Technology
   - IECE Standard X: Provides Leadership within School, Community, and Community

   **NAEYC Initial/Advanced Program Standards:**
   - Standard #1: Promoting Child Development & Learning
• Standard #2: Building Family & Community Relationships
• Standard #3: Observing, Documenting, & Assessing to Support Young Children and Families
• Standard #4a: Connecting with Children and Families
• Standard #4b: Using Developmentally Appropriate Approaches
• Standard #4c: Understanding Content Knowledge in Early Education
• Standard #4d: Building Meaningful Curriculum
• Standard #5: Growing as a Professional

**NAEYC Essential Professional Tools in Advanced Programs:**
• Cultural Competence – Tasks 1, 4, 5, 7, 8
• Knowledge and Application of Ethical Principles – Tasks 7, 8
• Communication Skills – Tasks 5, 7, 8, 9
• Mastery of Relevant Theory and Research – Tasks 3, 6, 7, 8, 9
• Skills in Identifying and Using Professional Resources Tasks 1, 2, 3
• Inquiry Skills and Knowledge of Research Methods Tasks - 3, 6, 7, 8, 9
• Skills in Collaborating, Teaching, and Mentoring Tasks 1, 4, 5, 9
• Leadership Skills – Tasks 9, 10

**Council for Exceptional Children – Division of Early Childhood Standards:**
• Standard 1: Foundations
• Standard 2: Development and Characteristics of Learners Knowledge
• Standard 3: Individual Learning Differences
• Standard 4: Instructional Strategies
• Standard 5: Learning Environments/Social Interactions
• Standard 6: Language
• Standard 7: Instructional Planning
• Standard 8: Assessment
• Standard 9: Professional and Ethical practice
• Standard 10: Collaboration

**EPSB Themes**

**Diversity** – Course Content and Field Experiences
• Emphasizes creation of curriculum and learning environments that recognizes and values diversity as a strength
• Plans activities to support and expand cultural knowledge and behavior of children

**Assessment** – Course Content and Field Experiences
• Assesses development and learning of children entering kindergarten, analyzes outcomes, communicates results, and plans appropriate instruction

**Literacy/Reading Instruction** – Course Content and Field Experiences
• KCAS E/LA Standards used to guide instruction to support language development and literacy and reading instruction

**Closing the Achievement Gap** – Field Experiences
• Provides practical experience to support young children’s development based on outcomes of K-Brigance screen to narrowing the achievement gap.

**Diversity Proficiencies**
1. KTS/IECE 1.c Individualize curriculum, instruction plans, and assessment strategies for ALL children.
2. KTS/IECE 1.g Plan experiences and instruction based on family strengths, resources, priorities, and concerns.
3. KTS/IECE 2.f Create and maintain culturally responsive environments to support all children and families.
4. KTS/IECE 3.e Implement culturally responsive learning experiences to support children and their families.
5. KTS/IECE 6.f Articulate individual outcomes and unique needs for each child to staff and volunteers.
6. KTS/IECE 8.b Individualize interactions and activities that demonstrate sensitivity to characteristics of each child’s family community.
7. 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 classroom procedures
- 2d: 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
- 4c: Communicating with families
- 4d: Participating in a professional community
- 4e: Growing and developing professionally
- 4f: Demonstrating professionalism
1. **Description:**

   This capstone course is designed to increase classroom management, instructional, and assessment competencies. Involves planning, implementation, and evaluation of integrated curricula and activity-based instructional methods for children birth to primary in home-based and inclusive center-based settings. Provides practice in developing IEP/IFSP activity matrices; adapting the learning environment and instruction across content areas to meet the diverse needs of young children; and advancing collaboration skills to guide inclusive practices. The professional portfolio will be completed and submitted for further evaluation by the School of Education faculty. Students participate in supervised field experiences to prepare for their assigned student teaching placements.

   **Required:** 20 hours of field experience

   **Pre-requisites:** Admitted to IECE teacher preparation in the Master of Arts in Teaching (MAT) program.

   This course may be offered concurrent with IECE 480 in online or hybrid format. IECE 580/581 will be completed as Part I and Part II over two grad terms to meet requirements for IECE capstone course. A separate syllabus for each grad term will be provided.

2. **Course Credits:** 1.5 credit hours; must be taken both grad terms for 3 credits total.

3. **Course Objectives:** Upon completion of this course, the student will be able to

   1. Develop proficiency in planning, implementing, and evaluating lessons to support the learning of young children across domains and content areas in a variety of formats [Tasks 1, 2]; [NAEYC Initial AP Standards 1, 3, 4a, 4b, 4c, 4d; IECE KTS I, II, III, IV, V, IX; CEC 2, 3, 4, 5, 6, 7, 8]
2. Adapt and individualize curriculum and instruction and modify the environment to support the learning of children with diverse needs; [Tasks 1, 2, 3, 4, 5]; [NAEYC Initial AP Standards 1, 3, 4a, 4b, 4c, 4d; IECE KTS I, II, III, IV, V, IX; CEC 3, 4, 5, 7]
3. Design a sequence of learning experiences for young children at various age levels; [Task 1]; [NAEYC Initial AP Standards 1, 4c, 4d; IECE KTS I, IX; CEC 3, 4, 5, 6, 7, 8]
4. Assess personal competencies regarding IECE teacher standards and develop an action plan focusing on areas for improvement; [Task 1]; [NAEYC Initial AP Standard 5, IECE KTS V, VII; CEC 9]
5. Demonstrate appropriate uses of technology to support the learning and development of young children; [Task 1, 2, 3]; [NAEYC Initial AP Standards 1, 3, 4a, 4b, 4c, 4d; IECE KTS I, II, III, IV, V, IX; CEC 4, 5, 6]
6. Evaluate the effectiveness of inclusive learning environments for young children with and without disabilities; [Tasks 1, 2, 4]; [NAEYC Initial AP Standards 1, 4b, 4c, 4d; IECE KTS II, IV, IX; CEC 2, 3, 4, 5]
7. Collaborate with a variety of early childhood professionals and families in support of children’s growth and development; [Tasks 1, 2]; [NAEYC Initial AP Standards 2, 3, 4a, 5; IECE KTS IV, V, VI, VIII; CEC 10]; and
8. Identify a leadership opportunity that can enhance child learning and/or the professional environment of the school, community, or program. [Task 1]; [NAEYC Initial AP Standards 2, 5; IECE KTS X; CEC 9, 10]

4. **Textbooks Required**


   2) Pianta, R.C., La Paro, K.M., & Hamre, B.K. (2008). *Classroom assessment scoring system (CLASS)*. Baltimore: Paul H. Brookes Publishing. ISBN: 978-1-55766-943-8. If purchased for IECE 301, IECE 440, and/or IECE 384 you will NOT NEED to purchase this item. It is only purchased once for the ECE/IECE programs and is completed over three courses.

   **Students will also use:**


   2) Kindergarten Core Academic Standards (E/LA, Math, Science) and Program of Studies/Core Content.

5. **Course Requirements & Tasks:**

   1. Submit a passing CAP 6 Portfolio (2 or 3 on a 3 point scale with no IECE KTS scoring below a 2). [NAEYC Initial/AP Standards 1, 3, 4a, 4b, 4c, 4d; IECE KTS I-X; CEC 2, 3, 4, 5, 6, 7, 8, 9]

   2. Portfolio artifacts developed in IECE 680 include:

      a. Résumé/Vita [NAEYC Initial/AP Standard 5; IECE KTS VII; CEC 9]

      b. Philosophy of Early Childhood Inclusive Education [NAEYC Initial/AP Standards 1, 2, 4a, 4b, 4c, 4d, 5; IECE KTS VII; CEC 1]

      c. Rationales linking artifacts to IECE KTS [NAEYC Initial/AP Standard 5; IECE KTS VII; CEC 9]

      d. Source of Evidence – CAP 7 Professional Growth Plan (PGP) including documentation of PGP from CAP 5 and 6 growth and Self-Assessments of IECE KTS, PGES, and Disposition competencies [NAEYC Initial/AP Standard 5; IECE KTS VII; CEC 9]
e. Source of Evidence – Unit Plan with sequence of three SE lesson plans including pre-assessments and plans for formative and summative assessments [NAEYC Initial/AP Standards 2, 3, 4a, 4b, 4c, 4d; IECE KTS I, IV, IX; CEC 3, 4, 5, 6, 7, 8]

f. Portfolio must include lessons in all three IECE levels: birth-to-three, preschool, and kindergarten.

g. Source of Evidence – Collaborative Leadership Plan [NAEYC Initial/AP Standards 5; IECE KTS VI, X; CEC 10]

h. CLASS Protocol completed and final Reflection [NAEYC Initial/AP Standards 1,4a, 4b, 4c, 5; IECE KTS V, VII, CEC 3, 4, 5, 6, 7, 9]

i. Multiple and Varied Assessment Strategies [NAEYC Initial/AP Standard 3; IECE KTS IV; CEC 8]

j. Response to Codes of Ethics, DEC Recommended Practices, and DAP (3rd) [NAEYC Initial/ AP Standard 5; IECE KTS VII; CEC 9]

3. Disability Report with Research Component and Presentation) [NAEYC Initial/AP Standards 1, 4a, 4b, 4c, 5; IECE KTS I, V, VI; CEC 1, 2, 3, 4, 8, 9]

4. Co-Teaching Modules [NAEYC Initial/AP Standards 1, 3, 4a, 4b, 4c, 5; IECE KTS I, II, IV, V, VI, VII, IX; CEC 7, 9, 10]

5. Tests

6. Class Participation

Field Experience Assignments: CLASS Videotape; Unit Planning; Collaborative Leadership Planning; Pre-Student Teaching Reflective Journals from both placements.

GRADING SCALE:

A = 90-100%  900 – 1000 points
B = 80 - 89%  800 – 899 points
C = 70 - 79%  700 – 799 points
D = 60 - 69%  600 – 699 points
E = below 60% below 600 points

7. Teaching Approaches

- Online or hybrid delivery includes interactive discussions with individual consultations as needed
- Reflective reading, research, application
- Lecture/discussion
- Critical analysis of methods, curriculum, and approaches
- Cooperative Learning Groups; collaborative projects
- Oral and Written Presentations
- Self-Assessments; Professional Growth
- Field Experience in two IECE settings including preschool and developmental intervention or kindergarten
- Guest Speakers

8. Course Outline

I. Framework for Curriculum
   A. Evidence-based practice
   B. Linking Assessment
   C. EC Standards
   D. Program of Studies, Core Content
II. Instructional Strategies
   A. Curriculum Modifications
   B. Embedded Instruction
   C. Child-focused Instructional Strategies
   D. Classroom Organization and Management
   E. Instructional Support

III. The Learning Environment
   A. Designs
   B. Modifications
   C. Providing Guidance
   D. Evaluation

IV. Collaboration and Teaming
   A. Family Partnerships
   B. Working across Disciplines
   C. Activity-based Intervention
   D. Transition Plans

9. Course Resources:


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**Other Resources**


**Professional Organizations as Resources**

1. Association of Early Childhood Education International (ACEI)
   www.acei.org
2. National Association for the Education of Young Children (NAEYC)
   www.naeyc.org
3. The Council for Exceptional Children: Division of Early Childhood (DEC)
   http://www.dec-spied.org/
4. Kentucky Department of Education
   www.education.ky.gov
5. The Kindergarten Teacher
   www.kindergartenteacher.com
6. Kindergarten Teaching – How
   www.kindergarten-lessons.com/kindergarten-teaching.html
7. Frank Porter Graham Child Development Institute http://fpg.unc.edu/
8. National Center for Early Development and Learning (NCEDL)

**10. 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 aspects of all ten of the Kentucky IECE Teacher Standards may be embedded into this course, competency development in the following are emphasized:

**IECE Teacher Standards:**

- IECE Standard I: Designs/Plans Instruction
• IECE Standard II: Creates/Maintains Learning Environment
• IECE Standard III: Implements Instruction
• IECE Standard IV: Assesses and Communicates the Learning Results
• IECE Standard V: Reflects/Evaluates Professional Practices
• IECE Standard VI: Collaborates with Colleagues/Families/Others
• IECE Standard VII: Engages in Professional Development
• IECE Standard VIII: Supports Families
• IECE Standard IX: Implements Technology
• IECE Standard X: Leadership

**NAEYC Initial Program Standards:**
- Standard #1b, 1c: Promote Child Development & Learning
- Standard #2a, 2c: Building Family & Community Relationships
- Standard #3b, 3c, 3d: Observing, Documenting, & Assessing to Support Young Children and Families
- Standard #4a, 4b, 4c, 4d: Teaching and Learning
- Standard #5a, 5c, 5d: Becoming a Professional

**CEC/DEC Special Education Standards:**
- Standard #1: Foundations
- Standard #2: Development and Characteristics of Learners Knowledge
- Standard #3: Individual Learning Differences
- Standard #4: Instructional Strategies
- Standard #5: Learning Environments & Social Interactions
- Standard #6: Language
- Standard #7: Instructional Planning
- Standard #8: Assessment
- Standard #9: Professional and Ethical Practice
- Standard #10: Collaboration

**EPSB Themes**

**Diversity** – Course Content and Field Experiences
- Emphasizes creation of learning environments that recognizes and values diversity as a strength
- Plans activities to support and expand cultural knowledge and behavior of children

**Assessment** – Course Content and Field Experiences
- Assesses development and learning of children birth through kindergarten and communicates results

**Literacy/Reading Instruction** – Course Content and Field Experiences
- KCAS and EC Standards used to guide instruction to support language development and literacy and reading instruction

**Closing the Achievement Gap** – Field Experiences
- Provides practical experience to support young children’s development and learning in high quality programs consistent with research suggesting the connection to narrowing the achievement gap.

**Diversity Proficiencies**
1. KTS/IECE 1.c Individualize curriculum, instruction plans, and assessment strategies for ALL children.
2. KTS/IECE 1.g Plan experiences and instruction based on family strengths, resources, priorities, and concerns.
3. KTS/IECE 2.f Create and maintain culturally responsive environments to support all children and families.
4. KTS/IECE 3.e Implement culturally responsive learning experiences to support children and their families.
5. KTS/IECE 6.f Articulate individual outcomes and unique needs for each child to staff and volunteers.
6. KTS/IECE 8.b Individualize interactions and activities that demonstrate sensitivity to characteristics of each child’s family community.
7. 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](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 classroom procedures
2d: 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
4c: Communicating with families
4d: Participating in a professional community
4e: Growing and developing professionally
4f: Demonstrating professionalism

**NAEYC Essential Professional Tools in Advanced Programs:**
- Cultural Competence – Tasks 1, 2, 3, 4, 5, 7
- Knowledge and Application of Ethical Principles – Tasks 1, 2, 3, 4, 7
- Communication Skills – Tasks 1, 2, 3, 4, 6, 7
- Mastery of Relevant Theory and Research – Task 3
- Skills in Identifying and Using Professional Resources Tasks 1, 2, 3, 7
- Inquiry Skills and Knowledge of Research Methods Tasks – 1, 2, 3
- Skills in Collaborating, Teaching, and Mentoring Tasks 1, 2, 4, 7
Leadership Skills – Tasks 1, 2, 3, 7

<table>
<thead>
<tr>
<th>IECE Teacher Standard</th>
<th>Sources of Evidence Artifact(s)</th>
<th>Course(s)</th>
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</thead>
<tbody>
<tr>
<td>I. Designs/Plans Instruction</td>
<td>K-W-H-L Chart&lt;br&gt;Curriculum Web&lt;br&gt;Unit of Study with assessments for unit objectives&lt;br&gt;Three SE lesson plans with assessments for lesson objectives&lt;br&gt;Family Newsletter&lt;br&gt;Team Agenda&lt;br&gt;Individual Child Activity Matrix&lt;br&gt;Intervention Plan – Kindergarten&lt;br&gt;Family Child Case Study including the Trans disciplinary Play-Based Assessment (TPBA) and Report&lt;br&gt;Optional: PowerPoint or Digital Story Overview</td>
<td>IECE 580/581&lt;br&gt;IECE 520/521&lt;br&gt;IECE 301, IECE 385,&lt;br&gt;IEC 685&lt;br&gt;IECE 420/520/521&lt;br&gt;IECE 470</td>
</tr>
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| II. Creates/Maintains Environment | Classroom Management Plan: <br>• The Inclusive Learning Environment with Indoor and Outdoor Floor Plans<br>• Three-Tier Strategy for Preventing and Addressing Challenging Behavior<br>Optional: Infant/Toddler and Kindergarten supplements | IECE 301, IECE 440<br>Floor Plans: ECE 280 and/or IECE 301<br>IECE 385, IECE 420 or 520/521<br>IECE 660<br>IECE 384, IEC 685 |

| III. Implements/Manages Instruction | Plan & Teach a Lesson: SE Lesson, Analysis/Reflection Documentation and Completed Assessments<br>Dialogic Reading Project; Oral Language Project<br>Family Collaborative Project: Overview OR | IECE 301, 360, 381, 382, 383, 385, 420/520/521<br>IECE 580/581, 628, 685<br>IECE 460 |
# IV. Assesses & Communicates Learning Results

<table>
<thead>
<tr>
<th>Ecological Case Study</th>
<th>Assessments related to Early Childhood Special Education Services</th>
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<tbody>
<tr>
<td></td>
<td>Developmental Screen (e.g., Ages &amp; Stages, Brigance, DIAL 3 or 4, Denver, DOLCS); and Diagnostic Evaluation Report (e.g., Battelle, Bayley)</td>
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<td>[IV. a, b, c, d, f]</td>
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<td></td>
<td>IEC 630</td>
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<td>IEC 385, 416, 420, 460, 470; ECE 130, 230, 270</td>
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<td></td>
<td>IECE 420/520/521</td>
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<td>Classroom Instructional Assessment</td>
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<td>Curriculum-Based Assessment (published e.g., Creative Curriculum, TS-Gold, LAP-3, E-LAP, The Ounce Scale, AEPS, COR); or Assessment Report aligned to EC Standards ACIRI</td>
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<td>[IV. a, b, c]</td>
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<td>IEC 385, 460, 470;</td>
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<td>ECE 130, 230, 270, 411</td>
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<td>IEC 628</td>
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<td>Assessment to Monitor Progress and/or Assess Instruction</td>
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<td>Three different teacher created completed informal assessment strategies</td>
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<td>[IV. b, c]</td>
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<td>IEC 301, 360, 381, 382, 383, 384, 385, 416, 420, 440, 460, 470, IEC 580/581; ECE 130, 230, 270</td>
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<td>V. Reflects On &amp; Evaluates Professional Practices</td>
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<td></td>
<td>Classroom Assessment Scoring System (CLASS): Self-Evaluation from Videotape</td>
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<tr>
<td></td>
<td>Emotional Support (Social Story)</td>
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<td>Classroom Organization (Social Story &amp; Taught Lesson)</td>
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<td>Instructional Support (Taught Lesson)</td>
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<td>[V. a, b, d]</td>
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<td>CLASS Reflective Analysis</td>
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<td>[V. b, c]</td>
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<td>IEC 301, 440, 384,</td>
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<td>IEC 580/581</td>
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<td>1 Program Evaluation with Action Plan (e.g., ECERS, ITERS, ELLCO, CHELCO, CLASS, DEC Program Evaluation, Quality Self-Study) [V.d]</td>
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<td>IEC 381, 385, 420/520/521, 475; IECE 627, IECE 628 ECE 270</td>
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<td>Global Competencies Self-Assessment; Reflection with Growth Plan</td>
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<td>[V. a, b, d]</td>
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<td>IEC 625</td>
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<td>VI. Collaborates with Colleagues/Families/Others</td>
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<td></td>
<td>Social Story; SE Collaborative Leadership</td>
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<td>Optional: Behavior Support Plan</td>
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<td>[VI. a, b, c, d, f, g]</td>
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<td>IECE 440</td>
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<td>ELL Family/Teacher Collaboration Project SE Collaborative Leadership</td>
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<td>OR</td>
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<td></td>
<td>Community Service Project; SE Collaborative Leadership Ethnographic Interview; SE Collaborative Leadership Transition Plan Technology Guide for Families</td>
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<td>[VI. a, b, e, h]</td>
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<td>IECE 360, 625</td>
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<td>IEC 626</td>
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<td>IEC 685</td>
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<td></td>
<td>CAP 2: PPGP Self-Assessments (IECE KTS, Disposition); PPGP TPA Task E with Progress Update documentation</td>
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<td>Cap 5 Admission; 580/581</td>
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<tr>
<th>VII. Engages in Professional Development</th>
<th>CAP 3: Self-Assessments (IECE KTS, Disposition; SE KY Framework for Teaching); CAP 3: SE Pre-Professional Growth Plan Optional: Reflections on professional meetings or conferences attended</th>
<th>[VII. a, b, c, d, e]</th>
<th>Documentation: any course</th>
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<tr>
<td></td>
<td>Action Research and/or Debate Project</td>
<td>[VII. d, e, f]</td>
<td>IECE 400 or 410 SED 605</td>
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<td>Response to Codes of Ethics; DEC Recommended Practices; Developmentally Appropriate Practices</td>
<td>[VII. f]</td>
<td>IECE 580/581</td>
</tr>
<tr>
<td>VIII. Supports Families</td>
<td>Individualized Family Service Plan (IFSP) with A-1, A-2, OR SE Lesson, Analysis/Reflection for individual intervention and Resources for Family</td>
<td>[VIII a, b, c, d, e]</td>
<td>IECE 460</td>
</tr>
<tr>
<td>IX. Demonstrates the Implementation of Technology</td>
<td>Plan, teach lesson that engages children in use of technology: SE Lesson, Analysis/Reflection with documentation and assessments Optional: Other technologies as needed</td>
<td>[IX a, b, c]</td>
<td>IECE 384</td>
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<tr>
<td></td>
<td>Web page</td>
<td>[IX e]</td>
<td>IECE 384</td>
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<tr>
<td></td>
<td>Assistive Technology Project with photos (PECS or other)</td>
<td>[IX c, d]</td>
<td>IECE 384, IEC 685</td>
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<td></td>
<td>Software Evaluation</td>
<td>[IX b, c]</td>
<td>IECE 384</td>
</tr>
<tr>
<td>X. Provides Leadership Within School/ Community/ Profession</td>
<td>*SE: Collaborative Leadership Project Program Philosophy/Strategic Plan</td>
<td>[X a, b, c, d]</td>
<td>IEC 580/581, IEC 626, IEC 627 IEC 360, IECE 410</td>
</tr>
</tbody>
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Lessons in the portfolio must include all IECE levels: birth-to-three, preschool, and kindergarten.
School of Education Theme: Empowerment for Learning
Conceptual Framework Model

1. **Description:**

This course provides an in-depth study of selected topics in early education from a global perspective. A comparative education focus is designed to increase intercultural competence and prepare globally literate early childhood professionals. Educational practices and service delivery methods around the world are investigated and analyzed for potential application. Global education curriculum and resources are developed for early childhood classrooms. Attention is given to international program approaches including Reggio Emilia and Montessori. Optional: international practicum.

2. **Course Credit:** 3 credits

3. **Course Objectives:** Upon completion of this course, the student will be able to:

1) Investigate, research, analyze, compare, and discuss global early care and education systems, program models, policies, and practices and the impact on young children and families; Tasks 1, 2, 3, 6, 7, 8, 9 [NAEYC Initial/AP Standards 1, 2, 3, 4a, 4d, 5; IECE KTS IV, V, VII; CEC 1, 2, 3, 5, 6, 9]

2) Demonstrate an understanding of the contexts and perspectives found in global early childhood issues; Tasks 1, 3, 5, 6, 7, 8, 9 [NAEYC Initial/AP Standards 1, 2, 4c, 4d, 5; IECE KTS IV, V, VII; CEC 2, 6, 9]

3) Compare international education practices and evaluate effectiveness for inclusive early childhood and intervention settings; Tasks 1, 2, 3, 6, 7, 8 [NAEYC Initial/AP Standards 1, 2, 4b, 4c, 5; IECE KTS I, V, VII; CEC 1, 5, 6, 7, 9]
4) Communicate personal positions on current issues in global education; Tasks 1, 3, 6, 8 [NAEYC Initial/AP Standard 5; IECE KTS V, VII, X; CEC 9]
5) Articulate and explain the principles of global education; Tasks 1, 6, 8, 9 [NAEYC Initial/AP Standards I, 2, 4a, 4b, 4c, 4d, 5; IECE KTS I, V, VII, VIII; CEC 9]
6) Describe the globally literate early childhood professional and assess personal global competencies; Tasks 6, 9, 10 [NAEYC Initial/AP Standard 5; IECE KTS VII, X; CEC 9]
7) Compile resources and develop an integrated global education curriculum plan for early childhood classrooms. Tasks 2, 4, 5 [NAEYC Initial/AP Standards 1, 2, 4a, 4b, 4c, 4d; IECE KTS I, II, III, V, VIII, IX; CEC 4, 5, 7]

4. Course Textbook Options

1) Kentucky Core Academic Standards for English/Language Arts Mathematics, and Science for Kindergarten; Core Content for Kindergarten.
6) Students will utilize multiple resources found in the Bibliographical Resource section of this syllabus.

5. Course Requirement Options and Grading Scale:

1) Reflective responses to readings; [NAEYC Initial/AP Standards 1, 2, 4a, 5; IECE KTS II, VI, VII; CEC I, 2, 3, 5, 6, 7, 9]
2) Global Curriculum Project: Research report on selected country with corresponding Curriculum Integration Plan referencing both early childhood standards and the Kentucky Academic Standards for Kindergarten; [NAEYC Initial/AP Standards 2, 4a, 4b, 4c, 4d, 5; IECE KTS I, II, III, VI, VII; CEC 2, 3, 4, 5, 7, 9]
3) Comparative analysis including professional journals and other resources for two program models or approaches (international practicum or local field experience); [NAEYC Initial/AP Standards 3, 4b, 4c, 4d, 5; IECE KTS IV, V; CEC I, 2, 3, 5, 6, 7, 9]
4) Children’s book list (annotated) and activity with home link; [NAEYC Initial/AP Standards 1, 2, 4a, 4b, 4c; IECE KTS I, II, VIII; CEC 4, 5, 6, 7]
5) Classroom environment resource list; professional agencies, organizations, websites; [NAEYC Initial/AP Standards 1, 2, 4a, 4b, 4c; IECE KTS I, II, VIII; CEC 2, 5, 6]
6) Global Current Issue PD, seminar, or workshop (6-8 PP slides) on selected topic designed for teachers, administrators, families, other EC professionals; [NAEYC Initial/AP Standards* 1, 2, 5; IECE KTS I, V, VIII, X]; CEC 2, 3, 5, 9]
7) Ethnographic Interviews SE: Collaborative Leadership; [NAEYC Initial/AP Standards 1, 2, 3, 5; IECE KTS IV, V, VIII; CEC 1, 2, 3, 6, 7, 9, 10]
8) Curriculum evaluation using 12 principles of global education; [NAEYC Initial/AP Standards 4a, 4b, 4c, 5; IECE KTS I, V, VII; CEC 1, 2, 5, 9]
9) Assessment of Global Competencies; [NAEYC Initial/AP Standard 5*, IECE KTS VII*, CEC 2, 3, 5, 9]
10) Professional Growth Plan Reflection [NAEYC Initial/AP Standard 5, IECE KTS VII; CEC 9]
11) Tests; and
12) Class Participation
   *Depending on Topic of PD, seminar, or workshop, additional NAEYC Standards may apply.

Field Experience Assignments
Students will complete various field assignment activities related to course topics as required by assignments. Reflections will be submitted with assignments.

1. Integrated Curriculum Plan
2. Children’s Literature Activity
3. Ethnographic Interviews
4. Observations – Evaluating curriculum
5. Investigation of two program models
6. International Field Experience is an option in this course

GRADING SCALE:

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

6. Teaching Approaches
   • Online or hybrid delivery includes interactive discussions with individual consultations as needed
   • Reflective reading, research, application
   • International practicum option with alternative comparable local field experiences
   • Lecture/discussion
   • Critical analysis of global practices and approaches
   • Cooperative Learning Groups; collaborative projects
   • Oral and Written Presentations
   • Self-Assessment; Program Evaluations
   • Guest Speakers
   • Technology (including blog-abroad with international trip) and Internet Resources including selected video presentations
   • Ethnographic interviews
   • Student planning, observation, recording, and reflection
   • Observation and Assessment

7. Class Session Outline

   I. Global Education and Perspectives
      a. Rationale, Need for Globally Literate Early Childhood Professionals
      b. Defining Global Education – 12 Principles
      c. Intercultural Competency
   II. Investigating the World’s Children
      a. Current Issues, Trends
III. Educating Children Around the World
   a. Situational Analysis
   b. Education and Children
   c. Inclusion, Humanitarian Efforts
   d. Family Issues
   e. Implications for Learning
   f. Advocacy

IV. International Program Models and Service Delivery
   a. Children’s Voices
   b. International Movements, Schools, Programs
   c. Reggio Emilia
   d. Montessori
   e. Serving Children with Special Needs/Rights
   f. Refugees, Immigrants, Other Special Populations
   g. Multicultural American

V. Including Global Education Curriculum
   a. Creating Community
   b. Including the World in the Curriculum
   c. Teaching Global Issues and Themes
   d. Model Curriculum/Themes and Strategies
   e. Resources
   f. Children’s Literature
   g. Technology

VI. Trends, Issues, and Best Practices

VII. Reflection and Application

8. Bibliography as appropriate (listings should include author, title, publication date, and an indication as to whether the Montgomery Library currently holds this item)

Comparative Education Resources:

**Issues in Early Care and Education Resources:**

**Professional Resources:**
1. Association of Early Childhood Education International (ACEI)  
   [www.acei.org](http://www.acei.org)
2. American Forum for Global Education  
   [http://www.ucis.pitt.edu/global/node/64](http://www.ucis.pitt.edu/global/node/64);  
3. Comparative and International Education Society – Institute of International Education  
   [www.cies.us](http://www.cies.us)
4. Early Childhood Technical Assistance Center  
   [www.ectacenter.org/enotes/enotes.asp](http://www.ectacenter.org/enotes/enotes.asp)
5. National Association for the Education of Young Children (NAEYC)  
   [www.naeyc.org](http://www.naeyc.org)
6. International Early Childhood Education Association  
   [www.iecea.org](http://www.iecea.org)
7. International Society for Intercultural Education  
   [www.iaie.org](http://www.iaie.org)
8. Association of Early Childhood Education International (ACEI)  
   [www.acei.org](http://www.acei.org)
9. National Association for the Education of Young Children (NAEYC)  
   [www.naeyc.org](http://www.naeyc.org)
10. National Geographic Society  
    [www.nationalgeographic.com](http://www.nationalgeographic.com)
11. Northeast Global Education Center  
    [http://www.salemstate.edu/ngec/](http://www.salemstate.edu/ngec/);  
    [www.reggiochildrenfoundation.org/?lang=en](http://www.reggiochildrenfoundation.org/?lang=en)
12. International Early Childhood Education Association  
    [www.iecea.org](http://www.iecea.org)
13. The World Factbook  
14. The University of Kentucky toolkit for international studies  
    [http://www.uky.edu/toolkit/the-tools](http://www.uky.edu/toolkit/the-tools)
15. UNESCO  
    [www.unesco.org](http://www.unesco.org)
16. UNICEF  
    [www.unicef.org](http://www.unicef.org)
17. U.S. Dept. of State background notes on foreign countries, located at the University of Pennsylvania.  
    [http://www.state.gov/r/pa/bgn](http://www.state.gov/r/pa/bgn)

9. **Performance Standards/Competencies**

**IECE Teacher Standards:**
- IECE Standard I: Designs/Plans Instruction
- IECE Standard II: Creates/Maintains Learning Environment
- IECE Standard IV: Assesses & Communicates Learning Results
• IECE Standard V: Reflects/Evaluates Professional Practices
• IECE Standard VI: Collaborates with Colleagues/Families/Others
• IECE Standard VII: Engages in Professional Development
• IECE Standard VIII: Supports Families
• IECE Standard IX: Implememts Technology
• IECE Standard X: Provides Leadership within School, Community, and Community

**NAEYC Advanced Program Standards:**
- Standard #1: Promoting Child Development & Learning
- Standard #2: Building Family & Community Relationships
- Standard #3: Observing, Documenting, & Assessing to Support Young Children and Families
- Standard #4a: Connecting with Children and Families
- Standard #4b: Using Developmentally Appropriate Approaches
- Standard #4c: Understanding Content Knowledge in Early Education
- Standard #4d: Building Meaningful Curriculum
- Standard #5: Growing as a Professional

**NAEYC Essential Professional Tools in Advanced Programs:**
- Cultural Competence – Tasks 1 - 10
- Knowledge and Application of Ethical Principles – Tasks 2, 3, 6, 7
- Communication Skills – Tasks 1, 2, 3, 6, 7
- Mastery of Relevant Theory and Research – Tasks 1, 2, 3, 6, 7
- Skills in Identifying and Using Professional Resources Tasks 2, 3, 4, 5, 7
- Inquiry Skills and Knowledge of Research Methods Tasks – 2, 3, 7
- Skills in Collaborating, Teaching, and Mentoring Tasks 2, 6, 7
- Advocacy Skills – Tasks 3, 5, 6
- Leadership Skills – Tasks 6, 7, 10

**CEC/DEC Special Education Standards:**
- Standard #1: Foundations
- Standard #2: Development and Characteristics of Learners Knowledge
- Standard #3: Individual Learning Differences
- Standard #4: Instructional Strategies
- Standard #5: Learning Environments & Social Interactions
- Standard #6: Language
- Standard #7: Instructional Planning
- Standard #9: Professional and Ethical Practice

**EPSB Themes**

**Diversity** – Course Content and Field Experiences
- Emphasizes diversity of national heritage, language, culture in early childhood classrooms
- Examines strategies to support immigrant and refugee children and families
- Examines critical global issues in light of various solutions that could be applicable to early childhood practices in the United States.
- Ethnographic study is an in-depth investigation of a specific culture and perspectives.

**Assessment** – Course Content and Field Experiences
• Assesses classrooms content and the educator competencies for 21st century skills
• Self-assessment of progress toward becoming a globally literate educator

**Literacy/Reading Instruction** – Course Content and Field Experiences
• Access to quality early childhood programs that support literacy is a critical issue examined. International approaches to addressing this issue are examined followed by analysis and reflection on application.
• Children’s book activity links reading and culture.

**Closing the Achievement Gap** – Field Experiences
• Ethnographic study examines issues that impact children of immigrant or refugee families with focus on developing strategies to support transition – and close the achievement gap.
• Lack of access to quality early childhood programs is examined from the global perspective.

**PGES – Framework for Teaching (Charlotte Danielson Model):**
[http://education.ky.gov/teachers/PGES/Pages/PGES.aspx](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 classroom procedures
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
4c: Communicating with families
4d: Participating in a professional community
4e: Growing and developing professionally
4f: Demonstrating professionalism
1. **Description:**

This course provides a comprehensive and practical understanding of the processes to engage in effective collaboration with families, early childhood professionals, and the larger community. Strategies for effective partnerships and interagency alliances to support young children and families are examined. Strengthening interpersonal communication and teaming skills for effective collaboration is emphasized. Content includes plans to support transitions of young children across settings and programs. The role of early childhood professionals as advocates is considered. Prepares early childhood professionals for specialized and leadership roles in collaborative processes.

2. **Course Credit:** 3 credits

3. **Course Objectives:**

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

1) Discuss and demonstrate positive interpersonal communication skills needed to work collaboratively with families, colleagues, and others in professional roles; Tasks 2, 5, 6 [NAEYC Initial/AP Standards 2, 4a, 5; IECE KTS II, VI, VII, VIII; CEC 4, 5, 7, 9, 10]

2) Utilize specific knowledge to develop meaningful partnerships with children’s families and develop reliable alliances in school and community settings; Tasks 3, 4, 6, 8, 10 [NAEYC Initial/AP Standards 2, 4a, 5; IECE KTS II, VI, VII, VIII; CEC 1, 1, 3, 5, 6, 7, 8, 9, 10]

3) Design and implement a plan for effective home-school family partnerships; Tasks 6, 7 [NAEYC Initial/AP Standards 2, 4a, 5; IECE KTS I, II, VI, VII, VIII; CEC 4, 5, 7, 9, 10]
4) Discuss resolution of barriers to effective collaboration and negotiation of complex issues; Tasks 2, 5 [NAEYC Initial/AP Standards 2, 4a, 5; IECE KTS VI, VII, VIII; CEC 9, 10]

5) Explain policies and regulations that govern collaboration between preschool programs and community agencies; Tasks 3, 4 [NAEYC Initial/AP Standards 1, 2, 3, 4a, 5; IECE KTS IV, VI, VII, IX, 1, 2, 4, 5, 6, 7, 8, 9, 10]

6) Plan for the successful transitions of young children including those with special needs; Task 4 [NAEYC Initial/AP Standards 1, 2, 3, 4a; IECE KTS IV, VI, VIII, CEC 1, 2, 4, 5, 6, 7, 8, 9, 10]

7) Articulate and apply ethical guidelines and professional standards in partnerships and collaborative processes; Tasks 2, 3 [NAEYC Initial/AP Standards 2, 4a; IECE KTS VI, VII, VIII, X; CEC 5, 9, 10]

8) Demonstrate the ability to evaluate and reflect on professional decisions and interactions with families and education professionals; Tasks 1, 2, 9, 11 [NAEYC Initial/AP Standards 2, 4a, 5; IECE KTS V, VI, VII, VIII; CEC 9, 10]

9) Explain the different kinds of advocacy and describe methods for building capacity; Tasks 2, 9 [NAEYC Initial/AP Standards 2, 4a, 5; IECE KTS I, V, VI, VII, VIII, IX, X, CEC 9, 10]

10) Identify local, state, and national resources to support young children and their families, including those with disabilities; Task 8 [NAEYC Initial/AP Standards 2, 4a, 5; IECE KTS VI, VII, VIII; CEC 9, 10]

11) Demonstrate an understanding of legislative, non-legislative, and regulatory processes for supporting young children and families; Tasks 8, 10 [NAEYC Initial/AP Standards 2, 4a, 5; IECE KTS I, V, VI, VII, VIII; CEC 9, 10]

12) Discuss the function of advocacy and leadership opportunities within the early childhood profession. Tasks 1, 2, 9, 10 [NAEYC Initial/AP Standards 2, 5; IECE KTS VI, VII, VIII, X; CEC 9, 10]

4. Course Textbook Options:


5. **Course Requirement Options and Grading Scale:**

1) Reflective responses to readings [NAEYC Initial/AP Standard 5; IECE KTS VII; CEC 9]
2) Case studies [NAEYC Initial/AP Standards 2, 4a, 5; IECE KTS VI, VII, VIII; CEC 9]
3) School-Community Collaboration Project with Advocacy Plan (SE Collaborative Leadership) [NAEYC Initial/AP Standards 2, 4a, 5; IECE KTS VI, VIII, IX, X; CEC 5, 9, 10]
4) Transition Plan [NAEYC Initial/AP Standards 1, 2, 3, 4a; IECE KTS IV, VI, VIII; CEC 1, 2, 4, 5, 6, 7, 8, 10]
5) Website Resources for team building and conflict resolution [NAEYC Initial/AP Standards 2, 4a, 5; IECE KTS VI, VII, VIII; CEC 9, 10]
6) COE: Family Notification and Teacher Communication Strategies [NAEYC Initial/AP Standards 2, 4a, 5; IECE KTS I, II, VI, VII, VIII; CEC 4, 5, 7, 9, 10]
7) COE: Verification of QSS for Section 5 – Family and Community Involvement [NAEYC Initial/AP Standards 2, 4a, 5; IECE KTS II, V, VI, VIII; CEC 9, 10]
8) Resource/Agency Chart [NAEYC Initial/AP Standards 2, 4a, 5; IECE KTS VI, VII, VIII; CEC 9, 10]
10) Grant Proposal Review [NAEYC Initial/AP Standards 2, 5; IECE KTS VI, X; CEC 9, 10]
11) Professional Growth Plan Reflection [NAEYC Initial/AP Standard 5*, IECE KTS VII*; CEC 9]
12) Tests
13) Class Participation
   *Depending on topics or specific growth plan goals, additional Standards may be applicable.

**Field Experience Assignments**

Students will complete various field assignment activities related to course topics as required by assignments. Reflections will be submitted with assignments.

1. School-Community Collaborative Project
2. Transition Plan
3. COE: Verification of QSS for Section 5 – Family and Community Involvement
GRADING SCALE:

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

6. Teaching Approaches
   • Online or hybrid delivery includes interactive discussions with individual consultations as needed
   • Reflective reading, research, application
   • Lecture/discussion
   • Critical analysis of case studies
   • Cooperative/collaborative learning activities and projects
   • Oral and Written Presentations
   • Observation and Assessment
   • Guest Speakers
   • Internet resources including videos
   • Self-evaluations and Reflections

7 Class Session Outline

I. Interpersonal Communication for Education Professionals
   A. Positive communication strategies
   B. Interpersonal communication, interview skills
   C. Teaming and collaboration terminology, concepts, philosophy
   D. Across various types of programs and service delivery options
   E. Adult learning principles
   F. Informal and nonverbal communication
   G. Formal communication
   H. Two-way communication, effective listening
   I. Interpersonal problem-solving and resolving conflicts
   J. Professional competencies and skills for collaboration
   K. Co-Teaching, coaching, mentoring, consultation
   L. Appropriate and effective use of media, including social
   M. Codes of Ethics and issues related to educational collaboration

II. Family Partnerships
   A. Teacher-Family Partnerships in early education and intervention
   B. Role of families
   C. Strategies for meaningful family involvement
   D. Benefits and barriers
   E. Effective resources
   F. Cultural and linguistic diversity
   G. Significant events
      • Preparation, home visits
      • Starting school
      • Family/teacher conferences
- Parent education
- Vertical and horizontal transitions
- Special events

III. Collaboration with the Teaching Community
   A. Professional interactive teaming
   B. Teacher consultation
   C. Instructional and assessment issues pertaining to inclusive class
   D. Preschool/Kindergarten Collaboration
   E. Strategies to extend roles: collaboration, preparation, instruction, management
   F. Teams, co-teaching, mentoring, coaching
   G. Para-educators
   H. Professional Learning Communities
   I. Preschool and Kindergarten within larger educational community
   J. Research, reflection, and evaluation of collaborative efforts

IV. School-Community and Interagency Collaboration
   A. Alliances for Empowerment
   B. Head Start
   C. First Steps, Early Intervention Services
   D. Regional Training Centers
   E. Foundation and Corporate Alliances
   F. Early Childhood Councils
   G. Institutions of Higher Education
   H. Child Care Agencies

V. Community Approach to Transitions
   A. Interagency teams and structure
   B. Developing and evaluating the plan

VI. Advocacy
   A. Building capacity
   B. Ethical and legal implications to the workplace
   C. Legislative process
   D. Local opportunities
   E. Media and other resources

7. Bibliography as appropriate (listings should include author, title, publication date, and an indication as to whether the Montgomery Library currently holds this item)

Resources:


**Resources:**

- Association of Early Childhood Education International (ACEI)
  [www.acei.org](http://www.acei.org)
- National Association for the Education of Young Children (NAEYC)
  [www.naeyc.org](http://www.naeyc.org)
- Kentucky Young Advocates [www.kyyouth.org](http://www.kyyouth.org)
- Southern Early Childhood Association (SECA)
http://www.southernearlychildhood.org/
- The Council for Exceptional Children: Division of Early Childhood (DEC)
http://www.dec-sped.org/
- The Pritchard Committee. www.pritchardcommittee.org
- Zero the Three
http://www.zerotothree.org/
- Frank Porter Graham Child Development Institute http://fpg.unc.edu/

8. Performance Standards/Competencies

IECE Teacher Standards:
- IECE Standard I: Designs/Plans Instruction
- IECE Standard II: Creates/Maintains Learning Environment
- IECE Standard IV: Assesses & Communicates Learning Results
- IECE Standard V: Reflects/Evaluates Professional Practices
- IECE Standard VI: Collaborates with Colleagues/Families/Others
- IECE Standard VII: Engages in Professional Development
- IECE Standard VIII: Supports Families
- IECE Standard IX: Implements Technology
- IECE Standard X: Provides Leadership within School, Community, and Community

NAEYC Advanced Program Standards:
- Standard #1: Promoting Child Development & Learning
- Standard #2: Building Family & Community Relationships
- Standard #3: Observing, Documenting, & Assessing to Support Young Children and Families
- Standard #4a: Connecting with Children and Families
- Standard #5: Growing as a Professional

CEC/DEC Special Education Standards:
- Standard #1: Foundations
- Standard #2: Development and Characteristics of Learners Knowledge
- Standard #4: Instructional Strategies
- Standard #5: Learning Environments & Social Interactions
- Standard #6: Language
- Standard #7: Instructional Planning
- Standard #9: Professional and Ethical Practice
- Standard #10: Collaboration

NAEYC Essential Professional Tools in Advanced Programs:
- Cultural Competence – Tasks 3, 4, 6, 7, 8
- Knowledge and Application of Ethical Principles – Tasks 2, 3
- Communication Skills – Tasks 3, 4, 5, 6, 7, 9
- Mastery of Relevant Theory and Research – Task 9
• Skills in Identifying and Using Professional Resources – Tasks 5, 8, 9, 10
• Inquiry Skills and Knowledge of Research Methods – Task 9
• Skills in Collaborating, Teaching, and Mentoring – Tasks 3, 4, 5, 9
• Advocacy Skills – Tasks 5, 8, 10
• Leadership Skills – Tasks 3, 10

PGES Domains
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 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
4c: Communicating with families
4d: Participating in a professional community
4e: Growing and developing professionally
4f: Demonstrating professionalism

EPSB Themes

Diversity – Course Content and Field Experiences
• Emphasizes interpersonal communication skills to gain competencies critical to support diverse families and engage in productive collaboration and teaming
• Includes resource collection and location for diverse families
• Engages community agencies in collaboration efforts to support families

Assessment – Course Content and Field Experiences
• Transition Plan includes assessment of development and resources

Literacy/Reading Instruction – Course Content and Field Experiences
• Community Agencies and Resources identified to support needs of children and families who are English Language Learners

Closing the Achievement Gap – Course Content and Field Experiences
• Transition Plan, Grant Review, Community Collaboration Projects, Advocacy Plan are developed to foster quality early childhood programs – a primary strategy for closing the achievement gap
1. **Description:**

This course prepares students for professional leadership of early childhood programs and agencies across a variety of settings. The various management and supervisory roles inherent in program leadership are considered including program quality, state and federal policies, regulations and laws, professional development and training of personnel, families, community agencies, facilities, and budgeting. Special consideration is given to leadership as a classroom teacher. The development of a program philosophy, mission, and goals is emphasized in relationship to program purpose.

2. **Course Credit:** 3 credits

3. **Course Objectives:** Upon completion of this course, the student will be able to:

   1) Describe the competencies needed for a visionary leader of early childhood programs. Tasks 1, 3, 4, 7, 9, 10 [NAEYC Initial/AP Standard 5; IECE KTS V, VII, X; CEC 1, 9]
   2) Demonstrate knowledge of major responsibilities for managing early childhood programs including financial planning, awareness of regulatory issues, and personnel development. Tasks 5, 6, 7, 8, 9, 10 [NAEYC Initial/AP Standards 1, 2, 3, 4a, 4b, 4c, 4d, 5; IECE KTS I, II, V, VII, VIII, IX, X; CEC 1, 4, 5, 7, 8, 9, 10]
   3) Identify and explain the components of a quality early childhood program and create action plans to address growth areas. Tasks 5, 6, 7 [NAEYC Initial/AP Standards 1, 2, 3, 4a, 4b, 4c, 4d, 5; IECE KTS I, II, V, VII, X; CEC 1, 5, 8, 9, 10]
   4) Prepare professional leadership growth plans. Tasks 2, 5 [NAEYC Initial/AP Standards 1, 2, 3, 4a, 4b, 4c, 4d, 5; IECE KTS V, VII, X; CEC 9]
5) Identify and demonstrate an understanding of program resources. Tasks 5, 7, 8, 10 [NAEYC Initial/AP Standards 1, 2, 3, 4a, 4b, 4c, 4d, 5; IECE KTS I, II, V, VII, IX, X; CEC 1, 5, 9]

6) Demonstrate understanding of components for Kentucky Classroom of Excellence designation. Task 6 [NAEYC Initial/AP Standards 1, 2, 3, 4a, 4b, 4c, 4d, 5; IECE KTS I, II, V, VII, X; CEC 9]

4. **Course Textbook Options:**


5. **Course Requirement Options and Grading Scale:**

1) Reflective responses to readings [NAEYC Initial/AP Standard 5; IECE KTS V, VII, X; CEC 1, 9]

2) Self-Assessment and Professional Growth Plan [NAEYC Initial/AP Standard 5*, IECE KTS VII, X*; CEC 9]

3) Case studies [NAEYC Initial/AP Standards 5; IECE KTS VII, X; CEC 1, 9]

4) Research Review with Annotated Bibliography [NAEYC Initial/AP Standard 5; IECE KTS VII, X; CEC 1, 9]

5) Inquiry-Based Program and Classroom Evaluation Options (PGES, CLASS, Program Administration Scale) [NAEYC Initial/AP Standards 1, 2, 3, 4a, 4b, 4c, 4d, 5; IECE KTS I, II, IV, V, VII, VIII, X; CEC 1, 4, 5, 7, 8, 9, 10]

6) COE: Personal and/or Program Quality Self Study (QSS) with Action Plan including all content knowledge and pedagogy areas – including math (Section 1) [NAEYC Initial/AP Standards 1, 2, 3, 4a, 4b, 4c, 4d, 5; IECE KTS I, II, V, VII, X; CEC 1, 4, 5, 7, 8, 9, 10]

7) Program Leader Interviews [NAEYC Initial/AP Standard 5; IECE KTS V, VII, X; CEC 1, 4, 5, 7, 8, 9, 10]

8) Budget [NAEYC Initial/AP Standards 2, 3; IECE KTS VI, VII, IX; CEC 1, 4, 5, 7, 8, 9, 10]

9) DEC Recommended Practices – Leadership Topic [NAEYC Initial/AP Standards 1, 5; IECE KTS V, VII, X; CEC 1, 4, 5, 7, 8, 9, 10]

10) Program Philosophy, Mission Statement, Core Values, Strategic Plan [NAEYC Initial/AP Standard 5; IECE KTS I, IV, V, VII, X; CEC 1, 4, 5, 7, 9, 10]

11) Tests

12) Class Participation

*Depending on topics or specific growth plan goals, additional Standards may be applicable.

**Field Experience Assignments**
Students will complete various field assignment activities related to course topics as required by assignments. Reflections will be submitted with assignments.

1. Classroom Evaluation Observations
2. Interviews with Program Leadership

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>

6. **Teaching Approaches**
   - Online or hybrid delivery includes interactive discussions with individual consultations as needed
   - Reflective reading, research, application
   - Lecture/discussion
   - Critical analysis of case studies
   - Cooperative/collaborative learning activities and projects
   - Oral and Written Presentations
   - Observation and Assessment
   - Shadowing Program Directors/Coordinators
   - Guest Speakers
   - Internet resources including videos
   - Self-evaluations and Reflections

7. **Class Session Outline**

I. **Leadership**
   A. The Role of Leaders
   B. Vision, Mission, Philosophy
   C. Strategic Planning Program Development, Leading Change
   D. State and National Policy Awareness and Involvement
   E. Research and Best Practice
   F. Quality Programs
      - State Evaluations (ECERS, CLASS)
      - Leading Accreditation
      - Quality Self Study
   G. Establishing a Positive Culture
   H. Codes of Ethics
I. Program Models
J. District School, Agency, Community Relationships
K. Trainers into Practice Program – Level 5 (TIPP)
L. Program Governance of Inclusive Programs
   - Programming
   - Licensing, Legal, and Regulatory Requirements
   - District Role in Eligibility, Response to Intervention (RtI)/Kentucky Educational Intervention System (KEIS)
Head Start – Full Utilization
Indoor/Outdoor Facility, Equipment, Inventory
Health, Safety, Crisis Management, Nutrition
Budgeting
Organizational Structure
Program Reports
Schedules
Transportation
Leading Agencies for Developmental Intervention or Special Services
Kentucky Trainers Credential – Masters Level

M. Personnel
Licensure/Certification
Staffing, Hiring
Professional Development and Training
Evaluation, PGES
Professional Learning Communities
Classrooms of Excellence
Early Childhood Scholarships

N. Educational Program Resources
Local Resources
Family Programs and Activities
Exceptional Children Services
Regional Training Centers
Early Learning Leadership Networks
Governor’s Office of Early Childhood Development

8. Bibliography as appropriate (listings should include author, title, publication date, and an indication as to whether the Montgomery Library currently holds this item)

Resources:

6) Early Childhood Technical Assistance Center www.ectacenter.org/enotes/enotes.asp


**Organizational Resources:**

1. Association of Early Childhood Education International (ACEI)  
   [www.acei.org](http://www.acei.org)

2. National Association for the Education of Young Children (NAEYC)  
   [www.naeyc.org](http://www.naeyc.org)

3. Kentucky Department of Education – Preschool  
   [http://education.ky.gov/educational/pre/Pages/default.aspx](http://education.ky.gov/educational/pre/Pages/default.aspx)

4. Kentucky Governor’s Office of Early Childhood Education  
   [http://kidsnow.ky.gov/Pages/default.aspx](http://kidsnow.ky.gov/Pages/default.aspx)

5. Kentucky Head Start Association  
   [http://www.manta.com/c/mm3k9jy/kentucky-head-start-association](http://www.manta.com/c/mm3k9jy/kentucky-head-start-association)

6. Kentucky Head Start Programs  
   [http://www.headstartprogram.us/state/kentucky](http://www.headstartprogram.us/state/kentucky)

7. Kentucky Preschool Regulations  
   [http://education.ky.gov/educational/pre/Pages/Regulations.aspx](http://education.ky.gov/educational/pre/Pages/Regulations.aspx)

8. Southern Early Childhood Association (SECA)  

9. The Council for Exceptional Children: Division of Early Childhood (DEC)  

10. First Steps Kentucky  
    [http://chfs.ky.gov/dph/firststeps.htm](http://chfs.ky.gov/dph/firststeps.htm)

11. Zero the Three  

12. Frank Porter Graham Child Development Institute [http://fpg.unc.edu](http://fpg.unc.edu/)
13. National Center for Early Development and Learning (NCEDL)

9. **Performance Standards/Competencies**

   **IECE Teacher Standards:**
   - IECE Standard I: Designs/Plans Instruction
   - IECE Standard II: Creates/Maintains Learning Environment
   - IECE Standard V: Reflects/Evaluates Professional Practices
   - IECE Standard VII: Engages in Professional Development
   - IECE Standard VIII: Supports Families
   - IECE Standard IX: Implements Technology
   - IECE Standard X: Provides Leadership within School, Community, and Community

   **NAEYC Advanced Program Standards:**
   - Standard #1: Promoting Child Development & Learning
   - Standard #2: Building Family & Community Relationships
   - Standard #3: Observing, Documenting, & Assessing to Support Young Children and Families
   - Standard #4a: Connecting with Children and Families
   - Standard #4b: Using Developmentally Appropriate Approaches
   - Standard #4c: Understanding Content Knowledge in Early Education
   - Standard #4d: Building Meaningful Curriculum
   - Standard #5: Growing as a Professional

   **NAEYC Essential Professional Tools in Advanced Programs:**
   - Cultural Competence – Tasks 1, 3, 5, 9, 10
   - Knowledge and Application of Ethical Principles – Tasks 1, 3, 5, 9, 10
   - Communication Skills – Tasks 5, 7, 10
   - Mastery of Relevant Theory and Research – Task 4
   - Skills in Identifying and Using Professional Resources – Tasks 5, 6 7, 8, 10
   - Inquiry Skills and Knowledge of Research Methods – Tasks 4, 5
   - Skills in Collaborating, Teaching, and Mentoring – Tasks 5, 7
   - Advocacy Skills – Tasks 5, 9
   - Leadership Skills – Tasks 1-10

   **Council for Exceptional Children – Division of Early Childhood Standards:**
   - Standard #1: Foundations
   - Standard #4: Instructional Strategies
   - Standard #5: Learning Environments/Social Interactions
   - Standard #7: Instructional Planning
   - Standard #8: Assessment
   - Standard #9: Professional and Ethical Practice
   - Standard #10: Collaboration

   **EPSB Themes**
Diversity – Course Content and Field Experiences
- Addresses leadership and governance of early childhood programs and personnel to support for a full array of diversities

Assessment – Course Content and Field Experiences
- Assesses program quality

Literacy/Reading Instruction – Course Content and Field Experiences
- Examines curriculum decisions and implementation including those related to literacy and reading instruction

Closing the Achievement Gap – Course Content and Field Experiences
- Examines issues related to access to and eligibility for quality early childhood programs
- Evaluates personnel and classroom practices with recommendations to improve quality to close the achievement gap

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 classroom procedures
2d: 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
4c: Communicating with families
4d: Participating in a professional community
4e: Growing and developing professionally
4f: Demonstrating professionalism
1. **Description:**

This course examines current research and practices related to language and literacy development in children birth through kindergarten. Effective and explicit strategies for early childhood professionals to use to support young children’s language and literacy development – oral language, writing and reading competencies are examined. Content includes authentic assessments, adaptations to fit children’s individual needs, literacy embedded across classroom content and contexts, and engaging families in language and literacy activities. The role of children’s literature in teaching literacy is examined.

2. **Course Credit:** 3 credits

3. **Course Objectives:** Upon completion of this course, the student will be able to:

1) Acquire knowledge and practice skills of effective teaching strategies for oral language, writing, and reading. Tasks 1, 2, 3, 6 [NAEYC Initial/AP Standards 4a. 4b, 4c, 4d, 5; IECE KTS I, II, III, IV, VII, VIII; CEC 3, 4, 5, 6]

2) Demonstrate scholarship through research, synthesis, and application of literature relative to early literacy development and current practices across early childhood settings. Tasks 1, 2, 3, 7 [NAEYC Initial/AP Standards 1, 3, 4a, 4b, 4c, 4d, 5; IECE KTS I, II, III, IV, VII, VIII, X; CEC 7, 9]

3) Identify children’s literature appropriate for dialogic reading and utilize multiple techniques to support literacy. Tasks 5 6, 7 [NAEYC Initial/AP Standards 1,2, 3, 4a, 4b, 4c; 4d; IECE KTS I, III, IV, V, VIII, IX; CEC 4, 5, 6]
4) Assess classroom or home environment using the ELLCO or CHELLCO and create an action plan to address lower scoring aspects. Task 3 [NAEYC Initial/AP Standards 1, 2, 3, 4a, 4b, 4c, 4d; IECE KTS I, II, III, IV, VIII, IX; CEC 4, 5, 6, 7]

5) Assess individual literacy acquisition and create plan relative to developmental level. Tasks 4, 7 [NAEYC Initial/AP Standards 1, 2, 3, 4a, 4b, 4c; IECE KTS I, II, III, IV, V, VIII, IX; CEC 2, 3, 6, 8]

6) Demonstrate the ability to embed content literacy across the curriculum. Tasks 5, 6, 7 [NAEYC Initial/AP Standards 1, 2, 3, 4a, 4b, 4c; IECE KTS I, III, IV, V, VIII, IX; CEC 2, 3, 6, 7]

7) Reflect on current teaching/intervention practices and set professional growth goals. Tasks 2, 7 [NAEYC Initial/AP Standards 1, 3, 4b, 4c, 4d, 5; IECE KTS I, II, III, IV, VII; CEC 6, 9]

8) Identify assistive and other technologies to support language and literacy development. Tasks 2, 3, 6, 7 [NAEYC Initial/AP Standards 1, 2, 3, 4a, 4b, 4c; IECE KTS I, III, IV, V, VIII, IX; CEC 3, 4, 5, 6]

4. Course Textbook Options


4. Kentucky Core Academic Standards for English/Language Arts Mathematics, and Science for Kindergarten; Core Content for Kindergarten.


5. **Course Requirement Options and Grading Scale:**

1) Reflective responses to readings [NAEYC Initial/AP Standards 1,3,4b, 4c, 4d, 5; IECE KTS I, II, VII; CEC 3, 4, 5, 6, 7, 9]

2) Literature Review on literacy development or current practices with Reflection related to application in early childhood settings [NAEYC Initial/AP Standards 1,3,4b, 4c, 4d, 5; IECE KTS I, II, IV, VII; CEC 3, 4, 5, 6, 7, 9]

3) ELLCO or CHELCO assessment [NAEYC Initial/AP Standards 1,2, 3,4a, 4b, 4c, 4d; IECE KTS I, II, III, IV, V, VIII, IX; CEC 3, 4, 5, 6, 7,8,9]

4) Child Literacy Assessment - ACIRI and Portfolio with Presentation; Parent-Child Literacy Activity [NAEYC Initial/AP Standards 1, 2, 3, 4a, 4b, 4c, 4d; IECE KTS I, II, III, IV, V, VIII, IX, X; CEC 2, 3, 6, 8]

5) Dialogic Reading Project [NAEYC Initial/AP Standards 4b, 4c; IECE KTS I, III, IV, V; CEC 4, 5, 6]

6) Oral Language Project [NAEYC Initial/AP Standards 1,3, 4b, 4c; IECE KTS I, III, IV, V; CEC 3, 4, 5, 6]

7) Professional Growth Plan Reflection [NAEYC Initial/AP Standard 5*, IECE KTS VII*; CEC 9]

8) Tests

9) Class Participation

*Depending on topics or specific growth plan goals, additional Standards may be applicable.

**Field Experience Assignments**

Students will complete various field assignment activities related to course topics as required by assignments. Reflections will be submitted with assignments.

1. ELLCO or CHELCO Assessment
2. Child Literacy Assessment
3. Dialogic Reading Project
4. Oral Language Project
5. SE Lesson Plan and Reflective Analysis

**GRADING SCALE:**

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

6. **Teaching Approaches**

- Online or hybrid delivery includes interactive discussions with individual consultations as needed
- Reflective reading, research, application
- Lecture/discussion
- Critical analysis of language, literacy, and reading research and current practices
- Cooperative Learning Groups; collaborative projects
- Oral and Written Presentations
- Child Assessment and Intervention Plan
- Self-Assessment and Growth Plan
- Program Observations and Evaluations
- Guest Speakers
- Technology and Internet Resources including selected video presentations

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7. **Class Session Outline**

I. Language and Literacy Development
   A. Communication
   B. Birth-to-Three
   C. Three-to-Six
   D. Differences and Factors Affecting Development
   E. Research and Best Practice
   F. Trends and Issues

II. Instructional Strategies
   A. Curriculum Planning
   B. Strategies to Support Listening Competencies
   C. Strategies to Support Oral Language Competencies
   D. Strategies to Support Writing Competencies
   E. Strategies to Support Reading Competencies
   F. Materials and Methods
   G. Scheduling and Routines

III. Assessment
   A. Assessing and Supporting Individual Development
   B. Assessing Program Development
   C. Using assessment in curriculum and intervention planning

IV. Home School Connections
   A. Family Engagement and Partnerships
   B. Empowering Families

8. **Bibliography as appropriate (listings should include author, title, publication date, and an indication as to whether the Montgomery Library currently holds this item)**


**Professional Resources:**

1. Association of Early Childhood Education International (ACEI)  
   [www.acei.org](http://www.acei.org)

2. National Association for the Education of Young Children (NAEYC)  
   [www.naeyc.org](http://www.naeyc.org)

3. International Reading Association  
   [www.readwritethink.org](http://www.readwritethink.org)

4. National Center for Literacy Education  
   [http://www.ncte.org//ncle](http://www.ncte.org//ncle)

5. Center for Improvement of Early Reading Achievement (CIERA)  
   [http://www.ciera.org](http://www.ciera.org)

6. National Coalition for Literacy  
   National Center for Family Literacy  

7. Frank Porter Graham Child Development Institute  
   [http://fps.unc.edu/](http://fps.unc.edu/)

8. National Center for Early Development and Learning (NCEDL)  
9. **Performance Standards/Competencies**

**IECE Teacher Standards:**
- IECE Standard I: Designs/Plans Instruction
- IECE Standard II: Creates/Maintains Learning Environment
- IECE Standard III: Implements Instruction
- IECE Standard IV: Assesses & Communicates Learning Results
- IECE Standard V: Reflects/Evaluates Professional Practices
- IECE Standard VII: Engages in Professional Development
- IECE Standard VIII: Supports Families
- IECE Standard IX: Implements Technology
- IECE Standard X: Provides Leadership within School, Community, and Community

**NAEYC Advanced Program Standards:**
- Standard #1: Promoting Child Development & Learning
- Standard #2: Building Family & Community Relationships
- Standard #3: Observing, Documenting, & Assessing to Support Young Children and Families
- Standard #4a: Connecting with Children and Families
- Standard #4b: Using Developmentally Appropriate Approaches
- Standard #4c: Understanding Content Knowledge in Early Education
- Standard #4d: Building Meaningful Curriculum
- Standard #5: Growing as a Professional

**NAEYC Essential Professional Tools in Advanced Programs:**
- Cultural Competence – Tasks 3, 7
- Knowledge and Application of Ethical Principles – Tasks 4, 7
- Communication Skills – Tasks 2, 3, 4, 7
- Mastery of Relevant Theory and Research – Task 2
- Skills in Identifying and Using Professional Resources Tasks 3, 5, 6, 7
- Inquiry Skills and Knowledge of Research Methods Task 2
- Skills in Collaborating, Teaching, and Mentoring Tasks 2, 3, 4, 5, 6, 7
- Leadership Skills – Task 4

**Council for Exceptional Children – Division of Early Childhood Standards:**
- Standard #2: Development and Characteristics of Learners Knowledge
- Standard #3: Individual Learning Differences
- Standard #4: Instructional Strategies
- Standard #5: Learning Environments/Social Interactions
- Standard #6: Language
- Standard #7: Instructional Planning
- Standard #8: Assessment
- Standard #9: Professional and Ethical Practice

**EPSB Themes**
- **Diversity** – Course Content and Field Experiences
• Support the development of literacy, reading, and language arts for all children, including those with disabilities and limited English proficiency

**Assessment** – Course Content and Field Experiences
• Assesses the language and literacy support found in early childhood classrooms
• Assesses the individual progress toward literacy of a child and plans activities to support acquisition in school and home settings

**Literacy/Reading Instruction** – Course Content and Field Experiences
• Focus of the course is on instruction to support literacy and emergent reading of young children

**Closing the Achievement Gap** – Course Content and Field Experiences
• Course focuses on the strategies and practices to support literacy acquisition of young children, which is a primary component linked to school success

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**PGES – Framework for Teaching (Charlotte Danielson Model):**
[http://education.ky.gov/teachers/PGES/Pages/PGES.aspx](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 classroom procedures
2d: 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
4c: Communicating with families
4d: Participating in a professional community
4e: Growing and developing professionally
4f: Demonstrating professionalism
1. **Description:**

This course is an advanced study for the application of current research and major theories of child development and learning with emphasis on implications for professional practice. Special emphasis is given to the relationship between theory and quality in early childhood settings to support and refine professional practices. Students engage in an in-depth study of biological, familial/cultural, and environmental influences on the cognitive, adaptive, physical, social, affective, language, moral, and spiritual development of young children.

2. **Course Credit:** 3 credits

3. **Course Objectives:** Upon completion of this course, the student will be able to:
   1) Describe typical and atypical development across domains; Tasks 2, 3, 5 [NAEYC Initial/AP Standards 1, 4b, 5; IECE KTS I, V, VII; CEC 2]
   2) Examine various theoretical, philosophical, and historical frameworks of child development; Tasks 1, 2, 4 [NAEYC Initial/AP Standards 1, 2, 5; IECE KTS V, VII, VIII; CEC 1, 2, 9]
   3) Differentiate between and critique major foundational theories informing the early childhood profession; Tasks 1, 2, 4 [NAEYC Initial/AP Standards 1, 2, 4a, 4b, 5; IECE KTS I, V, VII, VIII; CEC 1, 2, 9]
   4) Integrate research findings and theoretical foundations with early childhood professional practice; Tasks 2, 3, 5 [NAEYC Initial/AP Standards 1, 2, 4a, 4b, 5; IECE KTS I, II, III, V, VII, VIII; 1, 2,3, 4, 5, 6, 7, 8,10 ]
   5) Demonstrate an understanding of child development and interacting influences to refine classroom strategies and support for young children and families; Tasks 2, 3, 5 [NAEYC
6) Provide leadership to increase understanding of child development and learning. Task 5, 6

[NAEYC Initial/AP Standards 1, 5; IECE KTS V, VII, X; CEC 2, 9, 10]

4. **Course Textbook Options:**

7. Kentucky Core Academic Standards for English/Language Arts Mathematics, and Science for Kindergarten; Core Content for Kindergarten.

5. **Course Requirements and Grading Scale:**

1) Reflective responses to readings; [NAEYC Initial/AP Standards 1, 4a, 4b, 4c, 4d, 5; IECE KTS I, V, VII; CEC 1, 2, 9]
2) Research paper with focus on development from birth through six including a comparative analysis of at least two major theories and application for classroom or professional practice; [NAEYC Initial/AP Standards 1, 5; IECE KTS I, II, V, VII; CEC 1, 2, 3, 4, 5, 6, 7, 8, 9]
3) Ecological Case Study including child development inventory, assessment report, and analysis for classroom implications; [NAEYC Initial/AP Standards 2, 3, 4a, 4b, 4c, 4d, 5; IECE KTS I, II, III, IV, V, VII, VIII; CEC 1, 3, 4, 5, 6, 7, 8, 10]
4) Personal Philosophy of Inclusive Early Childhood Education (COE: Quality Self-Study 3.1); [NAEYC Initial/AP Standards 1, 4a, 4b, 4c, 4d, 5; IECE KTS I, II, III, VII; CEC 1]
5) Workshop, Seminar, or Information Blog prepared for presentation to early childhood professionals or families; [NAEYC Initial/AP Standards 1, 5; IECE KTS V, VII, X; CEC 2, 3, 4, 5, 6, 7, 9, 10]
6) Professional Growth Plan Reflection [NAEYC Initial/AP Standard 5*; IECE KTS VII*; CEC 9]
7) Tests; and
8) Class Participation.
*Depending on topics or specific growth plan goals, additional Standards may be applicable.

Field Experience Assignments
   1. Ecological Case Study

Students will complete various field assignment activities related to course topics as required by assignments. Reflections will be submitted with assignments.

GRADING SCALE:
A = 90-100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
F = below 60%

6. Teaching Approaches
   • Online or hybrid delivery includes interactive discussions with individual consultations as needed
   • Reflective reading, research, application
   • Lecture/discussion
   • Critical analysis
   • Oral and Written Presentations
   • Observation and Assessment
   • Guest Speakers
   • Internet resources including videos

7. Class Session Outline
   I. Overview of Theories
      A. Historical and Early Theories
      B. Piaget
      C. Vygotsky
      D. Maslow
      E. Montessori
      F. Freud, Erikson
      G. Bronfenbrenner
      H. Gardner
      I. Derman-Sparks
      J. Information Processing
      K. Emerging Approaches
   II. Brain Development
      A. Current Research and Theories
      B. Sensitive Periods, Windows of Opportunities
   III. Prenatal Development
   IV. Infant and Toddler Development
      A. Milestones and Domains
      B. Atypical Development
      C. Influences on Development
      D. Assessing Development
   V. Development of Young Children 3 – 6 Years
      A. Milestones and Domains
B. Atypical Development
C. Influences on Development
D. Assessing Development

VI. Application of Research and Development to Professional Practice

VII. Leadership in Child Development

8. Bibliography as appropriate (listings should include author, title, publication date, and an indication as to whether the Montgomery Library currently holds this item)

Resources:


Professional Resources:

1. Association of Early Childhood Education International (ACEI)
   www.acei.org
2. National Association for the Education of Young Children (NAEYC)
   www.naeyc.org
3. Southern Early Childhood Association (SECA)
   http://www.southernearlychildhood.org/
4. The Council for Exceptional Children: Division of Early Childhood (DEC)
   http://www.dec-spced.org/
5. Zero the Three
   http://www.zerotothree.org/
6. American Montessori Society
   https://www.amshq.org/
7. North American Montessori Teacher Association
   www.montessori-namta.org
8. Association Montessori Internationale
   www.amiusa.org
9. Brain-based Learning
   http://www.jlcbrain.com/
10. Association for Supervision and Curriculum Development (ASCD)
    www.ascd.org
11. James Fowler’s Stages of Faith
12. Frank Porter Graham Child Development Institute http://fpg.unc.edu/
13. National Center for Early Development and Learning (NCEDL)
9. **Performance Standards/Competencies**

**IECE Teacher Standards:**
- IECE Standard I: Designs/Plans Instruction
- IECE Standard II: Creates/Maintains Learning Environment
- IECE Standard III: Implements Instruction
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- IECE Standard V: Reflects/Evaluates Professional Practices
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- Standard #1: Promoting Child Development & Learning
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- Standard #3: Observing, Documenting, Assessing to Support Young Children and Families
- Standard #4a: Connecting with Children and Families
- Standard #4b: Using Developmentally Appropriate Approaches
- Standard #5: Growing as a Professional

**NAEYC Essential Professional Tools in Advanced Programs:**
- Cultural Competence – Tasks 1, 2, 4, 6
- Knowledge and Application of Ethical Principles – Tasks 2, 6
- Communication Skills – Tasks 2, 4, 5, 6
- Mastery of Relevant Theory and Research – Tasks 2, 6
- Skills in Identifying and Using Professional Resources Tasks 3, 6
- Inquiry Skills and Knowledge of Research Methods Tasks 2, 6
- Skills in Collaborating, Teaching, and Mentoring Tasks 2, 3, 5, 6
- Advocacy Skills – Task 5
- Leadership Skills – Tasks 4, 5

**CEC/DEC Special Education Standards:**
- Standard #1: Foundations
- Standard #2: Development and Characteristics of Learners Knowledge
- Standard #3: Individual Learning Differences
- Standard #4: Instructional Strategies
- Standard #5: Learning Environments & Social Interactions
- Standard #6: Language
- Standard #7: Instructional Planning
- Standard #8: Assessment
- Standard #9: Professional and Ethical Practice
- Standard #10: Collaboration
EPSB Themes

**Diversity** – Course Content and Field Experiences
- Readings and Research include diversity issues related to development, learning, and theoretical applications

**Assessment** – Course Content and Field Experiences
- Ecological Case Study includes child development inventory, assessment report, and analysis with implications for classroom or intervention services

**Literacy/Reading Instruction** – Course Content and Field Experiences
- Ecological Case Study analyzes all domains of development and learning standards

**Closing the Achievement Gap** – Course Content and Field Experiences
- Ecological Case Study considers individual development; if applicable, strategies for individual intervention are suggested.

PGES – Framework for Teaching (Charlotte Danielson Model):
[http://education.ky.gov/teachers/PGES/Pages/PGES.aspx](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 classroom procedures
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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
4c: Communicating with families
4d: Participating in a professional community
4e: Growing and developing professionally
4f: Demonstrating professionalism
IECE 660
IECE Assessment and Intervention

School of Education Theme: Empowerment for Learning
Conceptual Framework Model

1. Description:

This course examines assessment practices, policies, and considerations for young children, birth through kindergarten in inclusive settings and their families. Emphasis is placed on understanding continuous assessment systems, research implications, the types and purposes of assessment, and analysis of formal and informal assessment to impact learning and monitor progress. Attention is given to designing individualized interventions and classroom adaptations that support children’s development and learning. Classroom and program assessments are examined from the perspective of directors and teachers.

2. Course Credit: 3 credits

3. Course Objectives: Upon completion of this course, the student will be able to:

1) Investigate, research, analyze, compare, and discuss assessment systems, models, policies, and practices. Tasks 1, 2, 5 [NAEYC Initial/AP Standards 3, 4c, 5; IECE KTS IV, VII; CEC 1, 8, 9]
2) Demonstrate an understanding of the various types and purposes, advantages and disadvantages, of assessments appropriate for young children, their families, and programs serving children birth through kindergarten. Tasks 2, 4, 5 [NAEYC Initial/AP Standards 3, 4b, 5; IECE KTS IV, VII, X; CEC 8]
3) Plan and utilize appropriate interventions for young children with a variety of special needs. Tasks 5, 6, 7 [NAEYC A Initial/AP Standards 1, 3, 4b, 5; IECE KTS I, IV, VII; CEC 3, 4, 5, 6, 7]
4) Conduct authentic assessments during children’s daily activities and routines. Tasks 4, 6 [NAEYC Initial/AP Standards 3, 4b, 5; IECE KTS I, II, IV, VII; CEC 7, 8, 10]
5) Collect, analyze, and use assessment information to monitor children’s progress. Tasks 3, 4, 5, 7 [NAEYC Initial/AP Standards 1, 3, 4b, 5; IECE KTS I, II, IV, V, VII; CEC 7, 8]
6) Organize assessment information and communicate results to team members. Tasks 3, 4, 5 [NAEYC Initial/AP Standards 1, 2, 3, 4a, 5; IECE KTS II, IV, V, VI, VII, VIII, X; CEC 2, 7, 8, 10]

7) Develop student growth goals and create a plan for collecting and measuring outcomes. Task 5 [NAEYC Initial/AP Standards 1, 3, 4b, 4c, 5; IECE KTS II, IV, V, VII; CEC 7, 8]

8) Assess early childhood classrooms and programs and communicate action plans to address growth areas. Task 3 [NAEYC Initial/AP Standards 1, 3, 4a, 4b, 4c, 5; IECE KTS I, II, III, IV, V, VII; CEC 8, 9, 10]

9) Articulate district assessment practices, policies, and responsibilities of directors or leaders in early childhood programs. Task 5 [NAEYC Initial/AP Standards 1, 3, 4b, 4c, 5; IECE KTS II, IV, V, VII, X; CEC 1, 8]

10) Develop skills in designing and implementing instructional programming to increase child’s independence and development in self-care and daily living skills. Tasks 4, 6 [NAEYC Initial/AP Standards 1, 3, 4b, 4c, 4d, 5; IECE KTS I, II, III, IV, V, VII; CEC 4, 5, 6, 7]

11) Develop the ability to conduct a functional skills assessment of a young child with disabilities. Task 8 [NAEYC Initial/AP Standards 1, 2, 3, 4b, 4c, 4d, 5; IECE KTS I, II, IV, VII, VIII, IX; CEC 7, 8]

4. Course Textbook Options


5. Course Requirement Options and Grading Scale:

1) Reflective responses to readings; [NAEYC Initial/AP Standards 1, 2, 3, 5; IECE KTS I, IV, VII; CEC 1, 8, 9]

2) Annotated Bibliography on Assessment and Intervention [NAEYC Initial/AP Standards 1, 2, 3, 5; IECE KTS I, IV, VII; CEC 1, 8, 9]

3) Program and Classroom Planning Project (e.g., ECERS, CLASS) [NAEYC Initial/AP Standards 1, 3, 4a, 4b, 4c, 5; IECE KTS I, II, III, IV, V, VI, VII; CEC 2, 7, 8, 9, 10]

4) Quality Self-Study – Sections 2.9, 3.3, 3.6, 3.8 verification (COE) [NAEYC Initial/AP Standards 1, 3, 5; IECE KTS II, IV, V, VII; CEC 4, 5, 6, 7, 8, 9, 10]

5) Assessment Design Project: Continuous Assessment Guide Report; Interviews (COE) [NAEYC Initial/AP Standards 1, 3, 5; IECE KTS II, IV, V, VII; CEC 4, 5, 6, 7, 8, 9, 10]

6) Adaptation plan (least intrusive/intensive framework) [NAEYC Initial/AP Standards 1, 3, 4b, 4c, 4d, 5; IECE KTS I, II, III, IV, V, VII; CEC 3, 4, 5, 6, 7, 8, 9, 10]

7) Setting Student Growth Goals [NAEYC Initial/AP Standards 1, 3, 4b, 4d, 5; IECE KTS I, IV, V, VII; CEC 3, 6, 7, 8]

8) Individualized Intervention Plan – Monitor Child’s Progress (SE: Collaborative Leadership) [NAEYC Initial/AP Standards 1, 2, 3, 4b, 4c, 4d, 5; IECE KTS I, II, IV, V, VI, VII, VIII, IX; CEC 7, 8]

9) Professional Growth Plan Reflection [NAEYC Initial/AP Standard 5*, IECE KTS VII*; CEC 9]

10) Tests

11) Class Participation

*Depending on topics or specific growth plan goals, additional Standards may be applicable.

Field Experience Assignments

Students will complete various field assignment activities related to course topics as required by assignments. Reflections will be submitted with assignments.

1. ECERS, CLASS administration with Program Plan
2. Assessment Design Project; Interviews
3. Adaptation Plan
4. Student Growth Goals
5. Individualized Intervention Plan – Monitoring Progress

GRADING SCALE:

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

6. **Teaching Approaches**
   - Online or hybrid delivery includes interactive discussions with individual consultations as needed
   - Reflective reading, research, application
   - Lecture/discussion
   - Critical analysis assessment and intervention
   - Cooperative Learning Groups; collaborative projects
   - Oral and Written Presentations
   - Self-Assessment; Program Evaluations
   - Guest Speakers
   - Student planning, observation, recording, and reflection
   - Observation and Assessment of Intervention Strategies

7. **Class Session Outline**

   I. Theoretical Foundations
      A. Relationship of Theories to child development, assessment, intervention
      B. Research on Assessment and Intervention; Current Issues/Trends/Practices

   II. A Meaningful Assessment System
      A. Professional Responsibilities and Expectations
      B. Legal, Ethical Issues and Guidelines
      C. Eligibility Requirements for Preschool and Early Intervention Services
      D. Recommended Practices
      E. Assessment Decisions – Program Director and Practitioner Levels
      F. Types and Purposes of Assessment aligned with Assessment Instruments (Screen, Diagnostic, Curriculum-Based, and Program)
      G. Continuous Assessment Plan

   III. Linking Assessment, Curriculum, and Intervention
      A. Characteristics of Young Children birth through kindergarten including those with disabilities
      B. Curriculum and Classroom Modification Strategies
      C. Compiling and Summarizing Data
      D. Analyzing and Interpreting Data
      E. Using Assessment Data
      F. Communicating Assessment Data
      G. Traditional and Contemporary Models
      H. Framework for Alternative Assessment Models
      I. Monitoring Progress

   IV. Intervention and Instructional Strategies
      A. Motivation – High Preference Items
      B. Applied Behavior Analysis
      C. Social or Peer-mediated Strategies
      D. Communication Strategies
      E. Activity-Based Instruction/Embedded Learning Opportunities
      F. Naturalistic Teaching Procedures (Mand Model, Time Delays, Incidental Teaching)
      G. Specially Designed Instruction; Supplemental Aids and Services

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H. Individualized Responses to Intervention
I. Characteristics of developmental delays and common disability conditions and intervention resources and strategies
J. Instructional Program Plan
K. Task Analysis

V. Assessment Approaches
   A. Role of Formal and Informal Assessment and Evaluation in Early Childhood
   B. Naturalistic
   C. Focused
   D. Performance-Based
   E. Portfolio
   F. Dynamic
   G. Curriculum-Based

VI. Special Issues in Infants and Toddler Assessment
   A. Within Family Context
   B. Partnerships
   C. Individualizing
   D. Integration of assessment into programming

VII. Program Evaluation
   A. Program Level
   B. Classroom Level
   C. Improvement Plans
   D. Accreditation

8. Bibliography as appropriate (listings should include author, title, publication date, and an indication as to whether the Montgomery Library currently holds this item)


**Professional Resources:**

1. Association of Early Childhood Education International (ACEI)  
   [www.acei.org](http://www.acei.org)

2. National Association for the Education of Young Children (NAEYC)  
   [www.naeyc.org](http://www.naeyc.org)

3. Kentucky Department of Education – Preschool  
   [http://education.ky.gov/educational/pre/Pages/default.aspx](http://education.ky.gov/educational/pre/Pages/default.aspx)

4. Kentucky Governor’s Office of Early Childhood Education  
   [http://kidsnow.ky.gov/Pages/default.aspx](http://kidsnow.ky.gov/Pages/default.aspx)

5. Kentucky Head Start Programs  
   [http://www.headstartprogram.us/state/kentucky](http://www.headstartprogram.us/state/kentucky)

6. Kentucky Preschool Regulations  
   [http://education.ky.gov/educational/pre/Pages/Regulations.aspx](http://education.ky.gov/educational/pre/Pages/Regulations.aspx)

7. Southern Early Childhood Association (SECA)  

8. The Council for Exceptional Children: Division of Early Childhood (DEC)  

9. First Steps Kentucky  
   [http://chfs.ky.gov/dph/firststeps.htm](http://chfs.ky.gov/dph/firststeps.htm)

10. Zero the Three  

11. Frank Porter Graham Child Development Institute  
    [http://fpg.unc.edu/](http://fpg.unc.edu/)

12. National Center for Early Development and Learning (NCEDL)  

13. IDEA  
    [www.fape.org/ida/How_it_wroks/index.htm](http://www.fape.org/ida/How_it_wroks/index.htm)

14. First Steps  
    [http://chfs.ky.gov/dph/firststeps.htm](http://chfs.ky.gov/dph/firststeps.htm)

**Performance Standards/Competencies**

**IECE Teacher Standards:**

- IECE Standard I: Designs/Plans Instruction
- IECE Standard II: Creates/Maintains Learning Environment
- IECE Standard III: Implements Instruction
• IECE Standard IV: Assesses & Communicates Learning Results
• IECE Standard V: Reflects/Evaluates Professional Practices
• IECE Standard VI: Collaborates with Colleagues/Families/Others
• IECE Standard VII: Engages in Professional Development
• IECE Standard VIII: Supports Families
• IECE Standard IX: Implements Technology
• IECE Standard X: Provides Leadership within School, Community, and Community

**NAEYC Advanced Program Standards:**
• Standard #1: Promoting Child Development & Learning
• Standard #2: Building Family & Community Relationships
• Standard #3: Observing, Documenting, & Assessing to Support Young Children and Families
• Standard #4a: Connecting with Children and Families
• Standard #4b: Using Developmentally Appropriate Approaches
• Standard #4c: Understanding Content Knowledge in Early Education
• Standard #4d: Building Meaningful Curriculum
• Standard #5: Growing as a Professional

**NAEYC Essential Professional Tools in Advanced Programs:**
• Cultural Competence – Tasks 2, 3, 5, 8
• Knowledge and Application of Ethical Principles – Tasks 2, 3, 4, 5, 6, 7, 8, 9
• Communication Skills – Tasks 3, 5, 8
• Mastery of Relevant Theory and Research – Tasks 2, 5
• Skills in Identifying and Using Professional Resources Tasks 3, 5, 6, 8
• Inquiry Skills and Knowledge of Research Methods Tasks – 2, 5
• Skills in Collaborating, Teaching, and Mentoring Tasks 3, 5, 6
• Advocacy Skills – Tasks 5, 8
• Leadership Skills – Task 5 6

**CEC/DEC Special Education Standards:**
• Standard #1: Foundations
• Standard #2: Development and Characteristics of Learners Knowledge
• Standard #3: Individual Learning Differences
• Standard #4: Instructional Strategies
• Standard #5: Learning Environments & Social Interactions
• Standard #6: Language
• Standard #7: Instructional Planning
• Standard #8: Assessment
• Standard #9: Professional and Ethical Practice
• Standard #10: Collaboration

**EPSB Themes**

*Diversity* – Course Content and Field Experiences
• Course content and experience includes selection, implementation, communication, and evaluation of culturally appropriate assessments and those that address children’s special needs
Assessment – Course Content and Field Experiences
- Course focuses on assessment systems, selecting and designing appropriate assessment instruments and strategies, aligning assessment with curriculum and intervention
- Provides an overview of an array of assessment approaches
- Examines special issues with infant and toddler assessments
- Includes administration and analysis of program assessment instruments

Literacy/Reading Instruction – Course Content and Field Experiences
- Assessment of all domains in course assignments include language and literacy with application for intervention and classroom practice

Closing the Achievement Gap – Course Content and Field Experiences
- Assessment and intervention focus on improving quality of early childhood programs and supporting individual learning and development – practices identified as essential steps to address achievement gaps

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
  2b: Establishing culture of learning
  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
  4c: Communicating with families
  4d: Participating in a professional community
  4e: Growing and developing professionally
  4f: Demonstrating professionalism
School of Education Theme: Empowerment for Learning
Conceptual Framework Model

1. **Description:**

This course focuses on planning, designing, implementing, and evaluating curriculum for inclusive early childhood settings. Emphasis is placed on integrating technology and content, utilizing a variety of instructional strategies, selecting and adapting materials, and preparing a responsive learning environment to support the learning and development of young children. The course examines curricular models, approaches frameworks, and systems. Attention is given to application of research to the use of technology and curriculum integration in early childhood education.

2. **Course Credit:** 3 credits

3. **Course Objectives:** Upon completion of this course, the student will be able to:

1) Explain the criteria for selecting and evaluating curriculum for inclusive classrooms. Tasks 3, 4, 7 [NAEYC Initial/AP Standard 5; IECE KTS VII; CEC 2, 7, 9]

2) Demonstrate the ability to design and implement integrated curriculum including adaptations, differentiation, scheduling, and selecting a variety of materials and instructional strategies to foster full participation in an inclusive classroom. Tasks 1, 2, 3, 4, 10 [NAEYC Initial/AP Standards 1, 3, 4a, 4b, 4c, 4d; IECE KTS I, II, III, IV, IX; CEC 3, 4, 5, 6, 7]

3) Provide leadership related to integrating technology and curriculum in inclusive settings. Tasks 5, 6, 8, 12 [NAEYC Initial/AP Standards 4b, 4c, 5; IECE KTS I, IX, X; CEC 4, 5, 6, 7, 9]

4) Prepare responsive learning environments and a daily schedule that addresses a wide array of ability levels, needs, and interests. Tasks 3, 4, 7 [NAEYC Initial/AP Standards 4b, 4c, 5; IECE KTS I, IX; CEC 4, 5, 7]

5) Select and use appropriate technology to engage learners and enhance instruction. Tasks 5, 8, 11 [NAEYC Initial/AP Standards 4b, 4c, 5; IECE KTS I, IX; CEC 4, 5, 6, 7]

6) Assess classroom learning environments and develop plans to address growth areas. Tasks 3, 4, 10 [NAEYC Initial/AP Standards 3, 4b, 4c; IECE KTS I, II, IV, V, IX; CEC 7, 8, 9, 10]

7) Articulate best practice in integration of technology in early childhood settings. Tasks 1, 2, 10, 11 [NAEYC Initial/AP Standards 4c, 5; IECE KTS VII, IX; CEC 9]
8) Demonstrate an understanding of district-wide and state curricula decisions for young children. Tasks 5, 10 [NAEYC Initial/AP Standards 4c, 4d, 5; IECE KTS I, V, VII; CEC 7, 9]

9) Increase knowledge of technology resources and instructional strategies to support young children in a variety of settings. Tasks 1, 2, 10, 11 [NAEYC Initial/AP Standards 4b, 4c, 5; IECE KTS III, V, VII, IX; CEC 1, 9]

4. **Course Textbook Options**


12) Kindergarten Core Academic Standards (E/LA, Math, Science) and Program of Studies/Core Content.


5. Course Requirement Options and Grading Scale:

1) Reflective responses to readings – Defend Positions [NAEYC Initial/AP Standard 5; IECE KTS VII; PGES Domains 1, 2, 3, 4; CEC 3, 4, 5, 9]

2) Annotated Bibliography on Quality and Integrated Technology and Curriculum Best Practices [NAEYC Initial/AP Standards 4b, 4c, 4d, 5; IECE KTS I, V, VII, IX] PGES Domains 1, 4; CEC 3, 4, 5, 7, 9]

3) Program and Classroom Quality Project - Part One (e.g., ECERS, CLASS) addresses strengths, growth areas, and action plan [NAEYC Initial/AP Standard 4a, b, 4c, 4d, 5; IECE KTS I, II, III, V, VII; PGES Domains 1, 2, 3, 4; CEC 2, 3, 4, 5, 6, 7, 9]

4) Program and Classroom Quality Project – Part Two Quality Self-Study – Sections 2.2, 2.3, 2.5, 2.6, 2.7 and all of Section 3 verification (COE) [NAEYC Initial/AP Standards 4a, b, 4c, 4d, 5; IECE KTS I, II, III, V, VII; PGES Domains 1, 2, 3, 4; CEC 2, 3, 4, 5, 6, 7, 9]

5) Review/Report on Curriculum Maps, Pacing Guides [NAEYC Initial/AP Standards 4c, 4d; IECE KTS I; PGES Domains 1, 2, 3, 4; CEC 4, 6, 7, 9]

6) Assistive Technology Project to support a child’s participation in daily activities. Develop a Seminar for Professional Development on disability condition or syndrome including curricular adaptations/modifications and educational strategies [NAEYC Initial/AP Standards 1, 3, 4a, 4b, 4c, 4d, 5; IECE KTS I, IV, V, VI, VII, IX, X; PGES Domains 1, 2, 4; CEC 4, 5, 6, 7, 9]

7) Integrated Curriculum Design Project – Inquiry-Based Across Content Areas (science, math, English/Language Arts, arts/humanities, and one at least one other content area); includes Activity Matrix; Schedule; Large Group, Small Group, Learning Center activities, and alternate option for kindergarten using the Core Academic Standards or preschool using the Early Childhood Standards (SOE: Lesson) [NAEYC Initial/AP Standards 1, 2, 4a, 4b, 4c, 4d; IECE KTS I, II, III, IX; PGES Domains 1, 2, 3, 4; CEC 4, 5, 6, 7, 8, 9, 10]

8) Quality Self-Study focuses on Component 2, Child Experiences in the Environment that includes all curriculum/content areas including math related to the learning environment and planning, implementing, and assessing instruction.

9) Professional Growth Plan – PGES Domains; Professional Growth Plan Reflection [NAEYC Initial/AP Standard 5; IECE KTS VII; PGES Domain 4; CEC 9]

10) Reflection on Integrated Curriculum and Assistive Technology Projects [NAEYC Initial/AP Standards 5; IECE KTS V, VII; PGES Domain 4; CEC 9]

11) Technology Resource List [NAEYC AP Standards 4b, 4c; IECE KTS I, II, IX; CEC 1, 3, 4, 5, 6, 7, 9]

12) Create a Technology Guide for Families [NAEYC Initial/AP Standards 2, 4a, 4b, 4c; IECE KTS I, VIII, IX; PGES Domains 3, 4; CEC 4, 5, 6, 7, 9, 10]

13) Tests

14) Class Participation

Field Experience Assignments
Students will complete various field assignment activities related to course topics as required by assignments. Reflections will be submitted with assignments.

1. Program Quality Project
2. Curriculum Maps and Pacing Guides - Interviews
3. Assistive Technology Project
4. Integrated Curriculum Design Project

GRADING SCALE:
A = 90-100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
F = below 60%

6. **Teaching Approaches**
   - Online or hybrid delivery includes interactive discussions with individual consultations as needed
   - Reflective reading, research, application
   - Lecture/discussion
   - Critical analysis of research on curricular best practices and use of technology
   - Cooperative Learning Groups; collaborative projects
   - Oral and Written Presentations
   - Self-Assessment; Program Evaluations
   - Guest Speakers
   - Student planning, observation, recording, and reflection

7. **Class Session Outline**
   I. Curriculum Overview and Theoretical Foundations
      A. Definition and Framework
      B. Developmentally Appropriate Practice
      C. Inclusion
      D. Program Models and Approaches
         i. Project-Based
         ii. Inquiry-Based
         iii. Emerging Program Models
      E. Research-Based Strategies
   II. Curriculum Components and Considerations
      A. Criteria for development, selection, and evaluation
      B. Planning/Design
      C. Linking assessment with curriculum and curriculum-based assessment
      D. Differentiation; UDL, tiered instruction, individualization, enrichment, adaptations/modifications
      E. Standards-Based/Thematic approaches
   III. Curriculum Implementation
      A. Integration
      B. Methods and instructional strategies
      C. Materials
      D. Large group, small group, center-based, activity-based instruction
      E. Using outcomes for future instruction
   IV. Curriculum Content and Integration - Arts/Humanities, Science, Social Studies, Math
      A. Embedding literacy across the content areas
      B. Integrating technology across the content areas
C. Including self-help skills, health/mental wellness

V. Assessing Practice
A. Designing and Implementing Instruction PGES Domains 1, 3
B. Preparation of a Responsive Learning Environment, PGES Domain 2
C. Growth Plans

VI. Technology
A. Using technology to enhance instruction – Instructive Technology
B. Engaging children in their use of technology
C. Assistive and adaptive technology to foster participation
D. Range from low-tech to high-tech
E. Research on using technology for instructional purposes
F. Fostering social interaction with technology

8. Bibliography as appropriate (listings should include author, title, publication date, and an indication as to whether the Montgomery Library currently holds this item)


**Professional Resources:**

2. Association of Early Childhood Education International (ACEI) [www.acei.org](http://www.acei.org)
3. SEEDS – Supporting Early Education Delivery Systems [http://www.scoe.net/seeds/resources/at/atPreschool/categories/environments.html](http://www.scoe.net/seeds/resources/at/atPreschool/categories/environments.html)
5. National Association for the Education of Young Children (NAEYC) [www.naeyc.org](http://www.naeyc.org)
   Early Childhood Technical Assistance Center [www.ectacenter.org/enotes/enotes.asp](http://www.ectacenter.org/enotes/enotes.asp)
6. Kentucky Department of Education – Preschool [http://education.ky.gov/educational/pre/Pages/default.aspx](http://education.ky.gov/educational/pre/Pages/default.aspx)
7. Kentucky Governor’s Office of Early Childhood Education [http://kidsnow.ky.gov/Pages/default.aspx](http://kidsnow.ky.gov/Pages/default.aspx)
9. Kentucky Preschool Regulations [http://education.ky.gov/educational/pre/Pages/Regulations.aspx](http://education.ky.gov/educational/pre/Pages/Regulations.aspx)
10. IDEA [www.fape.org/ida/How_it_works/index.htm](http://www.fape.org/ida/How_it_works/index.htm)
14. First Steps Kentucky
   http://chfs.ky.gov/dph/firststeps.htm
15. National Public Website on Assistive Technology http://assistivetech.net/
16. NICHY www.nichy.org
17. Zero the Three
   http://www.zerotothree.org/
18. Frank Porter Graham Child Development Institute http://fpg.unc.edu/
19. National Center for Early Development and Learning (NCEDL)
   https://www.woodfords.org/library/education/national-center-for-early-development-and-
   learning-ncedl/

9. Performance Standards/Competencies

IECE Teacher Standards:
- IECE Standard I: Designs/Plans Instruction
- IECE Standard II: Creates/Maintains Learning Environment
- IECE Standard III: Implements Instruction
- IECE Standard IV: Assesses & Communicates Learning Results
- IECE Standard V: Reflects/Evaluates Professional Practices
- IECE Standard VII: Engages in Professional Development
- IECE Standard IX: Implements Technology
- IECE Standard X: Provides Leadership within School, Community, and Community

NAEYC Advanced Program Standards:
- Standard #1: Promoting Child Development & Learning
- Standard #2: Building Family & Community Relationships
- Standard #3: Observing, Documenting, & Assessing to Support Young Children and Families
- Standard #4a: Connecting with Children and Families
- Standard #4b: Using Developmentally Appropriate Approaches
- Standard #4c: Understanding Content Knowledge in Early Education
- Standard #4d: Building Meaningful Curriculum
- Standard #5: Growing as a Professional

NAEYC Essential Professional Tools in Advanced Programs:
- Cultural Competence – Tasks 1, 2, 4, 6, 8, 12
- Knowledge and Application of Ethical Principles – Tasks 2, 4, 6
- Communication Skills – Tasks 2, 8, 12
- Mastery of Relevant Theory and Research – Tasks 2, 10
- Skills in Identifying and Using Professional Resources Tasks 2, 6, 7, 8, 11
- Inquiry Skills and Knowledge of Research Methods Tasks – 2, 7
- Skills in Collaborating, Teaching, and Mentoring Tasks 7, 8
- Advocacy Skills – Task 6
- Leadership Skills – Task 8

CEC/DEC Special Education Standards:
- Standard #1: Foundations
- Standard #2: Development and Characteristics of Learners Knowledge
- Standard #3: Individual Learning Differences
- Standard #4: Instructional Strategies
- Standard #5: Learning Environments & Social Interactions
• Standard #6: Language
• Standard #7: Instructional Planning
• Standard #8: Assessment
• Standard #9: Professional and Ethical Practice
• Standard #10: Collaboration

**EPSB Themes**

**Diversity** – Course Content and Field Experiences
- Includes Technology applications for all children including those with special needs and English Language Learners
- Curriculum Design Project supports the learning of all children including those with disabilities

**Assessment** – Course Content and Field Experiences
- Assistive Technology Project assesses the assistive technology needs of a young child
- Quality Program and Classroom assessment evaluates curriculum design and application

**Literacy/Reading Instruction** – Course Content and Field Experiences
- Curriculum Design Project includes curriculum plan for English/Language Arts content
- Technology considerations to support Literacy/Reading instruction

**Closing the Achievement Gap** – Course Content and Field Experiences
- Assessment and intervention focus on improving quality of early childhood programs and supporting individual learning and development – practices identified as essential steps to address achievement gaps

**PGES – Framework for Teaching (Charlotte Danielson Model):**
[http://education.ky.gov/teachers/PGES/Pages/PGES.aspx](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**
2b: Establishing culture of learning
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
4c: Communicating with families
4d: Participating in a professional community
4e: Growing and developing professionally
4f: Demonstrating professionalism
Campbellsville University
School of Education

ED 605
Research Methods and Procedures

School of Education Conceptual Framework
Theme: Empowerment for Learning

Model:

Required Text:

A textbook is required for this course. All materials for this course can be found in the textbook and Internet site for this course. All reading materials are contained in the body of the course and within the Library databases.

Course Description:

This course provides an overview of the research process, with emphasis on finding, using, and evaluating research. The course has embedded within the weekly lessons PowerPoint presentations for further explanation of key concepts and terms. Further, each week’s lesson/class concludes with a website to be explored and learn the key concepts. Students will learn the tools for qualitative and quantitative research.
An action research proposal is required on a relevant research question. This project will be selected with the assistance of the professor.

School of Education Mission Statement

In support of the institutional mission, the mission of the teacher education program is to prepare teachers for their respective fields in society by providing an academic infrastructure based on
scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society.

Since research has demonstrated that the teacher is most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.

The teacher education program is a performance-based process that strives to achieve this mission globally by

- preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels,
- honoring, understanding, and respecting diverse voices and communities in society,
- establishing partnerships and collaborating with the professional community,
- supporting and enhancing Christian characteristics of servant leadership.

Methods of Instruction

The instructional methods will include:

- Online learning lessons
- Individual consultation with instructor
- Online discussion groups
- Discussion thread messages
- Cooperative/collaborative learning activities

Purpose of Course

The purpose of this course is to assist students in gaining an understanding of research principles and techniques. Emphasis is placed on students finding, using, and evaluating research. Students will learn the research tools and apply the tools in a research project.

Alignment with Curricular Guidelines and National Standards:

Diversity Proficiencies
2.2 Uses contextual data to design instruction relevant to students.
3.3 Values and supports student diversity and addresses individual needs.
4.2 Implements instruction based on diverse student needs and assessment data.
5.4 Describes, analyzes, and evaluates student performance data.
8.1 Identifies students where learning could be enhanced by collaboration.

IECE Teacher Standards:

- IECE Standard I: Designs/Plans Instruction
- IECE Standard II: Creates/Maintains Learning Environment
- IECE Standard III: Implements Instruction
- IECE Standard IV: Assesses and Communicates Learning Results
• IECE Standard V: Reflects/Evaluates Professional Practices
• IECE Standard VI: Collaborates with Colleagues/Families/Others
• IECE Standard VII: Engages in Professional Development
• IECE Standard IX: Demonstrates use of Technology
• IECE Standard X: Provides Leadership

**NAEYC Initial/Advanced Program Standards:**
• Standard #1a, 1b, 1c: Promote Child Development & Learning
• Standard #2a, 2b, 2c: Building Family & Community Partnerships
10. Standard #3b: Observing, Documenting, & Assessing to Support Young Children and Families
11. Standard #4a, 4b, 4c, 4d: Teaching and Learning
12. Standard #5a, 5c, 5d: Becoming a Professional

**Council of Exceptional Children Standards**
Standard #1-Foundations: ICC1K1, ICC1K3, ICC1K7, ICC1K8, BD1K2, BD1K3, LD1K4; EC1K1, EC1K2, EC1K3
Standard #2-Development and Characteristics of Learners: ICC2K1, ICC2K7, BD2K1, LD2K3, EC2-K1, EC2-K2
Standard #3-Individual Learning Differences: ICC3K1, ICC3K4, LD3K1
Standard #4-Instructional Strategies: ICC4S1, ICC4S3, ICC4S5, ICC4S6, BD4S1, BD4S2, LD4K1, LD4S1,
Standard #5-Learning Environments and Social Interactions: ICC5K1, ICC5K8, ICC5S1, ICC5S3, ICC5S13,
Standard #6-Communication: ICC6K1, ICC6K4, LD6S1, ICC6S2, EC6S1
Standard #7-Instructional Planning: ICC7S2, CC7S9, ICC7S11, BD7S2,
Standard #8-Assessment: ICC8K2, ICC8S2, ICC8S3, ICC8S4, ICC8S7, LD8S1, BD8S2, LD8K2
Standard #9-Professional and Ethical Practice: ICC9S1, ICC9K4, ICC9S6, LD9K2, EC9K1, EC9S7
Standard #10-Collaboration: ICC10K1, ICC10K3, ICC10S1, ICC10S6, BD10S1, LD10K2

**EPSB Themes for IEC Candidates**

- **Diversity** – Course Content and Field Experiences
  • Emphasizes research to support best practices in inclusive classrooms and/or working with diverse families in natural settings
- **Assessment** – Course Content and Field Experiences
  • Observation and informal assessments completed in field experiences to develop Research Question
- **Literacy/Reading Instruction** – Course Content and Field Experiences
  • Research may be focused on literacy/reading instruction
- **Closing the Achievement Gap** – Field Experiences
  • Research informs professional knowledge that leads to quality classroom or early intervention practices in efforts to close the achievement gap

**PGES Domains:**

**Domain 1: Planning and Preparation**
- 1a: Knowledge of content/pedagogy
- 1b: Demonstrates knowledge of students
- 1d: Demonstrating knowledge of resources

**Domain 2: Classroom Environment**
• 2a: Creating environment of respect and rapport
• 2b: Establishing culture of learning
• 2c: Managing classroom procedures
• 2d: Managing student behavior
• 2e: Organizing physical space

Domain 3: Instruction
• 3c: Engaging students in learning
• 3d: Using assessment in instruction

Domain 4: Professional Responsibility
• 4a: Reflecting on teaching
• 4c: Communicating with families
• 4d: Participating in a professional community
• 4e: Growing and developing professionally
• 4f: Demonstrating professionalism

Kentucky Common Core Standards and College Readiness Standards
Students will use the Common Core State Standards in designing learning goals/objectives and assessments.

Course Objectives
1. Student will gain an understanding of research principles, lexicon and techniques.
   KTS 6, 7, 8, 10
2. Student will be an informed consumer of research products.
   KTS 6, 7, 8, 10
3. Students will use research-supported methods for academic and non academic instruction of individuals with learning disabilities and young children in inclusive classrooms.
   KTS 6, 7, 8, 10
4. Students will select, adapt, and create research-based teaching strategies.
   KTS 1, 2, 10
5. Students will complete a research project regarding a relevant research question.
   KTS 6, 9, 10

Course Assignments/Assessments
Class Participation (KTS 6, 7, 8, 9; IECE KTS V, VI, VII, IX)
Class attendance will be checked. Two unexcused absences (at instructor's discretion) results in an automatic “F” for the course. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). Please notify the instructor if you are to be absent. Students must contribute to class discussions a minimum of five times; they should also contact the professor in advance if they might be absent.

Research Project:
Instructor will provide directions. Your research topic must relate to students with disabilities and their needs. This project is to be an Action Research Proposal. A rubric will be provided by the instructor.
5 Article Reviews (KTS 7, 9; IECE KTS V, VII)
All five (5) of these articles must be referenced in the literature review of your Action Research Proposal. These articles must be critiques of empirical research articles which were published in a peer reviewed journal. The articles can be included in annotated bibliographies of information articles from other resources.

Please understand that the review of literature will be comprised of more than these five article reviews. A rubric will be provided by your instructor.

**Field Hours (KTS 1, 2, 3, 4, 5, 7, 8, 10; IECE KTS I, II, III, IV, V, VI, X)**

Students will participate in six (20) hours of field experience. These hours will require you to conduct interviews of 3 professionals in the educational field on the use of research in their work activities and responsibilities. This will be discussed further during chat sessions. See the field hour requirement document for details (located on the University web page). Logs must be kept of the field experience, along with a written record of the questions used during the interview and the responses. Use artificial names when you write about learners and teachers to keep confidentially. The original must be sent to the Special Education Program office and a copy sent to the professor. The form must be completed in order to receive credit.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>50</td>
</tr>
<tr>
<td>Research Project</td>
<td>300</td>
</tr>
<tr>
<td>Article Reviews</td>
<td>100</td>
</tr>
<tr>
<td>Test</td>
<td>50</td>
</tr>
<tr>
<td>Field Hours</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total: 600**

**Course Grading Scale**

- 93 - 100% = A
- 86 - 92% = B
- 79 - 85% = C
- 72 - 78% = D
- Below 72 = F

**Incomplete Policy**

In accordance with Special Education Program policies at Campbellsville University, students failing to complete requirements within the timeframe of a course, with justifiable cause, may request an Incomplete from the professor by submitting an Incomplete Request form. This form can be received by contacting the Special Education Program Office or by accessing the University web page. It is the student’s responsibility to request and make arrangements with the professor in order to receive an “I”.

Course work and other requirements to change the “I” grade must be completed by the end of the following 9 weeks. If by the end of the designated time, the requirements have not been met, the professor will change “I” to an “F”.

**Plagiarism Statement**

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.” (2009-11 Bulletin Catalog, p. 35.)

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.

Special note to students enrolled in special education program: All students are required to take an online module regarding plagiarism/cheating before beginning formal coursework.

Technical Support and Assistance

Students are required to have a computer, e-mail and Internet access to enroll in this course. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the Internet.

Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning 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.

References:

American Educational Research Association
http://www.aera.net Home page for AERA.


Council for Exceptional Children: Division of Learning Disabilities
http://www.dldcec.org

Council for Children with Behavior Disorders
http://www.ccbd.net/

Criterion- Versus Norm-Referenced Testing
http://www.valdosta.edu/~whuitt/psy702/measeval/crnmref.html This is a brief presentation contrasting criterion-referenced and norm-referenced tests in terms of purpose, content, item characteristics, and score interpretation.
Data Collection

http://edis.ifas.ufl.edu/ This is a nice web site discussing three relevant issues: using observations as alternatives to direct questioning, selecting data collection techniques, and using focus groups. The first section contains some interesting perspectives on the advantages and disadvantages of using observations.

Educational Reports and Studies in Education


Electronic Journals in the Field of Education

http://aera-cr.ed.asu.edu/links.html An index of electronic education journals maintained by the AERA Special Interest Group on Communication of Research.

ERIC Clearinghouse on Disabilities and Gifted Education. http://ericec.org


Ethical Principles of Psychologists and Code of Conduct

http://www.apa.org/ethics/code.html This is the APA site that provides a wealth of information on the general ethical principles discussed in the text. There are numerous links to other parts of the APA site dealing with additional ethical issues.


National Attention Deficit Disorder Association

http://www.nami.org/
National Research and Development

Northwest Regional Educational Laboratory
http://www.nwrel.org This is the home page for the NWREL.


The Qualitative Report
http://www.nova.edu/ssss/QR/web.html This is a site maintained by Ronald J. Chenail that lists quite a few qualitative research web sites.

Qualitative Measures
http://trochim.human.cornell.edu/kb/qual.htm An introduction to qualitative research, the differences between qualitative and quantitative research, and the major types of qualitative research data, approaches, and methods.

Qualitative versus Quantitative Research
http://www.uea.ac.uk/care/elu/Issues/Research/Res1Ch2.html Discussion of the differences between qualitative and quantitative research.


Review of the Literature Exercise
http://ed.uno.edu/faculty/joescher/EDFR6700/litrww.ex.htm This web page provides three examples of a literature review of middle school research. Each review is increasingly effective at synthesizing literature.


Sampling
http://www.uiah.fi/projects/metodi/152.htm A short tutorial on sampling that presents information on random and non-random sampling, sample size, and examples of faulty sampling.

Campbellsville University School of Education
ED 608 Student Teaching

Contact: Chuck Hamilton/Debbie Spalding
Student Teaching Coordinator
E-mail: daspalding@campbellsville.edu
Phone: 270-789-5482
Cell: 270-692-7382

Office: EDU 124
Office Hours: M, T, W, and, F.
Security Office 270-789-5555
Security Cell 270-403-3611

THEME: EMPOWERMENT FOR LEARNING

Mission: Campbellsville University’s School of Education, in keeping with the spirit of Campbellsville University, seeks to prepare teachers by providing an academic infrastructure based on scholarship, service, and Christian leadership. The primary aim of the program is to advance scholars who are competent and caring educators committed to life-long learning in a diverse society.

Credit Hours: 6
Prerequisite: CAP 6, Admission to Student Teaching

Description of Course
Student teachers are placed in cooperating accredited schools for the study of teaching in a laboratory setting. The experience consists of directed observation, guided participation and full-time classroom teaching. During this capstone experience the student teacher is under the supervision of a qualified teacher and a university supervisor. Student teaching requires one full semester (16 weeks) of classroom experience. Student teachers are required to attend regularly scheduled campus seminars in addition to their placement (traditional route candidates only).

The student teaching experience culminates in a real world educational evaluation model supervised by certified teachers and University Supervisors who have completed the Co-teaching Training.
A major component of the Student Teaching experience is the Co-Teaching Model. This model is utilized to provide professional learning opportunities for Student Teacher Candidates in collaboration with districts/schools through a systematic process based on effective
implementation practices, effective adult learning strategies, evaluation of delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this teaching experience will focus on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity and to ultimately close achievement gaps.

**Course Objectives:**

**A. KENTUCKY’S TEACHER STANDARDS**

[http://www.kyepsb.net/teacherprep/standards.asp](http://www.kyepsb.net/teacherprep/standards.asp)

**STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE**
The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

1.1 Communicates concepts, processes and knowledge
1.2 Connects content to life experiences of students
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning
1.4 Guides students to understand content from various perspectives
1.5 Identifies and addresses students’ misconceptions of content

**STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION**
The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2.1 Develops significant objectives aligned with standards
2.2 Uses contextual data to design instruction relevant to students
2.3 Plans assessments to guide instruction and measure learning objectives
2.4 Plans instructional strategies and activities that address learning objectives for all students
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning

**STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE**
The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

3.1 Communicates high expectations
3.2 Establishes a positive learning environment
3.3 Values and supports student diversity and addresses individual needs
3.4 Fosters mutual respect between teacher and students and among students
3.5 Provides a safe environment for learning

**STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION**
The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Uses a variety of instructional strategies that align learning objectives and actively engage students
4.2 Implements instruction based on diverse student needs and assessment data
4.3 Uses time effectively
4.4 Uses space and materials effectively
4.5 Implements and manages instruction in ways that facilitate higher order thinking
STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS
The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1 Uses pre-assessments
5.2 Uses formative assessments
5.3 Uses summative assessments
5.4 Describes, analyzes, and evaluates student performance data
5.5 Communicates learning results to students and parents
5.6 Allows opportunity for student self-assessment

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY
The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

6.1 Uses available technology to design and plan instruction
6.2 Uses available technology to implement instruction that facilitates student learning
6.3 Integrates student use of available technology into instruction
6.4 Uses available technology to assess and communicate student learning
6.5 Demonstrates ethical and legal use of technology

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING
The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluate student learning
7.2 Uses data to reflect on and evaluate instructional practice
7.3 Uses data to reflect on and identify areas for professional growth

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/Others
The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1 Identifies students whose learning could be enhanced by collaboration
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort
8.3 Implements planned activities that enhance student learning and engage all parties
8.4 Analyzes data to evaluate the outcomes of collaborative efforts

STANDARDS 9: EVALUATES TEACHING & IMPLEMENTS PROFESSIONAL DEVELOPMENT
The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.

9.1 Self assesses performance relative to Kentucky’s Teacher Standards
9.2 Identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues
9.3 Designs a professional growth plan that addresses identified priorities
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school
10.2 Develops a plan for engaging in leadership activities
10.3 Implements a plan for engaging in leadership activities
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts

B. 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 Classroom procedures
2d: Managing student behavior
2e: Organizing physical space

Domain 3: Instruction
3a: Communicating with parents
3b: Using questioning and discussion techniques
3c: Engaging students in learning
3d: Using Assessment for 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

C. IECE Standards
http://www.epsb.ky.gov/teacherprep/iecestandards.asp

Standard I: Designs/Plans Instruction
The Interdisciplinary Early Childhood Education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.
Standard II: Creates/Maintains Environments
The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

**Standard III: Implements Instruction**
The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

**Standard IV: Assesses & Communicates Learning Results**
The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

**Standard V: Reflects/Evaluates Professional Practices**
The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

**Standard VI: Collaborates with Colleagues/Families/Others**
The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

**Standard VII: Engages in Professional Development**
The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

**Standard VIII: Supports Families**
The IECE educator supports families through family-centered services that promote independence and self-determination.

**Standard IX: Demonstrates Implementation of Technology**
The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

**D. Special Education Standards**

**Standard 1: Foundations**

*Knowledge:*
- a. Historical and philosophical foundations of services for young children both with and without exceptional learning needs.
- c. Law and policies that affect young children, families, and programs for young children.

**Standard 2: Development and characteristics of learners**

*Knowledge:*
- a. Theories of typical and atypical early childhood development.
- b. Effect of biological and environmental factors on pre-, peri-, and post-natal development.
- c. Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.
- d. Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.
- e. Impact of medical conditions on family concerns, resources, and priorities.
- f. Childhood illnesses and communicable diseases

**Standard 3: Individual learning differences**

*Knowledge:* None in addition to Common Core

*Skills:*
a. Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.

**Standard 4: Instructional strategies**

*Knowledge:* None in addition to Common Core  
*Skills:*  
- Use instructional practices based on knowledge of the child, family, community, and the curriculum.  
- Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.  
- Prepare young children for successful transitions.

**Standard 5: Learning environments/social interactions**

*Knowledge:*  
- Medical care considerations for premature, low-birth-weight and other young children with medical and health conditions.  
*Skills:*  
- Implement nutrition plans and feeding strategies.  
- Use health appraisal procedures and make referrals as needed.  
- Design, implement, and evaluate environments to assure developmental and functional appropriateness.  
- Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology.  
- Maximize young children's progress in group and home settings through organization of the physical, temporal, and social environments.

**Standard 6: Language**

*Knowledge:* None in addition to Common Core  
*Skills:*  
- Support and facilitate family and child interactions as primary contexts for learning and development.

**Standard 7: Instructional planning**

*Knowledge:* None in addition to Common Core  
*Skills:*  
- Implement, monitor and evaluate individualized family service plans and individualized education plans.  
- Plan and implement developmentally and individually appropriate curriculum.  
- Design intervention strategies incorporating information from multiple disciplines.  
- Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.

**Standard 8: Assessment**

*Knowledge:* None in addition to Common Core.  
*Skills:*  
- Assess the development and learning of young children.  
- Select, adapt and use specialized formal and informal assessments for infants, young children and their families.  
- Participate as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education plans.  
- Assist families in identifying their concerns, resources, and priorities.  
- Participate and collaborate as a team member with other professionals in conducting family-centered assessments.  
- Evaluate services with families.

**Standard 9: Professional and ethical practice**

*Knowledge:*
a. Organizations and publications relevant to the field of early childhood special education.

Skills:

a. Recognize signs of child abuse and neglect in young children and follow reporting procedures.
b. Use family theories and principles to guide professional practice.
c. Respect family choices and goals.
d. Apply models of team process in early childhood.
e. Advocate for enhanced professional status and working conditions for early childhood service providers.
f. Participate in activities of professional organizations relevant to the field of early childhood special education.
g. Apply research and effective practices critically in early childhood settings.
h. Develop, implement and evaluate a professional development plan relevant to one's work with young children.

Standard 10: Collaboration

Knowledge:
a. Dynamics of team-building, problem-solving, and conflict resolution.

Skills:

a. Assist the family in planning for transitions.
b. Communicate effectively with families about curriculum and their child's progress.
c. Apply models of team process in early childhood settings.
d. Apply various models of consultation in early childhood settings.
e. Establish and maintain positive collaborative relationships with families.
f. Provide consultation and instruction specific to services for children and families

Evaluation:

Each teacher candidate can earn up to 150 points which is outlined below in the Course Requirements section. Any teacher candidate who is late submitting paper work to cooperating teachers and/or university supervisors, missing seminars and submitting the video and/or portfolio late will be penalized 5 points per calendar day. These points will be documented as deficiencies against the 150 points to be earned. The following score system will be used to determine the grade:

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>135-150</td>
<td>A (90-100%)</td>
</tr>
<tr>
<td>120-134</td>
<td>B (80-89%)</td>
</tr>
<tr>
<td>105-119</td>
<td>C (70-79%)</td>
</tr>
<tr>
<td>Below 105</td>
<td>F (Below 70%)</td>
</tr>
</tbody>
</table>

Course Requirements:

1. Exit CAP Application & Portfolio—40 points or 27% of total grade

The Exit CAP (CAP 4 or CAP 7) application including all requirements is to be submitted on the specified due date. Teacher candidates shall continue to refine and update their professional portfolios throughout the student teaching semester until the due date. Portfolios are to contain new material from the student teaching experience. The portfolio is to be available each time the University Supervisor visits.

2. Journal—18 points or 12% of total grade

Teacher candidates are required to keep a journal describing, evaluating, and reflecting upon classroom experiences. The reflective journal is to be made available to the cooperating teacher and the University Supervisor. The cooperating teacher will score
the journal based on a rubric of 9 points when completing the mid-term and final formal observation. If a teacher candidate has two cooperating teachers the scores will be average for a total score.

3. **Formal Observations—30 points or 20% of total grade**
   Teacher candidates are formally observed by the cooperating teacher two times at mid-term and final (some have two cooperating teachers which will make 4 observations) and by the university supervisor 4 times. For each formal observation a teacher candidate must submit Tasks A-1 and A-2 at least 24 hours before a scheduled observation and a Task C within 24-48 hours after a scheduled observation. The university supervisor and cooperating teacher will conduct a final meeting where a summative score will be given to the teacher candidate. If a teacher candidate has two cooperating teachers, an average will be taken for the summative score. *(Observation Forms and rubric are provided)*

4. **Video Taped Lesson—18 points or 12% of total grade**
   Complete one twenty minute, uncut videotaping of you teaching a lesson. This lesson must include Tasks A-1, A-2, C and any assessment used during the lesson. You will be instructed how to upload your video at a student teacher seminar.

5. **CAP 4 Exit Program—Interview is 18 points or 12% of total grade**
   The program is conducted near the end of the semester. See the seminar schedule for the specific date. Students report in professional dress for a mock employment interview and a job fair. Students should bring 10-12 copies of resumes for distribution to school district representatives who will be at the fair.

6. **Dispositions—20 points or 13% of total grade**
   Cooperating teachers and university supervisors will complete a disposition form on each teacher candidate. These dispositions scores will be average for a total of 20 points.

7. **Seminars—Teacher candidates will be penalized 5 points or 3% of total grade for any seminar missed. (6 points for Attendance)**
   Student teachers shall attend all seminars. If seminars are missed teacher candidates shall be given appropriate assignments to compensate with prior approval from Student Teacher Coordinator.

8. **Attendance**
   Attend all faculty meetings, parent conference, collaborative grade-level group meetings, professional development meetings, etc. that the cooperating teacher is required to attend. Any teacher candidate who misses excessive days during the placement will be required to make them up before being approved for CAP 4.

I. **Academic Integrity**

   **Plagiarism Policy**
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.” (2013-15 Undergraduate Bulletin- Catalog, p. 36.)

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. Examples in student teaching could include copying the development of a lesson plan, unit of study or an assessment and submitting the work as your own in the portfolio.

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. In addition, the student could possibly be removed from student teaching for violation of the Plagiarism Policy.

II. CONFIDENTIALITY
Confidentiality of children being taught or observed must be strictly adhered to at all times. NEVER mention children’s real names when discussing, sharing in online form, 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. (See Student Teacher Handbook and District Policy and Procedures)
A parental permission form must be signed before administering any formal assessment procedure or taping/photographing children. (See Student Teacher Handbook and District Policy and Procedures of Student Teacher Placement)
It is your responsibility to contact the instructor if you are having difficulty in the placement or questions pertaining to the placement. Points of Contact: Cooperating Teacher, University Supervisor, Student Teacher Coordination, and Campbellsville University School of Education Dean.

III. DISPOSITIONS
Cooperating Teachers and University Supervisors will complete a Disposition Form for each Student Teacher Candidate under their supervision. These documents are submitted to the School of Education and placed in each student’s file. (Contact: Student Teacher Coordinator)

IV INCLEMENT WEATHER POLICY
In case of inclement weather, you will follow the district’s inclement weather policy for daily attendance. If a seminar is scheduled on the day your district is not in attendance, you will follow the Campbellsville University inclement weather policy. In addition, check the Tiger Net site for the course to check for cancellation. Student Teacher Coordinator-in collaboration with
the Dean of Education will monitor the number of days in attendance for each Student Teacher Candidate placement

IV. Disability Statement
Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning 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.

Resources

16 KAR 5:040. Admission, placement, and supervision in student teaching
http://www.lrc.state.ky.us/kar/016/005/040.htm

Kentucky Standards Board
http://www.kyepsb.net/certification/certstandardroutes.asp

Types of co-teaching, summarized.
http://www.specialconnections.ku.edu/?q=collaboration/cooperative_teaching/teacher_tools/types_of_co_teaching

5-minute video.
http://www.youtube.com/watch?v=TCn4qDyuZVE

5 short videos, which give examples of various co-teaching practices.
http://education.byu.edu/cpse/co_teaching/co_teach_models.html

Effective co-teaching strategies.
http://www.teachhub.com/effective-co-teaching-strategies

State-level approaches to co-teaching.

Special Education Standards

Special Education Professional Ethics Standards
Check one ______ Employed as a teacher of record in an IECE classroom; holding a Temporary Provisional certificate (Option 6, alternative certification) 
_____ Baccalaureate degree (Traditional candidate)

Name: ___________________________ Ethnicity ___________ Gender __________
Address: _______________________________________________________________________
Telephone #: ______________________ Email Address _____________________________

Current Certification(s):

CAP 5*_______ CAP 6**_______ CAP 7_______***

Praxis Disclaimer: Teacher certification requirements are subject to change. Before registering for the test(s) please refer to the KY Education Professional Standards Board website at http://www.kyspsb.net for current requirements or contact 502-564-4606 or toll free 888-598-7677.

*2.75 GPA required for admission or 3.0 in last 30 hours; Praxis CASE or GRE pass scores at (CAP 5)
**Portfolio demonstrating competency in 10 IECE KTS for admission to student teaching (for traditional candidates)
***Successful exit from student teaching (traditional candidates) or if alternative certification portfolio is submitted for program exit and evidence of successful KTIP (CAP 7).
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Hours</th>
<th>Term</th>
<th>Grade</th>
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<tr>
<td>ED 605</td>
<td>Research Methods and Procedures</td>
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<tr>
<td>IEC 580</td>
<td>Advanced Curriculum &amp; Methods I</td>
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<td>IEC 581</td>
<td>Advanced Curriculum &amp; Methods II</td>
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<td>Global Perspectives in Early Childhood</td>
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<td>IEC 626</td>
<td>Collaboration &amp; Communication in IECE</td>
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<td>Inst. Strategies for Literacy, Reading, Lang Arts</td>
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<td>Advanced Child Development</td>
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<td>IECE Assessment &amp; Intervention</td>
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<td>Integrated Technology &amp; Curriculum</td>
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<td>Leadership of IECE Programs</td>
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<td>SED 697</td>
<td>Learning Disabilities</td>
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<td>SED 730</td>
<td>Introduction to Autism Spectrum Disorder</td>
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<td>SED 760</td>
<td>Applied Behavior Analysis</td>
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<td>ED 608</td>
<td>Student Teaching</td>
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Candidates in Option 6 alternative program do not student teach

Total Hours: 33 (Option 6); 36 (Traditional)

+Required if not completed IECE 420 or equivalent course. Additional undergraduate courses may be required to meet bachelor’s degree in early childhood education equivalency.
ED 608 Student Teaching (Traditional candidates only)

Candidates in Option 6 alternative program do not student teach