ECSE Program Sequence 5:  
CIEP M43: Inclusive Instructional Methods for Preschoolers  
FALL 2015

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Time: Tues 4:15 – 6:45 PM  
Classroom: CUN 218  
Office hours: by appointment

Course Description
This course includes learning experiences designed to support candidates as they proceed through the three preschool-focused Sequence 5 modules in the Early Childhood Special Education (ECSE) program. Through teaching experiences in those modules, candidates develop their skills in developmentally appropriate adult/child interaction, preschool curriculum and pedagogy, and the literacy development, needs, and instruction of diverse preschoolers (English learners in particular). Candidates deepen their professional knowledge, skills, and dispositions through supervised teaching in preschool classrooms.

These Sequence 5 experiences and CIEP M43 are linked through shared assignments and themes. CIEP M43 focuses on the role of ECSE professionals in preschool programs, including the role of ECSE teachers in supporting tiered models in general education. ECSE also play a major role in the development, implementation, and evaluation of individualized education plans. In addition, these personnel are called upon to provide services that are interdisciplinary, multicultural, family-centered, inclusive, and developmentally appropriate, and that prove effective regardless of family circumstances. In order to be effective, ECSE teachers must demonstrate both knowledge and skill in curricular adaptations and instructional strategies that address the needs of young children.

Students will gain experience in developing strategies for meeting the educational and developmental needs of preschoolers who experience circumstances and conditions that potentially interfere with optimal growth and development. Some of the key areas of competency in CIEP M43 include: the special education process from referral through service delivery and program evaluation, Response-to-Intervention (RTI) models of service delivery, the IDEA disability categories and their implications for educators, adapting curriculum for children with special needs using a Universal Design for Learning (UDL) framework, assistive and instructional technology use and misuse, planning inclusive environments, and assessment/progress monitoring in blended and self-contained settings.

Course objectives
1. Candidates will identify essential knowledge and skills, including best practices (as identified by NAEYC, DEC’s Recommended Practices, and other professional organizations) for working with preschoolers with special needs in inclusive environments.

2. Candidates will demonstrate an understanding of early childhood development (typical and atypical) as well as learning theory and the implications of disabilities and other special needs, and provides developmental and learning opportunities that promote preschoolers’ development in all domains.
3. Candidates will develop a philosophy of meaningful inclusion in early childhood education.

4. Candidates will identify strategies for enabling and empowering caregivers and families of diverse young children with special needs.

5. Candidates will identify the roles of general and special education teachers, paraprofessionals, and families in developing IEPs, generating curriculum goals, and intervening, as well as in blended and tiered classroom practices.

6. Candidates will assess preschool environments for the presence of high-quality inclusive practices and generate ideas for preparing these educational environments to meet the needs of young children with a variety of special needs, including the preparation of general education students, the learning environment, making curricular adaptations, and designing individualized learning objectives.

7. Candidates will generate Tier 2 and Tier 3 intervention plans, and IEP-based intervention plans for a given young child with special needs, including specific intervention/learning goals/objectives and an assessment plan for determining the impact on specific areas of learning.

8. Candidates will demonstrate an understanding of the types and uses of instructional and assistive technology in ECSE to address the learning needs of diverse children, including those with exceptionalities.

**Standards**
Illinois Professional Teaching Standards, ECE and ECSE Standards with which this course is aligned:

**Curriculum and Content Knowledge**

**STANDARD 1 – Curriculum**
The competent early childhood teacher understands and demonstrates the central concepts, tools of inquiry, and structures of the content areas and creates and integrates meaningful learning experiences that develop children's competence across all developmental areas and content areas. [26.110] (ECE)

**STANDARD 1 - Content Knowledge**
The competent early childhood special education (ECSE) teacher understands the central concepts, tools of inquiry, and structures of developmental, functional, and learning curriculum areas appropriate to young children, and creates and provides integrated experiences that develop each child's competence across curriculum areas. [28.240(a)] (ECSE)

**STANDARD 2 – Curriculum: English Language Arts**
The competent early childhood teacher demonstrates proficiency in the use of oral and written English; understands and communicates ideas, information, and perspectives in reading, writing, speaking, and listening; and promotes the abilities of children from birth through grade three as they apply language and thinking skills to many different genres, concepts, and situations. [26.120] (ECE)

**STANDARD 6 – Curriculum: Physical Development and Health**
The competent early childhood teacher understands the comprehensive nature of the physical, emotional, and social well-being of children from birth through grade three; understands the role of human movement and physical activity as elements central to active, healthy life styles; and promotes the abilities of children from birth through grade three as they develop and practice skills that contribute to good health and enhance quality of life. [26.160]

**Human development and learning**
STANDARD 8: The competent early childhood teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of all children from birth through grade three. [26.180] (ECE)

STANDARD 2: The competent ECSE teacher understands how individuals grow, develop, and learn, as well as the implications of disabilities and other special needs and circumstances for development, and provides developmental and learning opportunities that ameliorate or remediate the effects of these conditions on the intellectual, social, emotional, and physical development of young children with disabilities from birth through grade three. [28.240(b)] (ECSE)

Diversity
STANDARD 9: The competent early childhood teacher understands how children and families differ in their perspectives and approaches to learning and creates opportunities for growth and learning that are developmentally and culturally appropriate and are adapted for children from birth through grade three. [26.190] (ECE)

STANDARD 3: The competent ECSE teacher understands how children and families differ in their perspectives and approaches to development, learning, and disability and provides curriculum and instructional environments within the context of family, classroom, and community that honor the families' and communities' beliefs, values, and practices. [28.240(c)] (ECSE)

Planning for Instruction
STANDARD 10: The competent early childhood teacher understands instructional planning and designs learning opportunities based on knowledge of the children, their families, and their communities, and of content areas and curriculum goals. [26.200] (ECE)

STANDARD 4: The competent ECSE teacher understands and employs a range of curriculum and instructional approaches for fostering individual abilities and meeting the individual learning needs within the contexts of group and individualized instruction in a variety of classrooms, communities, and home environments and develops individual long-term and short-term educational and service plans based on knowledge of children, families, communities, content areas, and early childhood curriculum goals, as well as knowledge of individual children's abilities and needs and families' goals, priorities, and concerns for their child. [28.240(d)] (ECSE)

Learning Environment
STANDARD 11: The competent early childhood teacher uses an understanding of individual and group motivation and behavior as well as of children's developmental levels and needs to create a learning environment that encourages positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem. [26.210] (ECE)

STANDARD 5: The competent ECSE teacher uses an understanding of young children's social and emotional development to create group and individual environments and learning opportunities based on and supportive of positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem. [28.240(e)] (ECSE)

Instructional Delivery
STANDARD 12: The competent early childhood teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills. [26.220] (ECE)

STANDARD 6: The competent ECSE teacher employs a variety of group and individual instructional opportunities and strategies, both planned and spontaneous, which encourage children's development and learning across developmental domains and content areas, are appropriate to those areas and to each child's individual abilities and learning needs with respect to those areas, are matched to individually appropriate outcomes and goals, and are deliverable in a variety of individual and group learning environments, including inclusive classrooms, community, and homes. [28.240(f)] (ECSE)

Communication
STANDARD 13: The competent early childhood teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. [26.230] (ECE)

STANDARD 7: The competent ECSE teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in a variety of individual and group learning environments, including inclusive classrooms, community, and home. [28.240(g)] (ECSE)
Assessment

STANDARD 14: The competent early childhood teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all children. [26.240]

STANDARD 8: The competent ECSE teacher uses an array of formal and informal assessment sources and approaches to gather information needed for making decisions about individual and group developmental and learning curriculum goals and instructional approaches that are appropriate and responsive to young children and their families. [28.240(h)]

Collaboration and professional reflection

STANDARD 15 – Collaborative Relationships
The competent early childhood teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and representatives of community service agencies in order to support children's learning and well-being. [26.250]

STANDARD 9 - Collaborative Relationships
The competent ECSE teacher develops and maintains productive, collaborative relationships with families, communities, and professionals across the range of services and service systems needed to meet the developmental, learning, and service goals and priorities of young children with disabilities and their families. [28.240(i)]

STANDARD 16 – Reflection and Professional Growth
The competent early childhood teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [26.260]

STANDARD 10 - Reflection and Professional Growth
The competent ECSE teacher is a reflective practitioner who continually evaluates how choices and actions affect children, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.240(j)]

Dispositions

CIEP M43 both requires and directly instructs the following dispositions, which will be measured at the end of the Sequence:

D3: Valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity).

D6: Collecting and analyzing community, school, family, and student data to guide educational decision making.

D7: Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments.

D11: Implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors.

D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

IDEA Objectives

This course is designed to address the following IDEA Objectives, upon which instructor evaluation will be based:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
Required texts


Additional readings will also be assigned. All readings will be posted in the ‘Resources’ section of Sakai.

Conceptual Framework and Diversity
“Professionalism in Service of Social Justice” is the conceptual framework infused into all programs within the School of Education. The underlying beliefs or principles that form the foundation of this framework include sensitivity and concern for others as essential societal values, and also the belief that caring for others will enhance the moral core of our communities and via a ripple effect, our society and the world as well. Field-based modules and courses in the ECSE program have been designed to assist candidates in taking the first steps toward embodying the principles of social justice by collaborating cross-culturally to make a lasting impact beyond the level of the individual. This involves a specialized set of competencies, some of which will be emphasized in this course. The following Conceptual Framework Standards are specifically addressed in these courses:

<table>
<thead>
<tr>
<th>Conceptual Framework Standards: M43</th>
<th>Activities and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF1: …an understanding of a current body of literature and are able to critically evaluate new practices and research in their field</td>
<td>- Heartland Inclusive Practices Assessment</td>
</tr>
<tr>
<td>CF2: …knowledge and skills in a variety of school and professional settings.</td>
<td>- Individualized Intervention Assignment</td>
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<tr>
<td>CF3: …an understanding of issues of social justice and inequity.</td>
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<tr>
<td>CF4: …skills that will enable them to work effectively with diverse clients.</td>
<td>- Individualized Intervention Assignment -Thematic Mini-Unit</td>
</tr>
<tr>
<td>CF5: …technological knowledge and skills which enhance education.</td>
<td>- Assistive and instructional technology assignment</td>
</tr>
<tr>
<td>CF6: …professional decision-making skills and behaviors in advancing social justice and service.</td>
<td>-Module experiences</td>
</tr>
<tr>
<td>CF7: …how moral and ethical decisions shape actions directed toward service to others.</td>
<td>-Classroom lectures and activities</td>
</tr>
<tr>
<td>CF8: …an ability to apply principles in professional decision-making.</td>
<td>-Module experiences and playgroups</td>
</tr>
</tbody>
</table>
Assignments

1. Individualized Intervention Assignment (Core ECSE Program Assessment)

Using a child in Sequence 5 classrooms, candidates will work to identify and plan Tier 2 and Tier 3 interventions and implementation/progress monitoring plans, as well as an intervention to specifically address and IEP goal. Candidates will choose one of these three plans to deliver in their Sequence 5 classroom, and they will monitor progress on this intervention during the sequence.

2. Family and Community Engagement: Misericordia play groups (Sept. 19th, Oct. 24th - Halloween, Nov. 21st, Dec. 12th - Santa)

Each candidate will plan/facilitate any three of the four Saturday play groups at Misericordia this fall. A sign-up sheet will be distributed in class. Activity plans will be developed for these visits and submitted for feedback prior to implementation.

3. Quality Inclusive Practices Checklist

Candidates will complete an assessment of the preschool classroom in their Sequence 5 placement using an instrument that includes observable dimensions of inclusive practices for diverse young children. Based upon the observations in this checklist, candidates will write a summary and develop an action plan including steps that can be addressed both within Sequence 5 and over the long term.

4. IEP interview and analysis

Candidates will review a completed IEP from their Sequence 5 placement, interviewing the classroom teacher (or other IEP team member) about the process of IEP development. They will then complete a critical analysis of the process and product and identify strengths, weaknesses, and specific recommendations for the team and child.

5. Thematic mini-unit: UDL and modifications (Core ECSE Program Assessment)

The thematic unit activities you will plan and deliver for Sequence 5 will include adaptations for children with special needs. This includes both the UDL components of activity planning and any of the modifications that must be made in order to successfully include preschoolers with special needs. Candidates will submit their mini unit Tasks One through Three to Sakai for CIEP M43 so that these components may be evaluated. This portion of the unit will be evaluated by the CIEP M43 instructor. The portions of that assignment pertaining to young children with special needs will be included in CIEP M43 grades.

6. Self-assessment and professional development plan

Candidates will use class time to complete an exam which will help to determine areas of focus for professional development and study for the Illinois licensure examination. Candidates will also review edTPA requirements in preparation for this capstone assessment. Based upon the results, candidates will develop a self-guided learning and study plan for the remaining three sequences in the ECSE Program. The self-guided plans will include strategies for seeking additional information and professional development in areas of self-identified need.

7. Assistive and instructional technology in preschool/ECSE

This assignment will involve tracking the use of technology in Sequence 5 classrooms over the course of the sequence, as well as the use of ECSE program iPads in the Sequence 5 classrooms. This assessment and facilitation of technology use with children will culminate in a written paper.
8. Participation
Please see class expectations related to attendance and participation.

9. Class presentations and professional development
Candidates will present twice in class during the fall semester. One presentation will cover an assigned class reading. The other presentation will include content from a professional development session attended by candidates during Sequence 5. This session must focus on preschool-aged children. It does not have to exclusively focus on children with special needs, but this is preferred for CIEP M43.

Assignments and Grading

<table>
<thead>
<tr>
<th>ASSIGNMENTS FOR CLASS:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td>Quality Inclusive Practices Assessment</td>
<td>20</td>
</tr>
<tr>
<td>Thematic mini-unit adaptations</td>
<td>20</td>
</tr>
<tr>
<td>Individualized Intervention Assignment</td>
<td>50</td>
</tr>
<tr>
<td>Self-assessment and professional development plan</td>
<td>10</td>
</tr>
<tr>
<td>Assistive and instructional technology</td>
<td>20</td>
</tr>
<tr>
<td>IEP assignment</td>
<td>20</td>
</tr>
<tr>
<td>Family and Community Engagement: Misericordia</td>
<td>30</td>
</tr>
<tr>
<td>Class presentations and PD (2)</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
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Syllabus Addendum Link:
This link (http://luc.edu/education/syllabus-addendum/) will direct you to the following statements of University policy.

- Academic Honesty
- Accessibility
- Conceptual Framework
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines

A note on attendance and class participation
It is your responsibility to attend class, arriving and departing at the appropriate times. Missed classes or tardiness will result in point deductions as outlined in the section above. Students are also expected to complete all clinical hours, follow the behavioral expectations laid out in their clinical experiences handbook, and to complete the coursework associated with their clinical experiences. As for participation, it is more than talking in class. Participation means allowing oneself to become engaged in the learning process. Good examples of presentation include contributing comments and examples from your experiences, as well as building on the comments of others. Raising questions and listening and responding to others’ comments and presentations also count. You should also be sensitive to your own level of participation and either increase it or decrease it when appropriate.
Examples of behavior leading to the loss of participation points include the following: allowing your cell phone to disturb others, using lab/personal computers, and failure to engage in the positive forms described above. You will lose participation points when you are engaged in activities such as side conversations with classmates, text messaging, and/or making/accepting phone calls during class. Participation points will also be deducted when you do not attend class. Therefore, regular attendance is mandatory.

It is imperative that work be completed on time. Assignments are expected on the dates noted. Point deductions will be made as follows, with no exceptions. These apply only to major assignments for the course. For tests, quizzes no late work will be accepted:

a. 1 to 3 days late: 50% of points will be deducted
b. 4 to 6 days late: 75% of points will be deducted
c. 7 or more days late: 100% of points will be deducted

Final course grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>73-76</td>
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<td>67-69</td>
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<tr>
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<td>D</td>
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<tr>
<td>&lt;60</td>
<td>F</td>
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</table>

Course Calendar
This is provided as a separate document.