

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
TEACHING, LEARNING, AND LEADING WITH SCHOOLS AND COMMUNITIES (TLLSC)**

**ECSE Sequence 5:
CIEP M43: Inclusive Instructional Methods for Preschoolers
FALL 2016**

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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

CIEP M43 Texts

Deiner, P. (2013). *Inclusive early childhood education: Development, resources, and practice*. Belmont CA: Wadsworth/Cengage.

Grisham-Brown, J., Hemmeter, M., & Pretti-Frontczak, K. (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore, MD: Paul H Brookes.

McClean, M., Wolery, M., & Bailey, D. (2004). *Assessing infants and preschoolers with special needs* (3rd edition). Upper Saddle River, NJ: Pearson/Merrill Prentice-Hall.

Berk, L. E. (2015). *Infants and children: Prenatal through middle childhood (8th edition)* Boston: Pearson/Allyn & Bacon.

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

Conceptual Framework

“*Social Action through Education*” 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. A desire to help others is an admirable first step, but collaborating cross-culturally to make a lasting impact beyond the level of the individual involves a more specialized set of competencies, some of which will be emphasized in this course. Improving the quality and effectiveness of inclusive early childhood teaching is a focus of this module. The following Conceptual Framework Standards are specifically addressed in CIEP M43, with primary standards addressed in the module shaded:

CF Standards	Activities in TLSC 360
CFS1: Candidates critically evaluate current bodies of knowledge in their field.	- Quality Inclusive Practices Assessment
CFS2: Candidates apply culturally responsive practices that engage diverse communities.	- Individualized Intervention Assignment
CFS3: Candidates demonstrate knowledge of ethics and social justice.	
CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.	- Fieldwork opportunities in partner schools

Assignments (proprietary information redacted)

1. Individualized Intervention Assignment (Core ECSE Program Assessment)

[Redacted content]

2. Family and Community Engagement

[Redacted content]

3. Quality Inclusive Practices Checklist

[Redacted content]

4. IEP Assignment

[Redacted content]

5. Thematic mini-unit: UDL and modifications

[Redacted content]

6. Self-assessment and professional development plan

[Redacted content]

7. Presentation on DEC's Recommended Practices

[Redacted content]

8. Participation

Please see class expectations related to attendance and participation.

Assignments and Grading

ASSIGNMENTS FOR CLASS:	Points
Professionalism and Participation	10
Quality Inclusive Practices Assessment	20
Thematic mini-unit adaptations	10
Individualized Intervention Assignment	50
Self-assessment and professional development plan	10
<i>DEC Recommended Practices</i> Presentation	20
IEP Assignment	10
Family and Community Engagement: Misericordia	20
TOTAL	150

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:

Percentage	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
<60	F

School of Education Policies and Information

Diversity

This course calls on candidates to meet the needs of diverse learners, and make diversity the substance of the content that they will teach. The work that they develop and implement with the instructor and classroom teacher will be transdisciplinary or interdisciplinary and therefore will incorporate a diversity of content. In this way, this module offers an opportunity to apply the candidates' understanding of diversity on multiple levels.

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on *STUDENT IDEA LOGIN* on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Fairness, and the Belief that All Students Can Learn*. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.