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♭K   ♭ EPY/ECE 316

♭   ♭ Educating Preschoolers with Special Needs

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♭   No book, Online Educational Resources only

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L ROP   P OFM fL K The field of early childhood is growing and changing. For children who are exceptional, this is a significant time for learning. This class will provide the student with information about preschoolers with a variety of disabilities and strategies to plan for these children as they are included in the regular classroom. This class will investigate methods of instruction utilizing a theme approach to learning and developmentally appropriate practice. This class will provide information about the law, inclusion, assessment, theories, individual planning, partnering with parents, and specific learning disabilities.

RP L C S F L The use of technology is an integral part of the teaching / learning process and a necessary skill for success in teaching. As such, teacher candidates will engage in multiple forms of assessment including but not limited to creating and uploading digital recordings of various forms for evaluation and guidance. Student work is uploaded into secure sites and is not available to the public.

I   PPfDK   K PR   fPPfL K If an assignment is submitted after Sunday at 11:59PM on that given week, the assignment will receive a penalty. The penalty will not exceed 10% of the assignment grade per day.

K   K Attendance for an   is defined as "logging onto the course" and participating in course assignments and discussions as directed by the instructor. Failure to do so may be considered an unexcused absence without prior approval by the course instructor.

Attendance for an   is defined as on-location class meetings for these courses can be reduced by as much as 50% compared to traditional courses. Participation will be required online to replace in-class sessions. Failure to do so may be considered an unexcused absence without prior approval by the course instructor.

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning
35	5	2	0	0

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The manner in which we prepare educational personnel is informed by eight essential attributes: 1. ensuring that programs are knowledge-based;   2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;   3. contextual and cultural sensitivity;   4. facilitating inquiry and reflection, i.e, providing structured opportunities for critical reflection on and taking action in one's daily work;   5. enabling authentic participation, collegiality and collaboration;   6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;   7. ensuring that programs are standards-driven; and   8. ensuring that programs promote the effective use of technology

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The early childhood field has historically been grounded in a child development knowledge base, and early childhood programs have aimed to support a broad range of positive developmental outcomes for all young children. Although the scope and emphasis of that knowledge base have changed over the years, and although early childhood professionals recognize that other sources of knowledge are also important influences on curriculum and programs for young children, early childhood practice continues to be deeply linked with a "sympathetic understanding of the young child" (Elkind 1994).

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Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

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NAEYC Standards addressed within this Learning Topic:

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge— how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

Learning Outcomes:

- Develop an understanding of the Developmentally Appropriate Practices and explain the rationale of developmentally appropriate methods that help young children develop intellectual curiosity, solve problems, and make decisions.
- Demonstrate the value of play.
- Recognize the importance of a well planned and well set up space for students to play/learn.

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NAEYC Standards addressed within this Learning Topic:

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d: Build assessment partnerships with families and professional colleagues.

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5b: Understand pedagogical content knowledge— how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

Learning Outcomes:

- Create a caring community which provides individual and group guidance.
- Understanding the importance of involving families in the education of their children.
- Develop methods of communication and collaborating with parents.
- Demonstrate knowledge of classroom progress monitoring
- Analyze the use of Technology in Special Education
- Demonstrate knowledge of individual planning in the inclusive setting, strategies for individual learning, and discipline techniques. Develop methods of adapting technology to meet the needs and foster the development of all young children, including those with disabilities, developmental delays, or special abilities.

NAEYC Standards addressed within this Learning Topic:

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d: Build assessment partnerships with families and professional colleagues.

Learning Outcomes:

- Understanding the importance of early childhood development
- Understand how to assess children using developmental tools
- Ability to create accommodations and modifications for children with a specific disability.
- Demonstrate how students learn in a cooperative manner.
- Understanding the importance of involving families in the education of their children.
- Develop methods of communication and collaborating with parents.
- Demonstrate knowledge of performance assessments.

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NAEYC Standards addressed within this Learning Topic:

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6c:

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	4.2 Classroom Schedule
	4.3 Progress Monitoring in the Classroom
Week 5	5.1 DELF Assessment Tool
	5.2 ASQ Assessment Tool
Week 6	6.1 Support Services Brochure
	6.2 IRIS Module
Week 7	7.1 Laws and Regulations Handout
	7.2 Structured External Assignment

SEA: ECE 316 Domains Project   **Developmental**

For this project you will find a child (4 to 5 years old) in an early childhood classroom setting. You will observe the child and score their behavior and skills within each Developmental Domain using the ELOS tool. Then you will write a rationale for your scores in a 3-4 page, double spaced, APA formatted paper.

Before you begin, You need to gain permission from the school and/or parents, please make sure you do so prior to beginning any work with the child.

In week five, you will be asked to investigate a variety of Foundational Tools that are used to assess young children. One of those tools will be the ELOS.

In week seven, you will observe the child (4 to 5 years old) in a classroom setting. Observe and score that child within each Developmental Domain using the ELOS tool. Give a rationale for your scores in a 3-4 page, double spaced, APA formatted paper. Attach your ELOS recording sheet with your paper submission. Prior to submitting, review the grading rubric for further clarification of expectations.

SEA Resources: Early Learning Observation & Rating Scale (ELORS)

316 ELOS DOMAINS SEA

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Preparation Standards, InTASC and NAEYC

	Reflection does not align with the observation notes or draws no connection to the building of language skills.	contains a list of receptive language skills with no connection to the of language skills.	receptive language skills with a connection to the building of language skills.	language skills to the setting or routine. Reflection focuses on describing language skills with a connection to the building of language skills.	directly to the setting or routine. Reflection focuses on describing specific language skills observed with a connection to the building of language skills.
Expressive Lang. Summary Statement CEC 4.2, 3.1,1.0 INTASC 6,4, 1 NAEYC S4a-c	language ratings are not related to the observation notes. The does not align with the language skills observed or candidate does not complete.	Expressive language ratings are loosely related to the observation notes. The is limited and there is little attempt to discuss how the language skills observed influenced their summary rating.	language ratings are loosely related to the observation notes. The attempts to discuss how the language skills observed influenced their summary rating, but linkage is not apparent.	language ratings are related to the observation summary discusses the language skills and how these influenced their summary rating.	language ratings are directly related to the observation summary discusses specific language skills observed and their impact on the summary rating.