Early Childhood Special Education Added Authorization program (ECSEAA)

**California State University, Sacramento**

**Initial program proposal submitted to the California Commission on Teacher Credentialing**

**5/31/2019**

**Response to CTC feedback 11/2019 (changes highlighted in yellow)**

**Introduction**

The College of Education at Sacramento State University seeks approval for a new Early Childhood Special Education (ECSE) Added Authorization program. The ECSE Added Authorization (ECSEAA) will be a program that aligns with the current preliminary ECSE credential program at Sacramento State and utilizes a subset of courses from that program for the authorization. This program will be offered in a distance learning format such that all courses are taken fully online in synchronous hybrid formats via Sacramento State’s online video conferencing platform and online modules using the university Course Management System; for fieldwork, the Field Placement coordinator partners with candidates’ local school districts and county offices of education to determine placements and mentors while university supervisors provide online supervision support via an online video feedback platform and video conferencing. Those interested in the ECSEAA will complete a program application process, will be subject to the review criteria currently in effect for credential program applicants, and will furnish proof of a current California Preliminary or Clear Education Specialist Credential or proof that they will earn such a credential prior to or concurrent with completing the requirements for the earning the ECSEAA. Upon admittance to the ECSEAA program, the candidates will take 5 courses alongside the ECSE candidates in the preliminary credential program, 1 early field experience course (or intern course) and complete two student teaching experiences (Infant/Toddler and Preschool). Additionally, as is offered for the ECSE preliminary credential, ECSEAA candidates will have two options for completing their fieldwork experiences: student teaching or intern teaching.

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# Initial Program Preconditions, Added Authorization Preconditions, and Program Specific Preconditions

## 1a. Response to Initial Program Preconditions

*Demonstration of need:* With the increased focus in California on educating our youngest children, every year local school districts are opening large numbers of preschool programs for students with disabilities. As such, they have a high number of ECSE teacher vacancies in their preschool programs. To fill these positions, districts are recruiting both our current Education Specialist candidates completing their Mild/Moderate and Moderate/Severe credentials and current education specialists in their districts who hold a clear credential for Mild to Moderate or Moderate to Severe disabilities. Similarly, 12 of the 14 candidates currently in the ECSE program who are eligible for internships are teaching as intern teachers; demonstrating district interest. Further, enrollment in our ECSE program has increased by 10% from its first year of accepting candidates to its second. And, finally, communication from districts in our region, including our largest employer, is very positive about this possibility; district HR directors in the region indicate they are eager to hire credentialed education specialists with this authorization.

*Practitioners’ participation in program design:* The Early Childhood Special Education program, to which the courses for this added authorization pertain, convenes an advisory board made up of practitioners and leaders in this field. The board meets annually. At its fall 2018 meeting, the board members expressed the need for this authorization and also worked together to develop the basic outline for the design of the authorization including course sequence, the clinical experience, and other co-curricular experiences as well as the kinds of expertise, skills, and dispositions they hoped the added authorization would develop in future teachers. The proposed program has followed these indications from the board.

## 1b. Response to Education Specialist: All Added Authorization Preconditions

*Candidates* accepted *into the ECSEAA must have proper certification (Education Specialist credential for Mild/Mod and/or Mod Severe).* There are two potential applicants for this program: current pre[-service education specialist candidates (mild/mod and mod/sev) and in-service, credentialed applications (Education Specialist Mild/Mod and/or Mod/Sev only). Our program admissions process will screen for appropriate certification. Applicants who are currently completing a preliminary Education Specialist program will complete the form (with their advisor) included in Appendix A. Applicants who already hold an eligible credential will submit their application and supporting materials through the Office of Graduate Studies and be required to meet all published criteria. Applicants with other types of teaching credentials (e.g., multiple subject, single subject) will not be considered for admission. Further, similar to the process used for our other credential programs, we will create a ECSEAA criteria-referenced checklist for our Credential Analyst ensuring that this requirement and others are met prior to a recommendation being made. Our outreach, advising, program, and marketing materials will clearly state the requirements needed to be eligible for this added authorization program.

*ECSEAA courses can be used to complete the Clear Education Specialist Program.* We do not offer an induction program so this does not apply.

## 1c. Response to Early Childhood Special Education Added Authorization Precondition (Program Specific):

*Candidates accepted into the ECSEAA must have proper certification (Education Specialist credential for Mild/Mod and/or Mod Severe* There are two potential applicants for this program: current pre[-service education specialist candidates (mild/mod and mod/sev) and in-service, credentialed applications (Education Specialist Mild/Mod and/or Mod/Sev only). Our program admissions process will screen for appropriate certification. Applicants who are currently completing a preliminary Education Specialist program will complete the form (with their advisor) included in Appendix A. Applicants who already hold an eligible credential will submit their application and supporting materials through the Office of Graduate Studies and be required to meet all published criteria. Applicants with other types of teaching credentials (e.g., multiple subject, single subject) will not be considered for admission. Further, similar to the process used for our other credential programs, we will create a ECSEAA criteria-referenced checklist for our Credential Analyst ensuring that this requirement and others are met prior to a recommendation being made. Our outreach, advising, program, and marketing materials will clearly state the requirements needed to be eligible for this added authorization program.

# Response to Common Standards or Common Standards Addendum

|  |  |
| --- | --- |
| **Common Standard** | **Concise narrative and links to any supporting documentation/evidence** |
| **Common Standard 1: Institutional Infrastructure to Support Educator Preparation** | |
| Provide the education unit or division organizational chart where the program will be housed, the chart includes the name and title of the person in charge of said unit/division and program. | This added authorization is embedded within an existing approved program: Education Specialist, Early Childhood Special Education. The relevant organization chart can be found in Appendix A. |
| Describe how the institution determines that qualified faculty and instructional personnel teach courses, provide professional development, and supervise field based experiences and clinical practice for the proposed program. | The institution follows carefully monitored procedures for developing, advertising, recruiting, and screening applicants for faculty and instructional personnel positions. Faculty teaching courses for this added authorization are the same faculty who teach in our approved education specialist programs and are subject to the same review and evaluation procedures used for tenure track and temporary faculty. Supervisors for this program are either tenure track faculty or temporary faculty who hold relevant credentials and have pertinent professional experience. Faculty hiring criteria and procedures used by our campus and programs are described in detail in our campus’ Commons Standards documentation, excerpted in Appendix A. |
| **Common Standard 2: Candidate Recruitment and Support** | |
| Provide the requirements for admission for the proposed program. | This program will consider two categories of candidates for admission: (a) those who have already been admitted to the Education Specialist: Mild/Mod or Education Specialist: Mod/Sev programs and will earn this certification prior to or concurrent with the ECSEAA, following the admissions guidelines in effect for those programs (see information [here](https://catalog.csus.edu/colleges/education/teaching-credentials/#programdescription)) and (b) those who hold a preliminary or clear Education Specialist: Mild/Mod or Education Specialist: Mod/Sev. Upon CTC approval of this new program, we will create an application process (webpage, application forms, etc.) using the same criteria for admission as listed for the current Education Specialist programs on the [Office of Graduate Studies webpage.](https://www.csus.edu/gradstudies/futurestudents/programs/teachingcredentials.html) |
| Describe how and when candidates receive programmatic and academic information (progress toward completion, deadlines)? | ***Admitted candidates are supported*** in several ways:  a. In all our educator preparation programs, candidates are cohorted, with the program coordinator playing a primary role in advising, guidance, and intervention when appropriate. The cohort model allows for tightly structured coursework. Further it provides internal, peer support for candidates: deliberate community building activities are part of orientation and the initial weeks in the program and then the cohort itself generally tends to become a source of collegiality, friendship, problem-solving, trouble-shooting, and resource-sharing.  b. Program faculty meet monthly. These [*sample agendas*](https://mysacstate.sharepoint.com/:b:/s/coe/cuag17/EUc6_E_-b9JCtIou0hGao-UB8x1cc4troVzfgX0Z0RA2DA?e=2J2QNp) demonstrate ways in which concerns about candidate progress and development are regularly addressed by the program faculty and coordinators. Each program also has a process for communicating concerns as they arise and developing action plans for candidates experiencing difficulties in meeting competencies in a timely manner (see program handbooks, submitted with the Program Reviews).  c. Key staff, including an Administrative Support Coordinator II and a Credential Analyst monitor individual candidate progress towards licensure requirements; job duties of each can be found here: [*Administrative Support Coordinator II*](https://mysacstate.sharepoint.com/:b:/s/coe/cuag17/EbTyI1DOsU5Oi6muXAlaTMoB5fG9YYn0jiXAnP3RxkM9CQ?e=nw7KWn) and [*Credential Analyst*](https://www.csus.edu/coe/offices-services/credentials-analyst.html).  d. The institution also has comprehensive student support and mental health services. Faculty are encouraged to add these resources to their syllabi; the Campus Caseworker has made presentations at the Unit's Colleges' meetings on these resources:   1. Students who experience **homelessness or hunger** can visit the Basic Needs website to learn more about options and resources available: <https://www.csus.edu/basicneeds/> 2. **Students with disabilities** can receive support at Services for Students with Disabilities (SSWD): <https://www.csus.edu/sswd/> 3. The Well offers **counseling and other health services** for students: <https://www.csus.edu/shcs/> 4. **Academic tutoring** is available at PARC:  <https://www.csus.edu/parc/> 5. **Student Parents** can receive support through the Student Affairs Families and Parents website: <https://www.csus.edu/student/parents/studentparents/>   In addition, Danielle Munoz, Campus Caseworker, can assist with students in crisis. (<https://www.csus.edu/student/casemanager/> ). Faculty can contact her directly for assistance. |
| How will candidates requiring assistance be identified and receive guidance and support? | Our support to candidates requiring assistance will focus in 2 domains: (a) candidates in the ECSEAA program only. These candidates will be carefully monitored by the ECSE program coordinator, using monthly meetings among instructional faculty and clinical experience supervisors and the Statement of Concern process currently in effect for the ECSE program; and, (b) candidates in the “feeder” programs (Education Specialist Mild/Mod and Mod/Severe). Both of these programs organize candidates in cohorts where their progress is carefully monitored. Instructional faculty and supervisors meet monthly to discuss candidate progress and those who require assistance, guidance, and support are quickly identified and an action plan is developed. This process, in effect for all our teaching credential programs, is described in the [Policies and Procedures Handbook for the Teaching Credentials Department](https://www.csus.edu/coe/academics/credentials/handbooks/assets/COE%20-%20crendentials-policy-handbook-fall-2018.pdf). |
| **Common Standard 3: Fieldwork and Clinical Practice** | |
| How will the institution implement and evaluate the effectiveness of the field experience and clinical practice component of the proposed program? | The effectiveness of the field experience begins with clear expectations among partners. Our program coordinators work closely with district staff to identify appropriate sites and appropriate site-based mentors for our candidates. Once appropriate sites and mentors are secured, we provide an orientation and initial training, including significant content on co-teaching. On-going monitoring of the effectiveness of the clinical experience is conducted via: (a) Candidates course evaluation for field work and for clinical practice; (b) monthly meetings with instructional and supervisory faculty where issues in the field and clinical experiences (connected to candidate progress, candidate placements, etc.) are discussed and challenges addressed. This process is reviewed annually and improvements are made as needed. |
| How will the institution ensure that candidates are provided opportunities to experience issues of diversity? | Each spring program coordinators meet with district staff to initiate the candidate placement process. Guidelines related to student diversity, school curriculum, and site-based supervisor qualifications are reviewed. Programmatic goals and standards as well as district goals are discussed. Based on these multiple criteria, a list of potential placement sites is generated and prospective site-based mentors are recruited. Placements that do not meet our expectations for diversity are very rarely utilized; when they are, we are accommodating a need of a candidate. Every effort is made to provide the candidate with additional experiences with diversity outside the formal field or clinical placement. |
| How will the institution ensure that site-based supervisors are certified and experienced in teaching in the specified content of the proposed program? | The program coordinators work closely with district staff and site principals to recruit site-based supervisors. Interested site-based supervisors complete an application with specific questions and data requests aligned to specifications in the program standards as well as program-specific criteria. The data from the application are reviewed by the district/program team. The review process takes into consideration teacher certification, teaching experience, teaching expertise, teaching strengths, and mentoring experience and skills. In cases where there is insufficient evidence, references are consulted before a decision is made. |
| How will the institution ensure that supervisors are trained in supervision, oriented to the supervisory role, and evaluated in a systematic manner? | Supervisors are employed by the institution as temporary faculty. During the hiring process, they are screened to ensure they meet required criteria established by the university as well as those defined in relevant CTC program standards. They are then subject to a regular review process (course evaluations each semester, annual performance review). |
| **Common Standard 4: Continuous Improvement** | |
| How will the proposed program be incorporated into the education unit’s continuous improvement process that identifies program and unit effectiveness? | The unit’s continuous improvement process begins with annual program assessment, based on candidate performance measures and other inputs (exit survey, focus group, employer focus group, etc.). As these candidates will be taking courses that are part of an existing program, they will receive a special code so that data specific to their experience can be disaggregated from the overall program data. These disaggregated data will then be included in the overall program assessment process for the ECSE credential program. Specific items from the performance assessments associated with this added authorization will be pulled into the unit assessment report; this is the same manner in which candidate performance data from the ECSE program assessment contributes to the unit assessment process. |
| How will the institution oversee the effectiveness of the program in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates? | The program assessment process, which is conducted in a collaborative and transparent manner across special education programs in the Teaching Credentials Department and with oversight from the Department Chair and Associate Dean, is the primary vehicle for ensuring program effectiveness, across all program components. The ECSE program also has an advisory board that provides feedback on candidate performance, as pre-service and in-service educators; efforts will be made to share data specifically about those in the added authorization program so this board can provide input on their experience. Informal avenues also exist including monthly meetings with instructional and supervisory personnel, alumni networks, and frequent contacts with the coordinator who routinely cultivates relationships with field sites. |
| **Common Standard 5: Program Impact** | |
| What assessments will be used to indicate candidates meet the Commission adopted competency requirements as specified in the program standards? | Our programs create standards-based checklists that are reviewed by the Credential Analyst for accuracy and then structured into student records in our campus’ electronic common management system. The checklists include specific courses and other standards-based requirements (e.g., passage of Teaching Performance Assessment, successful completion of clinical experience, etc.). These checklists are used as advising tools for the candidates and the program coordinator and faculty. The department also employs an Administrative Support Coordinator whose primary duties are to monitor candidate progress each semester and provide information to faculty who then advise accordingly. The Credential Analyst makes presentations to each exiting program cohort, with information about how to complete a credential or authorization application and also prepares individualized completed checklists for each exiting candidate. Those with requirements outstanding will work with an advisor to create a plan for meeting the requirements, though it is rare that candidates reach the end of a program with requirements (other than summative assessments) to complete because of on-going monitoring and communication from advisors and staff from the point of admission and then each semester. Upon receipt of a credential or added authorization application and before issuing a recommendation for an authorization or credential, the Credential Analyst verifies for a final time that all requirements have been met, via the common management system. |

# e. Response to appropriate Program Standards

The following courses that are currently offered as part of the approved ECSE Preliminary credential program are required to meet the proposed ECSEAA program standards:

**Lectures/seminars:**

1. EDSP 201: Developing Collaborative Partnerships with Families, Professionals, and Communities in ECSE (3 units)
2. EDSP 210: Assessment and Evaluation in ECSE (3 units)
3. EDSP 211: Curriculum, Intervention Strategies and Environments in ECSE: Infants & Toddlers (3 units)
4. EDSP 212Curriculum, Intervention Strategies and Environments in ECSE: Preschoolers (3 units)
5. EDSP 234: Directed Fieldwork Seminar (1 unit)

**Field Experiences**

1. EDSP 479/477: Field Experience II: ECSE (3 units) OR Internship in ECSE: Preschool (10 units)
2. EDSP 474/476: Student Teaching in ECSE: Infants & Toddlers (6 units) OR Internship in ECSE: Infants & Toddlers (10 units)
3. EDSP 475/477: Student Teaching in ECSE: Preschoolers (6 units) OR Internship in ECSE: Preschoolers (10 units)

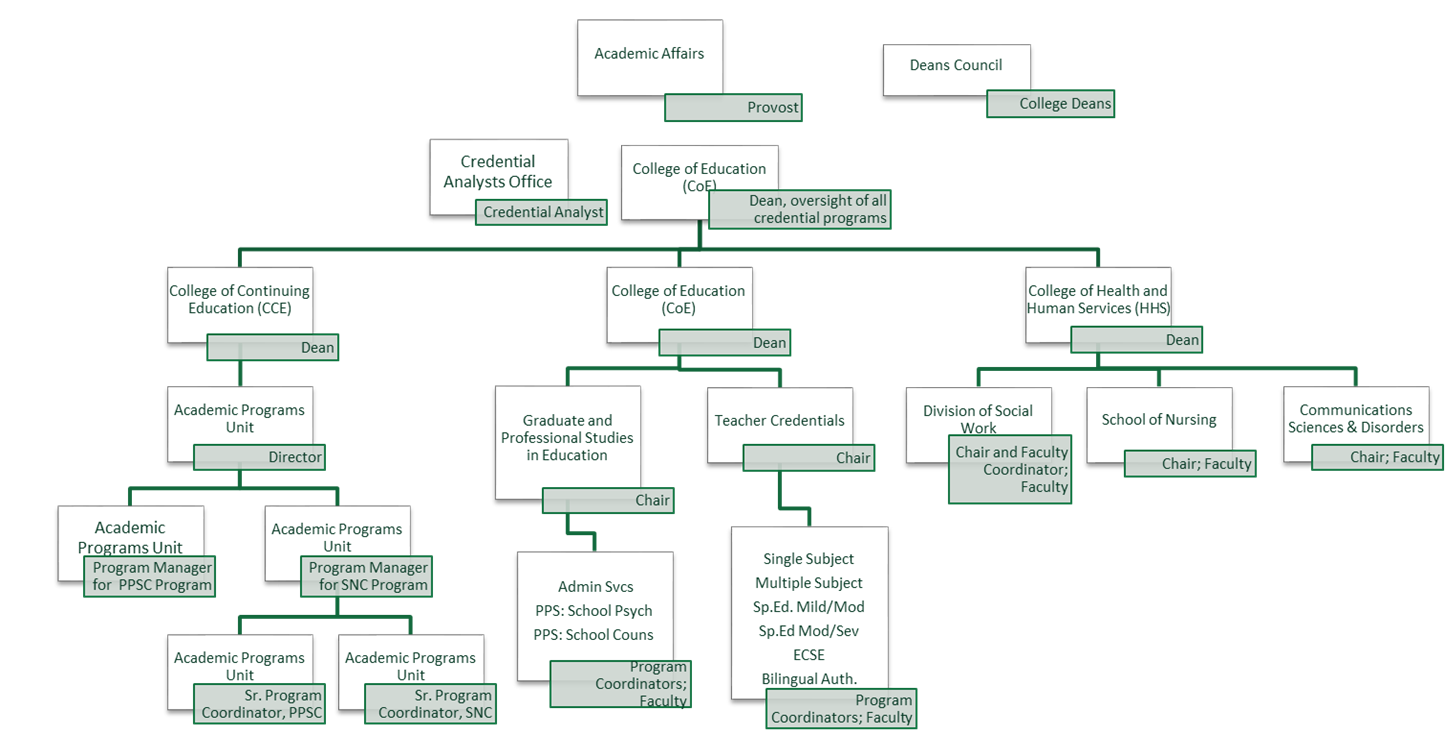
An ECSEAA Course Matrix with the above courses was developed to demonstrate how the chosen courses from the current ECSE Preliminary Credential program meet the program standards for the proposed ECSEAA program. The courses provide ECSE specific information about characteristics of young infants, toddlers, and preschoolers with disabilities and their families, culturally and linguistically diverse family systems, and skills related to evidence-based practices in ECSE, embedding interventions into daily routines, and creating IFSPs and IEPs as well as supporting families through a transdisciplinary model of intervention. Additionally, the sequence of courses provide a wide range of field experiences in early intervention and preschool in varied settings that allow the candidates to apply concepts and skills from their courses through applied coursework projects. See Appendix B for the course syllabi referenced in the ECSEAA Course Matrix.

**ECSEAA Course Matrix**

| Standards | EDSP 201  Fam/collab  (3 units) | EDSP 211 ECSE methods- Infants & Toddlers (3 units) | EDSP 212 ECSE Methods: Preschool (3 units) | EDSP 210 ECSE Assessment (3 units) | EDSP 234 PreK Seminar  (1 unit) | EDSP 479/477  ECSE Field Exp II OR Internship  (3 units) | EDSP 474/476  I/T Student Teaching (6 units) OR  Intern (10 units) | EDSP 475/477 PreK Student Teaching (6 units) OR intern (10 units) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ECSEAA Standard 1: Characteristics of Infants, Toddlers and Preschoolers with IFSP and IEPs. Each candidate demonstrates, and. Each candidate demonstrates. | | | | | | | | |
| 1.1 comprehensive knowledge of the developmental and learning characteristics | [I,](#EDSP201R11I) [P](#EDSP201R11A) | [I,](#EDSP211R11I) [P](#EDSP211R11P), [A](#EDSP211R11A) | [I,](#EDSP211R11I) [P,](#EDSP211R11P) [A](#EDSP212R11A) | [P,](#EDSP210RP) [A](#EDSP210a112123) | P | P | A | [A](#EDSP475a1131) |
| 1.2 comprehensive knowledge of evidence-based practices associated with young children (birth to pre K) with developmental delays, specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism spectrum disorders, moderate/severe intellectual disabilities, emotional disturbance, and low incidence and multiple disabilities | [I](#EDSP201R12I) | [I,](#EDSP211R12I) [P,](#EDSP211R12P) [A](#EDSP211R12A) | I, [P](#EDSP2121112P) | [I](#EDSP201R12I), [P,](#EDSP210R12P) [A](#EDSP210R12A) | P | P | [A](#EDSP474a12) | A |
| 1.3 skill required to ensure that the intervention and/or instructional environments are appropriate to the child’s chronological age, developmental differences, and disability-specific needs | [I,](#EDSP201R13I) [P,](#EDSP201R13P) [A](#EDSP201R13A) | [I,](#EDSP211R13I) [P,](#EDSP211R13P) [A](#EDSP211R13A) | [I](#EDSP2121344I), [P](#EDSP21213P), A | [I,](#EDSP210R13I) [A](#EDSP210R13A) | [P](#EDSP234p1344) | P | A | [A](#EDSP475a13) |
| ECSEAA Standard 2: Role of the Family in Early Childhood Special Education | | | | | | | | |
| 2.1 knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and the central role of families in facilitating healthy growth and development. | [I](#EDSP20121) | I[, P](#EDSP2112122p) | I, P | P, [A](#EDSP210a112123) | [P](#EDSP234p21) | [P](#EDSP479p13214144) | P[, A](#EDSP474a21) | P, A |
| 2.2skill required to engage families as collaborative partners, and applies relationship-based, culturally and linguistically appropriate, family-centered practices in all components of early intervention and education for infants and young children with disabilities. | [I](#EDSP2012223), [P](#EDSP2012223P) | I, [P,](#EDSP2112122p) [A](#EDSP211a2223) | I, P | P | [P](#EDSP234p21) | P | P[, A](#EDSP474a22) | P, A |
| 2.3 understanding of the impact of the child’s disability on the family and is trained in skills to sensitively elicit family concerns, priorities, and resources in relation to their child. | [I](#EDSP2012223), [P](#EDSP2012223P) | I, P[, A](#EDSP211a2223) | I, P | [P,](#EDSP210p23) [A](#EDSP210a112123) | P | P | P, A | P[, A](#EDSP475a23) |
| 2.4skills required to assist families in learning about their legal rights, advocating effectively for their child, developing support systems, and accessing desired services, programs, and activities in their school and community | [I](#EDSP201R2I), [P,](#EDSP201R2P) [A](#EDSP201R2A) | [I,](#EDSP211R2I) [P,](#EDSP211R2P) [A](#EDSP211R2A) |  | [I,](#EDSP210R2I) [P,](#EDSP210R2P) [A](#EDSP210R2A) | [P](#EDSP234p24) |  | P[, A](#EDSP474a24) | P[, A](#EDSP475a24) |
| 2.5 skill required to implement routines-based interventions and assist families with embedding educational activities into daily life. | I | [I,](#EDSP21125i) P, A | I, P, A | [P](#EDSP210a1246p25) |  | [P](#EDSP479p25a3545) | P[, A](#EDSP474a25) | P, A |
| ECSEAA Standard 3: Assessment and Intervention/Instructional Strategies: Birth through PreKindergarten | | | | | | | | |
| 3.1 skill in assessment that leads to appropriate interventions and reflects an understanding of the range of authentic, appropriate formal and informal assessment approaches and strategies, (e.g., naturalistic play-based assessment, family interviews), |  | [I,](#EDSP211R3I) [P,](#EDSP211R3P) [A](#EDSP211R3A) | [I,](#EDSP212R3I) [P,](#EDSP212R3P) [A](#EDSP21231A) | [I,](#EDSP210R3I) [P](#EDSP210R3P)[, A](#EDSP210R3A) | [P](#EDSP234p31) | P, A | P, A | P[, A](#EDSP475a1131) |
| 3.2 the impact of cultural and linguistic differences, the influence of specific disabilities on development and learning | [I](#EDSP20132I) | I, P, A | I[, P](#EDSP212p32) | [P,](#EDSP210p32) A | P | P, A | P[, A](#EDSP474a32) | P[, A](#EDSP475a32) |
| 3.3 and the role of the interdisciplinary team. | [I](#EDSP20133I) | I[, P](#EDSP211p2433) |  | [I](#EDSP210i33) |  |  | P[, A](#EDSP475a32) | P, A |
| 3.4 skill required in designing and implementing intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate and reflect family concerns and priorities. | I | [I,](#EDSP211i34) [P,](#EDSP211p3435) A | [I,](#EDSP2123436I) P[, A](#EDSP21212P3436A) |  | P | P | P[, A](#EDSP474a34) | P[, A](#EDSP475a34) |
| 3.5 skill required to implement evidence-based practices embedded in activities to support language, cognition, social-emotional development, and emergent literacy for all children including English language learners. |  | [I,](#EDSP2111335i) [P,](#EDSP211p3435) A | [I,](#EDSP21235I) P[, A](#EDSP21235A) |  | P | P[, A](#EDSP479p25a3545) | P, A | P[, A](#EDSP475a3545) |
| 3.6 skill required to utilize a broad repertoire of developmentally appropriate strategies (e.g., hands-on, experiential, child-centered, play-based activities within daily routines), adaptations, assistive technologies, and other supports that minimize the effects of the child’s disability and maximize the child’s learning potential and family outcomes | [I](#EDSP2011236I) | I, P, A | [I,](#EDSP2123436I) P[, A](#EDSP21212P3436A) |  | P | P[, A](#EDSP479p25a3545) | P, A | P[, A](#EDSP475a36) |
| ECSEAA Standard 4: Experience in Early Childhood Special Education Programs | | | | | | | | |
| 4.1 documented observations in a variety of settings from birth to prekindergarten. | I | [I,](#EDSP2114146I) P | [I,](#EDSP21241I) P | P, A |  | [P](#EDSP479p13214144) | P[, A](#EDSP474a414243) | P[, A](#EDSP475a41) |
| 4.2 in-depth field experiences in early childhood settings with families and children who are culturally and linguistically diverse backgrounds and young children who have a range of abilities and needs | [I](#EDSP20142I) | I[, P](#EDSP211p42) | I, P | P[, A](#EDSP210a1246p25) |  |  | P[, A](#EDSP474a414243) | P, A |
| 4.3 including in-home service delivery with families of infants and toddlers with IFSPs | [I](#EDSP20143I) | [I,](#EDSP2111143i) [P](#EDSP211p43) |  |  |  |  | P[, A](#EDSP474a414243) |  |
| 4.4 and inclusive developmentally appropriate center based preschool/prekindergarten settings that include children with IEPs. | [I](#EDSP20144I) |  | [I](#EDSP2121344I), P, A |  | [P](#EDSP234p1344) | [P,](#EDSP479p13214144) A |  | P[, A](#EDSP475a44) |
| 4.5 skill in working with young children individually and in  small and whole group settings. |  |  | [I,](#EDSP21245I) P[, A](#EDSP21245A) |  | [P](#EDSP234R4P) | P[, A](#EDSP479p25a3545) |  | P[, A](#EDSP475a3545) |
| 4.6 participates in reflective supervision with a supervisor who is trained to guide the professional development of an early childhood special educator. |  | [I,](#EDSP2114146I) [P](#EDSP211p46) |  |  | [P](#EDSP234p4546) | P, A | P[, A](#EDSP474a46) | [P,](#EDSP475p46) A |

# Appendix A: Supporting Documents: Organization chart, ensuring qualified personnel, and ECSEAA Application Form

#### Organizational Chart



#### Pertaining to Common Standard 2: Excerpts from Sacramento State Common Standards Response related to tenure track and temporary faculty hiring:

Our institution carefully ***screens applicants*** to ensure that they meet the criteria enumerated above and other criteria; offers of employment are made only to those who meet or exceed these criteria.  Please see these samples: [*Counselor Education*](https://mysacstate.sharepoint.com/:b:/s/coe/cuag17/ERTvCYtZnk9Glc8SR8g2I3IBlrAbLZWxHcYMMkX89obEew?e=5hECkS) position announcement and [*Communication Sciences and Disorders*](https://mysacstate.sharepoint.com/:b:/s/coe/cuag17/EZXiUxqav2NLkhX5ZzH-onoB3A8Py16ht7XM_udp6A1o7w?e=u5SBMI) position announcement (additional recent tenure track position descriptions are included in each Program Review/Element 3) .

The ***retention process*** for tenured/tenure track faculty is governed by the University Appointment, Retention, Tenure, and Promotion [*Policy*](https://mysacstate.sharepoint.com/:b:/s/coe/cuag17/EUfPsZco1BlFkE_tcCZnKQcBHS4kC0GbWjyMBi1li6Difg?e=X3Q5Ed) (UARTP). This policy establishes several practices that ensure tenured/tenure track faculty meet or exceed the criteria listed above, including:

a. All courses (including clinical supervision courses) must be evaluated each semester and included in the faculty member's Personnel Action File. A general template for course evaluations is established by the institution and specific programs and departments may modify this template as appropriate for the course (e.g., supervisory course evaluations will not collect information about "quality of lectures"). Please see a sample course evaluation from the [*Communication Sciences and Disorders*](https://mysacstate.sharepoint.com/:b:/s/coe/cuag17/EbsGtTlZAF9Cv4_C5XY3Lr8B6ePKKJs4ZSgdUM1HJjmVpA?e=3XwWvd)credential program and a sample supervisor evaluation form from the [*Preliminary Teaching Credentials*](https://mysacstate.sharepoint.com/:b:/s/coe/cuag17/EThVxYdowslGuxFzrO0cAvcB8VBmATeikj5j_qwbEjycJA?e=UMs4wd) programs.

b. The types of scholarship and service required for faculty assigned to an educator preparation program are specifically affirmed in the UARTP:

-"...research directed to issues of public concern shall be weighted as heavily as any other type of research at all levels of evaluation" (p. 19)

*-"research directed to issues of public concern shall be weighted as heavily as any other type of research at all levels of evaluation" (p. 20)*

*-"Participation in community outreach activities, including educational equity, service learning and other professional activities. Such activities may include but need not be limited to those activities that produce ascertainable effects on a community" (p. 20)*

*In addition to these elements of the UARTP, the Collective Bargaining Agreement requires p*ost-tenure review on a five year cycle for all tenured faculty at the rank of Professor.

***Temporary/part-time faculty***

The ***hiring process*** for temporary faculty is governed by policies established by the Collective Bargaining Agreement and processes established by the campus' Human Resources Department. Temporary faculty must meet minimum criteria as publicized in this [*sample announcement*](https://mysacstate.sharepoint.com/:i:/s/coe/cuag17/ERqkNXUxbWJFrJsTowQgbPMBQ2n9PC8VXvsL-ogHT_ftqA?e=TJmn1h).  An application review and interview are conducted by each department for any part-time faculty interested in teaching or supervising in its educator preparation program(s).

The ***review process*** for temporary faculty is similar to that for tenured/tenure track faculty, in terms of teaching effectiveness. Their instruction and/or supervision is evaluated using the standard course evaluation and all course evaluations for each term must be included in the review. The Primary Retention and Promotion Committee (at the department level) reviews temporary/part-time faculty for teaching effectiveness. Temporary faculty are not evaluated on their performance in any other domain (scholarship, service, etc.).  At the conclusion of each review cycle, the temporary faculty are ranked and this ranked list is used by department chairs to determine workload assignments in the subsequent academic year. These processes are governed by the UARTP and the Collective Bargaining Agreement. Please view this [*sample annual evaluation letter*](https://mysacstate.sharepoint.com/:b:/s/coe/cuag17/ETKAMc2KBPRAg8lqyI8qlIIBY6ujgIKggC1eycWRA7nklg?e=ce6uIA) for temporary faculty (also used for those who conduct clinical experience supervision).

***Additional processes to ensure curriculum and instructional currency and excellence***:As detailed in the response to Common Standard 1/Element 2, our curriculum workflow requires faculty sponsors of new/modified courses and programs to align proposals to the CTC Program Standards, the CTC Common Standards, and associated candidate assessments as appropriate. This important aspect of our curriculum workflow complements the policies and activities above designed to ensure that our programs provide instruction and curriculum content that is current, of high quality, and reflective of California's K-12 public education context.

#### Application form for Education Specialist candidates (Mild/Mod or Mod/Sev) interested in an ECSEAA:

**Application Form for**

**Admitted Sacramento State**

**Education Specialist Teacher Candidates**

*Early Childhood Special Education Added Authorization program (ECSEAA)*

*NOTE: The ECSEAA must be added to an existing Education Specialist (Mild/Mod and/or Mod/Severe) credential or can be obtained concurrently by candidates already enrolled in a Sacramento State Education Specialist-Mild/Mod or Mod/Severe credential program who meet the criteria noted below..*

Directions: Complete with your current program advisor, sign, and submit to the College of Education Academic and Program Services (Eureka 401, (916) 278-6639, coe-cred@csus.edu).

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Current Education Specialist program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Current Program Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Anticipated semester/year of completion for current program:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Other Education Specialist credentials held (enter issue date):**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***In collaboration with your advisor, please answer the following questions:***

|  |  |
| --- | --- |
| I am interested in starting the ECSEAA beginning (semester/year): |  |
| I am in good standing in my current Education Specialist Program: | Yes No |
| I understand the requirements of the ECSEAA as made clear in the Advisement Plan shared with me by my current program advisor: | Yes No |
| I am interested in the intern option while in the ECSEAA program: | Yes No |

**Please provide a brief statement about your interest in the ECSEAA and why you are interested in pursing this additional authorization.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Teacher Candidate signature Current Program Advisor signature Date

**Submit completed form to ECSE Program Coordinator prior to the 10th week of the semester before requested enrolment.**

# Appendix B: Syllabi

**California State University, Sacramento**

**College of Education**

**Teaching Credentials Department**

## EDSP 201: Developing Collaborative Partnerships with Families, Professionals, and Communities in ECSE

FALL 2018

(3 units)

|  |  |
| --- | --- |
| Instructor: | Cindy L. Collado, Ph.D. |
| Office & Hours: | Eureka Hall 322 & Zoom: Mondays & Thursdays 3:30-5:00pm  Zoom link: <https://csus.zoom.us/j/806505434>  And by appointment |
| Class Time & Location: | ONLINE course, Synchronous, Meets Tuesdays 4:30-7:20 in Zoom |
| Phone: | (916) 278-4616 (office) |
| Email: | [cindy.collado@csus.edu](mailto:cindy.collado@csus.edu) |
| Website: | Canvas Course (<http://canvas.csus.edu>) |
| Communication preferences: | The best way to contact me is via email and if you’d like to speak call my office phone.  *NOTE: The program expects that you will use your Sac State email for all professional email communication (i.e., with professors, supervisors, school staff, etc.).* |

**Social Justice Defined**

Social Justice encompasses educational, economic, and political, arenas. Social Justice is a commitment to equity and fairness in treatment and access to opportunities and resources for everyone, recognizing that all is not equal. Social Justice means that we work actively to eradicate structural and institutional racism, sexism, classism, linguicism, ableism, ageism, heterosexism, religious bias, and xenophobia. Social Justice means that we as educators are responsible for the collective good of society, not simply our own individual interests. (California Teachers’ Association)

**Course Description**

Overview of the historical, philosophical, theoretical/empirical, and legal bases for family centered, relationship based special education services. Emphasis is on developing cross-cultural competence and a strengths-based, student-centered approach to empowering families and advocating for students with disabilities. Students will develop skills required to build and maintain collaborative relationships through effective communication and teaming with families, students, professional colleagues, and community members. These skills will be applied in the context of school-family-community partnerships, professional partnerships, person-centered planning/future planning, and IFSP/IEP development.

Thirty hours of field-based experience are required. Course will be a synthesis and application of lecture course content in home-based, center-based, and/or community-based settings serving infants and young children with disabilities and their families.

**Consent for Data Use**

As a part of evaluating the success of the pedagogical practices used in this class, with permission, the information, i.e. assignments and related analytics will be used in a research project to assess teaching practices in an Early Childhood Special Education foundational course and how it impacts student success. The analysis of the data will not occur until after the semester is over. Prior to being analyzed, all identifying information will be removed from the data, assigning each student an anonymous participant number so it will not be able to be connected to you. This will be performed by myself. If you would like to have your data removed from use in this assessment of the class, please email me and I will note this and remove your data from use in the analysis. Participation will have no impact on your grade or your status in the ECSE credential program. There will be no added work for participating in the project. Regardless of participation, all assignments need to be completed as part of requirements of the course. If you have any questions, please let me know. For questions about your rights as a research participant please contact the Sacramento State IRB at [irb@csus.edu](mailto:irb@csus.edu).

**Program Philosophy**

This course reflects a departmental commitment to age-appropriate, integrated educational programs for students with disabilities. Special education means support services, not placement in special education classrooms. We recognize, however, that many schools/districts are still in progress as they move to provide inclusive education. This course is offered in the spirit and practice of inclusive education with a strong emphasis for providing quality special education services in the general education environment. Students are expected to develop skills in discovering ways for students to participate meaningfully and to be successful without being removed from their peers with or without disabilities.

**Course Objectives**

*This course addresses the California Commission on Teacher Credentialing (CCTC) Education Specialist Program standards, Early Childhood Special Education specialty standards, and the Moderate/Severe specialty standards. Course content is directly related to the following standards for the California Education Specialist Teaching Credential: Program Standards* 2.2, 3.1, 3.3, 4.1-4.3, 5.3, 6.1, 6.3, 7.1, 7.3, 8.1, 9.1-9.2, 10.4-10.5, 10.7, 10.10-10.13, 10.17-10.18, 10.20, 11.3, 13.1-13.3, 14.1, 14.4-14.6*; Early Childhood Special Education Specialty standards1, 2.2, 2.3, 3.1-3.4, 4.1, 5.1-5.4, 6.1-6.4, 7.1, 7.3-7.4, 8.1-8.3, 9.2.*

*Upon completion of this course, students will be able to:*

* Discuss models and research on relationship-based, family-centered approaches to intervention, including the family systems framework. Specifically, address relevant research on the central role of families in early development, learning, and wellbeing, particularly for young children and students with disabilities or risk conditions.
* Apply knowledge of and research on family support in Early Childhood Special Education (ECSE), including family-professional collaboration, and development of family self-advocacy and empowerment. This includes developing and maintaining a collaborative partnership with families using a family-centered approach; supporting families in identifying concerns, priorities, and resources; partnering with families and communities in preparing for success in transitioning to any new environment; and utilize a collaborative process such as person-centered planning/future planning for developing IFSP and IEP outcomes based on family strengths, concerns, priorities and resources.
* Utilize knowledge of models of and research on cross-cultural competence, including the relationships of culture, language, disabilities, and family beliefs, values, and practices to understand one’s own culture and values as well as apply culturally appropriate strategies that recognize and support cultural beliefs, values, and practices of families.
* Utilize communication practices necessary for communicating, collaborating, problem-solving, and consulting effectively and that promote non-judgmental, collaborative relationships with 1) individuals with disabilities and their families, 2) general/special education teachers and co-teachers, related service personnel, paraprofessionals, and administrators, and 3) trans-disciplinary teams.
* Demonstrate professional ethics, including recognizing scope-of-practice parameters, confidentiality of information, appropriate boundaries in professional interactions and mandated legal responsibilities.

**Required Texts & Readings**

Hanson, M. J., & Lynch, E. W. (2013). *Understanding families: Supportive approaches to diversity, disability, and risk* (2nd Ed.). Baltimore, MD: Brookes Publishing.

Barrera, I., Corso, R.M., & Macpherson, D. (2012). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood.*  Baltimore, MD: Paul H. Brookes Publishing Co. *NOTE: This textbook is required in future ECSE courses in this program: EDSP 210, EDSP 211, & EDSP 212.*

Harry, B., & Harry, M. (2010). *Melanie, bird with a broken wing: A mother's story*. Baltimore, Maryland; Paul H. Brookes Publishing Co.

**Recommended Reading:**

Grisham-Brown, J. & Hemmeter, M. L. (2017). *Blended practices for teaching young children in inclusive settings (2nd Ed.).* Baltimore, Maryland; Paul H. Brookes Publishing Co.  *NOTE: This textbook is required in future ECSE courses in this program: EDSP 212.*

Soloman, A. (2012*). Far from the Tree: Parents, children, and the search for identity.* New York, NY; Scribner/A division of Simon & Schuster, Inc.

Turnbull, A., & Turnbull, R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2014). *Families, Professionals, and Exceptionality: Positive outcomes through partnerships and trust (7th Ed.).* Upper Saddle River, NJ: Pearson.

Additional articles and handouts available from the instructor via Canvas course site: [www.canvas.csus.edu](http://www.canvas.csus.edu). Students are expected to check Canvas prior to class to download class handouts, etc.

**Method of Instruction**

Class sessions will be online in a synchronous format such that candidates log on to Canvas and join the class session from their computers via Zoom at the designated class time. Students are expected to organize their time so that readings are completed prior to class. Class meetings will cover content and explore topics through engaging with colleagues in discussion in live discussions as well as online, watching film/videos, and presenting experiences in the field. Students are encouraged to think critically throughout the course and to challenge the ideas and concepts presented. Students are also invited to expand their personal educational philosophy and skill levels through the integration and synthesis of course readings, assignments, first-hand experience and other related information.

Course Requirements

* Internet connection (DSL, LAN, or cable connection desirable)
* Access to Canvas

Course Structure

This course is designed to provide a fully online asynchronous experience, which means contact time with colleagues and the professor will be: 100 % online

**Online sessions** will be live class meetings using Canvas and other Web sites. Activities will consist of chat, blogs, discussion forums, email, journaling, Google Docs, and web posting. Some online sessions may be conducted using Collaborate whereby groups of students call into a video conference session with the instructor. To familiarize yourself with this platform, please visit the CSUS Academic Technology Center website and click on the “participant orientation” for Collaborate: <http://csus.edu/atc/tools//collaborate/index.html>

Canvas Access

This course will be delivered online through a course management system named Canvas.

To access this course on Canvas you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the [Check Browser](http://www.csus.edu/sacct/BrowserCheck/) from your Canvas course. Refer to the Canvas Browser Tune-up page for instructions. To access a course on Canvas, you must login from the Canvas Login Page ([www.canvas.csus.edu](http://www.canvas.csus.edu) ). To learn more about Canvas visit the Student Resources webpage (<http://www.csus.edu/canvas/students.html>) where you can view online tutorials, FAQ’s and other help resources.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

* Visit the Canvas [Student Resources Page](http://www.csus.edu/canvas/students.html)
* Review Webpage guides: [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701)
* Take an Online course: [Student Canvas Orientation Course](https://csus.instructure.com/courses/6431)
* Review the [Get started: Student FAQs](http://www.csus.edu/canvas/faqs/student/student-getstarted-faq.html)
* Contact Sac State’s [Academic Technology Center to seek help](http://www.csus.edu/atc/students.html)

**Expectations for Student Conduct**

Classroom activities and field-based assignments are designed to connect theory presented in the course readings and lecture to practical application. The intent of the instructor is to assist students in learning the legal, historical, philosophical, and social foundations of inclusive education and to support development of skills needed by inclusion facilitators. **Students will be equally responsible as the instructor for contributing to class discussions and are expected to come to each class prepared to raise questions, analyze, synthesize, and respond to questions and issues regarding the content of that session.**

*NOTE: If you are completing assignments for this course at a school site, all of our expectations and policies (as detailed in the Policies and Procedures Handbook and the Field Placement Handbook, available on the department website) are in effect.*

**Course Assignments**

Classroom activities and field-based assignments are designed to connect theory presented in the course readings and lecture to practical application. The intent of the instructor is to assist students in developing a solid understanding of early development while considering the many factors influencing the family and child including disability, culture, family values, family system, socioeconomic status, race, and language. **Students will be equally responsible as the instructor for contributing to class discussions and are expected to come to each class prepared to raise questions, analyze, synthesize, and respond to questions and issues regarding the content of that session.** The specific course requirements are as follows.

*Clarification of, specific details, and grading rubrics for each assignment will be added as needed throughout the semester. Students should feel free to ask questions in class and/or make an appointment with the instructor to discuss any questions or concerns.*

1. **Community Activity** (7% of final grade, 30 points).

ELOs 1-2.

* 1. *Guidelines.*Candidates will gain experience exploring resources available to families and professionals in their community. This experience will increase their knowledge and expertise within their local community as families view the early childhood education specialist as a good connection to resources. To do this, candidates will find an event either in their community or online to attend, propose their plan to the instructor, attend the event/training, and write a blog posting reflecting on the experience. The activity can be any experience offered near you that is related to Early Childhood Special Education including events related to policy, advocacy, family support, fundraising, training. They may be in the form of meetings, talks, presentations, family meetups, fundraisers, and more.

Following the activity, the candidate will write a blog post about the resource and experience by sharing details about the activity (e.g., who hosted it, where it was, how to find out more information online or in person, etc.), who would benefit from the activity, the impact on families and professionals, what it was like, and personal reflections about the experience.

Candidates are required to conduct their own exploration in their community to find an activity to attend. A good place to start looking for an activity offered this semester is through your local Family Resource Center. You can find information about Family Resource Centers throughout California and locate the one nearest you on this website: <http://www.frcnca.org/>. You can visit your local resource center’s website to see what events are posted as well as call the contact person to speak further about available opportunities or recommendations for activities in the area. Some other potential activities can be found through the following organizations, depending on your interest (but are not limited to these):

* + 1. *Events*:
       - Family Resource Center hosted events (for example, Warmline in the Sacramento area: <http://www.warmlinefrc.org/trainingsactivities.html>)
       - Disability Rights Council hosted events: <https://www.disabilityrightsca.org/news-events/events>
       - Community Technology Education Center (CTEC) hosted events: <http://www.ctecaac.org/events/>. Or simply visit their center to explore their resources.
       - UC Davis Mind Institute events (Distinguished Lecture Series & Minds Behind the MIND series) and parent support groups: <http://www.ucdmc.ucdavis.edu/mindinstitute/events/>
    2. *Policy meetings:* 
       - Attend a board meeting for a disability rights group such as ARC, Steinberg Institute, etc.
       - Attend a Disability Rights Council meeting at the Capitol (<https://www.disabilityrightsca.org/who-we-are/board-of-directors>)
    3. *Can’t find any local events this semester? Engage in an online event such as an archived webinar, presentation, or module.*
       - ADEP modules for families
       - UC Davis Mind Institute Distinguished lecture series & Minds behind the MIND Series: <http://www.ucdmc.ucdavis.edu/mindinstitute/events/dls/index.html>
       - Family Resource Center archived webinars: <http://www.frcnca.org/meetings-and-training-opportunities/>
       - California Autism Professional Training and Information Network (CAPTAIN) online modules and videos as well as events: <http://www.captain.ca.gov/news.html>

1. **Reflection Papers** (25% of final grade, 4 papers @ 25 points each: 100 points total).

ELOs 1-5.

* 1. Guidelines. Candidates will be assigned topics to reflect on throughout the course in line with readings and topics discussed. A reflection prompt will be provided for each paper. Reflections will be 2-3 pages, double spaced, 12-point font. The expectation is that candidates will use this space to consider the connection between readings and course ideas with their own experiences working in the field of early childhood special education. Candidates are expected to move beyond summarizing readings and ideas by considering what those concepts mean for supporting families and young children with disabilities.

1. **Family Story Project** (50% of final grade, 200 points)

ELOs 1-5.

* 1. Guidelines. Candidates will be richly describing a family/community/culture by becoming an informed participant observer in the context of that family's life. Over the course of this semester you will have many opportunities to interact with families. This assignment asks you to identify a family from a culture other than you own with whom you are working and to get to know them. Then establish with the family a plan to learn from them. You will need to show evidence of at least three contacts, other than what regularly occurs in the program. You may offer to provide them a service, such as childcare; you may attend a community/cultural event with them - be creative. Remember, you are not "diagnosing" them; they are teaching you about their family, their culture, their hopes and dreams for their children, their cultural practices. Your purpose is to get to know them. In return, the candidate will provide an individualized service to the family per the Community Collaboration assignment (see directions below). This will culminate in a reflection paper and presentation on the impact of the disability on the family. Includes 4 parts due throughout the semester:
     1. Part 1: Family Story Paper (50 points)
     2. Part 2: Person-centered planning meeting summary, person-centered planning meeting 5-10 min video/audio clip for in-class video club discussion (50 points)
     3. Part 3: IFSP/IEP projected PLOP and goals, map/timeline of projected transitions and supports (50 points)
     4. Part 4: Family Story Presentation and Reflection (50 points)

1. **Family-Community Resource** (18% of final grade, 70 points)

ELOs 1-2.

* 1. Guidelines. In response to the needs of the family with whom you develop a relationship in your Family Story Project, candidates will collaborate with a local organization that supports families of students with disabilities in developing a needed resource. This will be developed organically after spending time with the family this semester so that the resource supports the family in a highly individualized way. Some ideas include creating a tip sheet, writing a blog post, creating home-school collaboration recommended activity.

Grade Distribution

| Assignment | Points | Percentage of final grade |
| --- | --- | --- |
| Independent Community Field Trip | 30 points | 7% |
| Reflection Papers  (4 papers @ 25 points each) | 100 points | 25% |
| Family Story project | 200 points | 50% |
| Family-Community Resource | 70 points | 18% |
| Total | 400 points | 100% |

***Grading Criteria for Course Grade***

Value is attached to all assignments, exams, attendance, and participation in class. Grades will be determined according to a scale, which the following is an approximation:

|  |  |  |
| --- | --- | --- |
| Percentage | Point Range | Letter Equivalent |
| 94-100% | 374-400 | A |
| 90-93% | 358-373 | A- |
| 87-89% | 346-357 | B+ |
| 84-86% | 334-345 | B |
| 80-83% | 318-333 | B- |
| 77-79% | 306-317 | C+ |
| 74-76% | 294-305 | C |
| 70-73% | 278-293 | C- |
| 67-69% | 266-277 | D+ |
| <59% | <265 | F |

***Access to Grades***

The instructor manages a gradebook on Canvas to post grades online. Students can access these via the Grades tab in their Canvas course.

**Course Policies**

***Attendance.*** Class attendance in this online synchronous course is required. Students are expected to join the class via Zoom on time and participate in class discussions and activities as would be expected in face-to-face courses. After 2 absences, the student’s grade in the course will drop by one grade. After 3 absences, the student will not be able to earn a passing grade for the course. Students with medical or other justifications for absences should confer with the instructor as early as possible so that an appropriate adjustment can be identified.

***Make-Up Exams and Make Up Assignments.*** Students are strongly encouraged to submit drafts of assignments early and often for formative feedback. This ensures a deeper understanding of the material and strong coursework. Students can make-up an exam or assignment by discussing such arrangements with the instructor.

***Late Work.*** Complete all assignments and presentations by required **due dates**. All written work should be submitted at the *beginning of the class* on the designated due date. **Late assignments will *not* be accepted unless prearranged with the instructor with validation.** All work must ultimately be submitted in order to receive credit for the course (this means that even if a course grade can mathematically be computed as a passing grade, a student cannot pass the course with assignments missing). Students submitting late work forfeit the opportunity to receive feedback and forfeit the opportunity to resubmit improved work for a different grade.

***Revised Assignments and Feedback.*** Upon the discretion of the professor, candidates may be allowed to resubmit an assignment if the initial submission did not meet the stated criteria for a passing grade. Only ONE resubmission per assignment will be permitted.

***Credit.*** Opportunities for extra credit will be available and will be announced throughout the course of the semester.

***Incompletes.*** Incomplete grades are only given under extenuating circumstances. It is the student’s responsibility to request a grade of Incomplete. An instructor may or may not grant this request and will consider such factors as student’s work to-date and amount of work still to be completed in making a determination. This instructor may or may not grant this request and follows the details of the university’s grading policy for incompletes: <https://www.csus.edu/umanual/acad/UMG05150.htm>

***Advising.*** The instructor is available for individual advising throughout the semester. Candidates can also arrange for telephone advising and/or E-mail advising. Refer to preferred communication process on page

**Course Schedule**

| Week | Topic | Readings due today | Activity | Due Today |
| --- | --- | --- | --- | --- |
| #1  Tues  Aug 28 | Course & Personal Introductions & Expectations; Review of Syllabus, Introduction to reading journal articles |  |  |  |
| PARTNERING WITH FAMILIES | | | | |
| #2  Tues  Sept 4 | Family characteristics, diversity, California’s families, and your family | 1. TEXTBOOK CHAPTER: Hanson & Lynch ch 1 *(Families in the 21st century, 22pgs)* 2. **Watch**: Far From the Tree Documentary (found On Demand) **OR**   **READ**: Solomon, *Son,* ch. I: pgs 1-48 (available on Canvas) |  |  |
| #3  Tues  Sept 11 | Understanding families with children with disabilities | 1. TEXTBOOK CHAPTER: Hanson & Lynch ch 5 *(Families with Children with Disabilities, 26pgs)* 2. CHAPTER: Soloman, Ch. VII *pp. 355-375 (Disability) (on Canvas)* | *Guest Speaker: Monica (parent)*  *Family-centered practices Exit Ticket (#1)* |  |
| #4  Tues  Sept 18 | Diversity and cultural responsiveness | SKILLED DIALOGUE CHAPTERS:   1. Barrera, Kramer & Macpherson ch 1 *(Culture: The Underlying Reality, 14pgs),* 2. Barrera et al ch 2 *(Cultural Linguistic Diversity: The Challenges, 20pgs),* 3. Barrera et al ch 3 *(Honoring Identity, Voice, and Connection: The Response, 14pgs)* | *Autobiographies* | **DUE: Reflection Paper #1** |
| #5  Tues  Sept 25 | The experience of families with children with disabilities  Finding resources for families (Family Resource Centers) | 1. NOVEL: Harry, B. *Melanie:* *Bird with a Broken wing*. | *Guest Speaker: April Davila from WarmLine Family Resource Center* |  |
| #6  Tues  Oct 2 | Family-centered practices | 1. TEXTBOOK CHAPTER: Hanson & Lynch ch 3 *(Families in Context: Conceptual Frameworks for Understanding and Supporting Families, 30pgs)* 2. TEXTBOOK CHAPTER: Hanson & Lynch ch 4 *(Traditional and Evolving Family Roles and Functions, 24pgs)* | *Practice: Eco-Mapping & MAPS person-centered planning family interviews*  *Family-centered practices Exit Ticket (#2)* | **DUE: Family Project PART 1: Family story paper** |
| #7  Tues  Oct 9 | Collaboration in a contemporary context; A framework for learning about collaboration  Developing culturally responsive communication strategies & Person Centered Planning | 1. SKILLED DIALOGUE CHAPTERS: Barerra et al Part II: Dialogue Across Culturally Linguistically Based Differences *(chs. 4-7, 48pgs)* | *Activity: Funds of Knowledge & Using the Skilled Dialogue approach with families*  *Guest Speaker: Lindsay (parent)* |  |
| #8  Tues  Oct 16 | Collaborating with families and professionals: IFSP/IEP development & transition planning in ECSE | 1. ARTICLE: Jung & Grisham-Brown (*Family-centered IFSPs)* 2. ARTICLE: Branson & Bingham (*Interagency collaboration for transition)* | *IFSP & IEP exploration* | **DUE: Reflection Paper #2** |
| #9  Tues  Oct 23 | Collaborating with Families & the Coaching Model | 1. CHAPTER: Rush & Shelden, ch. 7 (*Coaching Families, 40 pgs)* | *Guest Speaker: Erika (parent, blogger: www.ourfragileXlife.com)* |  |
| #10  Tues  Oct 30 | Meeting families’ basic needs: Poverty & Risk | 1. TEXTBOOK CHAPTER: Hanson & Lynch ch 6 *(Families Living in Poverty, 19pgs)* 2. TEXTBOOK CHAPTER: Hanson & Lynch ch 7 *Family Life at Risk, 18 pgs)* | *In-class Video club discussion: Family Project Part 2*  *Guest Speaker: Monica* | **DUE: Family Story Project PART 2: Person-centered planning summary & video/audio clip** |
| **PARTNERING WITH PROFESSIONALS** | | | | |
| #11  Tues  Nov 6 | Standards of practice for ECSE specialists: Infant & Toddler, Preschool, Kindergarten  Blended Practices & Curriculum Frameworks in ECSE | 1. CHAPTER: Grisham-Brown & Hemmeter, ch. 1 (*Introduction to Blended Practices)* 2. CHAPTER: Grisham-Brown & Hemmeter ch 2 (*Curriculum Framework as a model of Blended Practices)* | *Exploration of Infant & Toddler Foundations and Preschool Foundations standards of practice* |  |
| #12  Tues  Nov 13 | Collaborating with Early Childhood Professionals  Unit planning, backward design, Understanding by Design & Lesson Planning | 1. CHAPTER: Grisham-Brown & Hemmeter- Blended practices ch. 5 (*Universal Instructional Practices*) | *In-class Peer feedback: Family project part 3* | **DUE: Family Story Project PART 3: IFSP/IEP projected goals and transitions (FINAL DUE FRIDAY NOV 16)** |
| #13  Tues  Nov 20 | Evidence-based practices in ECSE: Infants and Toddlers | 1. ARTICLE: Keilty (*Home visiting principles in practice)* | *Guest Speaker: Nancy & Emily (mother and daughter)*  *Family-centered practices Exit Ticket (#3)* |  |
| #14  Tues  Nov 27 | Evidence-based practices in ECSE: Preschool and Kindergarten | 1. CHAPTERS: Sandall & Schwartz- Building Blocks chs. 2-3 |  |  |
| #15  Tues  Dec 4 | Family Presentations | No Readings due |  | **DUE: Reflection Paper #3**  **DUE: Family project Part 4: Family presentation** |
| Finals Week  Tues  Dec 11 | NO CLASS |  |  | **DUE: Reflection Paper #4**  **DUE: Family-Community Resource**  **DUE Anytime in the semester: Community Activity** |

(Note: this is a tentative schedule and may be changed based on instructor’s discretion)

**Reflection Papers**

*25% of final grade, 4 papers @ 25 points each: 100 points total*

“Guiding Questions”

**Reflections** **(25 pts each/100 pts total)**. Four 2-3 page reflection papers will be written in line with readings and topics discussed in the course. These are intended to be a self-evaluative feature of your professional development as a teacher. The expectation is that candidates will use this space to consider the connection between readings and course ideas with their own experiences working in the field of early childhood special education. Candidates are expected to move beyond summarizing readings and ideas by considering what those concepts mean for supporting families and young children with disabilities. In writing your reflections, follow the specific guidelines below.

Reflection # 1: Autobiography: Telling your story. Think back to your grandparents (or further back if it’s meaningful) and write a family history with regard to family members’ employment, levels of education, living situation and location, story of immigrating to the United States, language and other information that is pertinent to how you view yourself as an individual within a family unit. Finally, based on these family trends, reflect on some of the big values and ethics that have been passed down (i.e., work, education, social, etc.), which then establish the lens through which you view the world, how children should be educated, and how children should be assessed. You may create this autobiography in any format that helps you share your story: song/rap, poem, video slideshow, story, diary entry, etc.

Reflection # 2: Collaborating with families. Consider the topic that was covered and write about your thoughts, reactions, questions, comments, areas of confusion, areas of enlightenment and anything that intrigued you. Most importantly, write about what you have learned and how you are making the connection between theory and practice. How do theoretical underpinnings support your understanding of that topic and how do you imagine this to influence your future (or current) teaching practices? What holes in your understanding will you need to clarify or develop a better foundation? *As is the goal with reflections, this is your chance to take control of your learning and become a self-regulated learner.*

Reflection # 3: Evidence-based practices in ECSE. Consider the topic that was covered and write about your thoughts, reactions, questions, comments, areas of confusion, areas of enlightenment and anything that intrigued you. Most importantly, write about what you have learned and how you are making the connection between theory and practice. How do theoretical underpinnings support your understanding of that topic and how do you imagine this to influence your future (or current) teaching practices? What holes in your understanding will you need to clarify or develop a better foundation? *As is the goal with reflections, this is your chance to take control of your learning and become a self-regulated learner.*

Reflection #4: Your Teaching philosophy statement. 1-2 pages long. Construct your philosophical teaching statement that you can share with families with whom you work. A teaching statement is a reflective narrative that provides others insight into what you believe and value. It often includes concrete examples of what those values look like in your practice when working with young children with disabilities and their families. Write it in first person and convey your goals as an educator (for your students, families, self?), how you meet those goals in your practice (your strategies and teaching approaches that match those goals), and how you know you met your goals (in your practice, interactions with students and families, etc.). Finish up your statement by answering the big question: why do you teach?

Rubric for each paper (25 points total each paper):

*This is a formative assessment; therefore, I will be providing descriptive feedback on your reflections.*

|  |  |
| --- | --- |
| 10 points | Thoughtfulness and completeness regarding what was learned in the content area, making connections to theory and practice (citing and/or referring to readings/authors and personal experiences) |
| 10 points | Metacognitive awareness of your own understanding of the topic including further questions and challenges. |
| 5 points | Coherence and mechanics. |

**Family Story Project**

(50% of final grade, 200 points)

Candidates will be richly describing a family/community/culture by becoming an informed participant observer in the context of that family's life. Over the course of this semester you will have many opportunities to interact with families. This assignment asks you to identify a family from a culture other than you own with whom you are working and to get to know them. Then establish with the family a plan to learn from them. You will need to show evidence of at least three contacts, other than what regularly occurs in the program. You may offer to provide them a service, such as childcare; you may attend a community/cultural event with them - be creative. Remember, you are not "diagnosing" them; they are teaching you about their family, their culture, their hopes and dreams for their children, their cultural practices. Your purpose is to get to know them. In return, the candidate will provide an individualized service to the family per the Community Collaboration assignment. This will culminate in a reflection paper and presentation on their experience raising a child with a disability. Includes ~~4 parts~~ 3 parts due throughout the semester:

* + 1. Part 1: Family Story Paper (50 points)
    2. Part 2: Person-centered planning meeting summary, person-centered planning meeting 5-10 min video/audio clip for in-class video club discussion (50 points)
    3. Part 3: IFSP/IEP projected outcomes/goals, map/timeline of projected transitions and support strategies (50 points)
    4. Part 4: Family Story Presentation and Reflection (50 points)

*Source:* Kidd, J. K., Sanchez, S. Y., & Thorp, E. K. (2004). Gathering family stories: Facilitating preservice teachers’ cultural awareness and responsiveness. *Action in Teacher Education*, 26*(1),* 64-73.

This project will require you to meet with the family 3-5 times throughout the semester. These meetings may look like this sequence but can be adapted to your individual situation and family:

**Rapport Building** Begin with 1-2 informal meetings to develop rapport in which you hang out with the family during typical routines or activities in the home or community (e.g., soccer practice, neighborhood walk with the dog, etc.). The goal is to develop comfort with one another by getting to know each other better. Your first meeting should be informal and focused on building a relationship with the family. Ask them if you can join them during an activity or routine during the typical day for an hour or two.

1. **Project 2: Person-centered planning**. Schedule a 1 to 2 hour meeting with the family for the person-centered planning meeting so you have the opportunity to practice completing an Eco-Map and a MAPS interview. You’ll submit the products (Eco-Map, MAPS), audio/video-clip if permitted, and a summary/reflection paper.
2. **Project 3: IFSP/IEP outcomes/goals & transition timeline**. Information about the family’s goals for their child will be collected during the person-centered planning meeting in Project 2; however, additional information about their child’s upcoming transitions will need to be gathered. A discussion about upcoming transitions could be completed during another meeting or over the phone.
3. **Project 4: Family Story Interview**. Schedule a 1 to 2 hour meeting with the family for the family story interview where they choose to have memorabilia to share their story.

Further details about these meetings are shared below in the relevant project descriptions.

**Family Story Project PART 2: Person-centered planning meeting**

50 points total

Meet with you family for 1-2 hours to practice engaging in a person-centered planning meeting. You will practice two person-centered planning approaches: Eco-Mapping (often used as a best practice in early intervention) and MAPS (often used as a best practice with families of school-age children). You may be working with a family who has a young child who is school-age or younger, however, you will practice interviewing using both the Eco-Mapping approach and the MAPS approach. Keep in mind you’re not an expert yet in these processes so this is just practice at this point. You should offer to share the product created together with the family; however, it should not be used for program planning. Ask for permission to audio/video record and have the family complete the permission form. If not permitted to record, then write a narrative of the meeting.

During the meeting, it is recommended you set a timer. As this is practice, we want to respect the time the family is giving you so in practice you typically would not set a timer. It may be a good idea to set the timer for 30-45 minutes for the Eco-Map interview/discussion and 30-45 minutes for the MAPS interview/discussion. You know the family best so agree on an amount of time that works best for you and them, then plan accordingly. Be flexible with the family too. For example, if they only have 30 minutes available to complete these two interviews then set the timer for 15 minutes for each and indicate in your summary and reflection that there were time constraints. Use the relevant lecture and readings posted in Canvas to guide you in completing the Eco-Map and MAPS. Follow the guidelines below on what is required for submission in the Canvas Family Story Project Part 2 drop box for this assignment.

|  |  |  |
| --- | --- | --- |
| Part | Description | Points |
| 1  **Eco-Map** | This includes: A picture or scan of your completed Eco-Map. | **10 points** |
| 2  **MAPS** | This includes: A picture or scan of your completed MAPS. | **10 points** |
| 3  **Audio/Video clip or Narrative** | If permitted, a 5-10 minute video or audio clip of your interview during a moment when we can see/hear you leading the interview. If not permitted, write a narrative step-by-step description of what happened in the meeting. **Include parent permission form.** | **10 points** |
| 4  **Summary & reflection** | A 2-3 page double-spaced summary of your experience engaging the family in a person-centered planning process.   1. Describe what you learned about the family through the Eco-Map interview (5 points) 2. Describe what you learned about the family through the MAPS interview (5 points) 3. Reflect on the experience overall as well as compare the two types of interviews including pros and cons of both as well as the impact of this process on your understanding of the family and their child with a disability. (10 points) | **20 points** |

**Family Story Project PART 3: IFSP/IEP recommended outcomes/goals AND map/timeline of projected transitions and recommended support strategies**

50 points total

For this project, you may use information gleaned from Part 2 of the Family Story Project to help inform your decisions with regard to projected IFSP/IEP outcomes/goals. You will determine if you are writing IFSP outcomes or IEP goals based on the child’s age. If the child is aged birth to 2 years 11 months old, you will write recommended IFSP outcomes and if the child is 3 years or older then you will write projected IEP goals. Then you will talk to the family in person or via phone about expected transitions and goals in the child’s life up through the transition from high school graduation into adult life. Some of this information may have been shared during Project Part 2, which can be used to inform this project. Finally, you will write/draw a timeline or map of the child’s upcoming transitions from present time to graduation from high school; along with these you will include recommended support strategies. See specific expectations below. You may use the Part 3 template available on Canvas if you choose (however, it is not required to follow this format).

|  |  |  |
| --- | --- | --- |
| Part | Description | Points |
| 1  **IFSP/IEP projected Outcomes/Goals** | Write a 1-2 sentence strengths-based statement about the child/youth’s relevant performance that would lead to an IFSP outcome or IEP goal.  Write 2 IFSP outcomes OR 2 IEP goals in the areas of priority for the family and areas of need. | **25 points** |
| 2  **Map/Timeline of Projected Transitions and support strategies** | Visually map out at least 2 of the expected transitions in the child’s life from present time through just after graduation from high school. For each transition, provide at least 3 recommended strategies for easing the transition for the family and child. You may present this in a table or another visually clear format. | **25 points** |

**Family Story Project PART 4: Family Story Presentation and Reflection**

50 points total

**Family Story Interview**. During this meeting with the family (potentially your last meeting with them), let them know you’d like to informally talk to them about their family’s story, so you can understand them better and their experiences raising a child with a disability or developmental delay. For this meeting, schedule a time and place that is relaxed for them with or without their children present (their choice). Invite them to bring artifacts like pictures, souvenirs, or memorabilia (e.g., photo album) that they would like to use to tell their family’s story (going as far back as they’d like in their family history). While you’re talking to them be sure to use open ended questions and guiding statements like “Tell me more” or “can you describe what that was like” or “what were you feeling in these moments?” You may also consider using some of the guiding questions below to help the family tell their story. Record notes as they tell their story. Then at the end of this sharing, relay back to the family a summary of what you heard to ensure you’re capturing their story accurately. Use this information to then write your Family Story Paper (see guidelines below).

On the day of the final, you will present your family story to your classmates. Consider your role as a story teller. Decide on a format that will enable you to most effectively share what you have learned. You may take a role, use artifacts, play an instrument, read a poem, share pictures, share quotes, etc. Consider how you would like your own story to be told. You will have 5-7 minutes to present during our final class meeting in Zoom. If you’re sharing something from your computer such as a PowerPoint or Prezi, then you can share your screen with the class.

Potential guiding questions when interviewing the family:

1. What’s your favorite story or stories you like to tell about your child?
2. What’s the greatest celebration so far in your child’s life? What’s your greatest celebration since your child became a part of your life?
3. What’s the greatest challenge you’ve faced since your child became a part of your life?
4. What’s the greatest challenge your child has faced?
5. How do you feel about the word “disability” as one label or description of your child?
6. What is one thing that you have learned as a parent raising a child with a disability?
7. What has your child taught you that you find valuable?
8. With regard to raising your child(ren), what was the like dynamic between you and your partner as well as extended families?
9. We know you’ve been in touch with other families raising children with disabilities, which has provided you with a great deal of perspective. In your experience, how has your experience been similar to as well as divergent from their experiences? Did any of these similarities or differences surprise you or not surprise you?
10. In what ways do you feel your child is lucky to have you as a parent?
11. In our students’ reading, chapter 5, Marci Hanson said, “Clinicians have likened parents’ responses to those of people who experience the terminal illness or death of a loved one. Parental response has been described as mourning the loss of the expected child. Using stage models, typically based on the stages of grief described in the work of Kugler-Ross (1969), clinicians have speculated that parents go through a series of responses to the traumatic event that begins with shock and disorganization or disequilibrium (including feelings of denial, anxiety, guilt, anger, depression, fear, blame, and bargaining or shopping for another option or cure) and is followed by acceptance and reorganization” (p. 99-100). Can you share your experience with grief and how it has impacted your life?
12. While every family experiences some level of stress and it ebbs and flows throughout their journey, research has found that families of children with disabilities experience higher levels of stress in their relationships and greater demands in comparison to families with typically developing children. Given your family’s experience with raising a child with and maybe a child without disabilities, do you believe the stress you’ve experienced is different or of a greater magnitude?
13. You’ve spoken some about family structures influencing the experiences of those individuals within a family. Can you tell us more about how your family structure may have played a role in your family story?
14. Can you speak about your child’s sibling’s experience with growing up with a sibling with a disability?
15. Relationships are the foundation of our practice with families and central to a family-centered approach for Early Childhood Special Educators. What has your experience been like with the early interventionists and now Education specialists in his preschool? Has this been different than therapy-based services that take more of a medical model approach?
16. What type of advice would you provide to our Early Childhood Special Education candidates with regard to working with families?
17. What has empowered you as a parent? What has empowered your wife (is this different than you)? What has empowered your child? What has empowered your other children? What has empowered your family as a whole?
18. What resource has been the most beneficial to you? What resource do you wish you had earlier on?
19. Close your eyes and imagine someone is writing a story about your family’s life so far, what would be the theme and how would that story be told? For example, do you hear a theme song playing in the background, are there certain emotions associated with that story, is it a movie or a poem or a slideshow.

***Guidelines for the family story presentation and reflection***

***REFLECTION PAPER (35 points)***

***Submitted in Canvas in the assignment drop box.***

|  |  |  |
| --- | --- | --- |
| Section | Narrative | Points |
| 1  **The** **Family’s Story** | Describe the family. Tell their story. How did they come to be in a place where you met them? Consider the importance of birth stories, immigration stories, courtship stories, and intergenerational stories. What identity did you see emerge as they shared their story? What themes were evident? What has it been like for this family to raise a child with a disability? | **20 points** |
| 2  **The family’s cultural context** | Describe the cultural context of the family, including the formal and informal community network and system of supports. Remember to describe their culture with regard to importance of family routines, celebrations, and goals. How did this help you better understand another culture? | **5 points** |
| 3  **Implications for your work with families** | Discuss implications for your work with other families of infants, toddlers, and preschoolers. How can you support family priorities? What ways of interacting will you support? In working with this family, what values might conflict with your own that you need to be sensitive to and consider suspending your judgment? | **5 points** |
| 4  **Your reflection** | Reflect on yourself as a gatherer/teller of a family story. What was easy, hard? Describe your process for learning what you learned. How has this project impacted your perspective and understanding of families? | **5 points** |

***PRESENTATION (15 points)***

***Presented on the last class night (documents such as a PowerPoint, video, or picture submitted in Canvas in the assignment drop box with the reflection paper). Presentations are limited to 5-7 minutes.***

Choose a presentation format that best captures the family’s story. It may be helpful to write your reflection paper and then use this information to craft their story. The presentation should focus on themes that emerged in your work with the family then creatively shared. This should not be a comprehensive explanation of your reflection paper; instead, it is a choice you’re making to focus on a single theme or idea that represents this family and their experience raising a child with a disability. The format for creating your presentation is your choice and can either be presented live or a pre-recorded video and played during class. You will be allotted 5-7 minutes to present your story; therefore, you must be choosy about what you want to share and how. Your presentation will include two parts: the family’s story and your reflection on the impact of this family’s story on you as a future/current ECSE professional. You may combine these in a single cohesive presentation or present separately (e.g., read a poem you wrote about the family’s story, then share your reflection). See the description of expectations for each part as well as examples below.

|  |  |  |
| --- | --- | --- |
| Part | Description | Points |
| 1  **The** **Family’s Story** | Tell their story related to raising a child with a disability. What identity did you see emerge as they shared their story? What themes were evident?  Use these ideas to craft a creative story about this family in the format of your choice: poem, song, slideshow (of quotes or pictures), video, podcast, movie trailer, etc. You may present it live or present a pre-recording of it. If it’s a poem or story, you’ll read it aloud to the group like an open-mic night. | **10 points** |
| 2  **Your reflection** | Identify and describe 1-2 ways your work with this family has impacted your perspective and understanding of families as an early childhood special education professional.  This section may be separate or integrated into part 1, the family’s story. | **5 points** |

The following are examples that could spur ideas for you in how you’ll present the family’s story (this is not exhaustive and not meant to limit your creativity- please use these ideas or come up with your own):

* The family may share many stories about children asking them questions about their child who has autism. This family’s story could be told in a pre-recorded Adobe Spark video with music, narration, and pictures sharing these series of conversations that highlight the family’s experience raising a child with autism. The video will be played from the candidate’s computer (presented through Zoom using “share screen”); following the video, the candidate shares 1-2 major lessons learned from this family and their experiences.
* The family focuses heavily on the roller coaster ride of emotions experienced when first learning their child had a disability and described the cycles of grief they experienced throughout the years raising their child. In this case, the family’s story could be represented in a watercolor painting or drawing of a roller coaster ride with signage along the ride indicating the different emotions and experiences they have had. When sharing with the class, a picture of the artwork will be displayed on the candidate’s computer (presented through Zoom using “share screen”) and narrated by the candidate by describing the artwork. The candidate’s reflection is integrated with this artwork as represented by a tree next to the rollercoaster constructed entirely of words indicating the impact of the family’s story on the candidate’s perspective on working with families.
* The family shares repeatedly how lucky they feel to have a strong community support including their friends, neighbors, family, and early childhood related service providers. This story could be presented in a poem, read aloud in class (via Zoom). Following the poem, the candidate shares a quote from his/her work with the family that captures the shift that happened in his/her understanding of families and their experiences.

California State University, Sacramento

College of Education

Teaching Credentials Department

## EDSP 212: Curriculum, Intervention Strategies and Environments in ECSE: Preschoolers

**Fall 2019**

**(3 units)**

**Course Description**

*Designed to develop the skills necessary to design and implement developmentally appropriate curriculum and intervention strategies for young children with disabilities in a range of learning environments including home, center-based and community programs.*

**Program Philosophy**

This course reflects a departmental commitment to age-appropriate, integrated educational programs for students with disabilities. Special education means support services, not placement in special education classrooms. We recognize, however, that many schools/districts are still in progress as they move to provide inclusive education. This course is offered in the spirit and practice of inclusive education with a strong emphasis for providing quality special education services in the general education environment. Students are expected to develop skills in discovering ways for students to participate meaningfully and to be successful without being removed from their peers with or without disabilities.

**Course Objectives**

This course addresses the following California Commission on Teacher Credentialing (CCTC) Special Education Preliminary Credential Program standards: 2.2, 3.3, 5.1, 5.2, 6.1-6.3, 7.3, 8.1, 9.1-9.2, 10.3, 10.6-10.13, 10.16-10.20, 11.1-11.2, 11.4, 12.1, 13.1-13.3, 14.5, 14.9. It also addresses the following Standards for the Preliminary ECSE Credential: 1, 2.1-2.2, 3.4, 5.4, 6.1-6.4, 7.1, 7.3, 8.3.

Each student will demonstrate all of the following:

* Knowledge of developmentally appropriate curriculum models for preschool programs
* Knowledge of the scope of practice of the range of disciplines involved in providing early childhood special education services to young children with disabilities and their families
* Skills in planning effective family centered, culturally sensitive intervention programs and services consistent with IEP outcomes, goals and objective relevant to family concerns and priorities
* Skills in utilizing intervention/teaching strategies and assistive technologies appropriate to meet the learning needs of individual children with disabilities, including modifying and adapting typical preschool curriculum across all developmental domains
* Skills in providing intervention in home settings using non-intrusive, family-centered approaches
  + Ability to utilize generic teaching strategies (scaffolding, motivation, use of play as context and method)
  + Ability to facilitate development of communication skills, cognitive skills, emotional development and resiliency, social development, motor skills, behavioral regulation, sensory processing, independence/adaptive behaviors, and developmentally appropriate learning readiness
* Skills in creating and managing group learning environments that support positive self-esteem and social interaction
* Skills in facilitating inclusion of young children with disabilities into typical, age-appropriate community environments, including modeling collaborative consultation skills with families, agency personnel, and community program staff
* Skills in facilitating successful transition of child and family to next environment

*Note About Technology Requirements:*

To participate successfully in this class, you must have consistent and reliable access to the Internet. Any assignments submitted electronically as attachments must be in Microsoft Word.

For full text of CTC standards go to: [***www.ctc.ca.gov/educator-prep/STDS-prep-program.html***](http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html)

**Required Texts & Readings**

1. Grisham-Brown, Hemmeter, & Pretti-Frontczak (2017). Blended practices for Teaching Young Children in Inclusive Settings (2nd Ed.). Baltimore, MD: Brookes Publishing Co.
2. Sandall, S. (2008). Building Blocks for Teaching Preschoolers with Special Needs (2nd Ed.). Baltimore, MD: Brookes Publishing Co.
3. Curriculum used in your preschool field site program. For example: Teaching Strategies GOLD or Creative Curriculum.

Additional articles and handouts available from the instructor via Canvas course site: [www.canvas.csus.edu](http://www.canvas.csus.edu). Students are expected to check Canvas prior to class to download class handouts, etc.

**Method of Instruction**

Class sessions will be online in a synchronous format such that candidates log on to Canvas and join the class session from their computers via Zoom at the designated class time. Students are expected to organize their time so that readings are completed prior to class. Class meetings will cover content and explore topics through engaging with colleagues in discussion in live discussions as well as online, watching film/videos, and presenting experiences in the field. Students are encouraged to think critically throughout the course and to challenge the ideas and concepts presented. Students are also invited to expand their personal educational philosophy and skill levels through the integration and synthesis of course readings, assignments, first-hand experience and other related information.

**Course Requirements**

* Internet connection (DSL, LAN, or cable connection desirable)
* Access to Canvas

**Course Structure**

This course is designed to provide a fully online synchronous experience, which means contact time with colleagues and the professor will be: 100 % online

**Online sessions** will be a blend of self-paced and group activities using Canvas and other Web sites. Activities will consist of chat, blogs, discussion forums, email, journaling, Google Docs, and web posting. Some online sessions may be conducted using Collaborate whereby groups of students call into a video conference session with the instructor. To familiarize yourself with this platform, please visit the CSUS Academic Technology Center website and click on the “participant orientation” for Collaborate: <http://csus.edu/atc/tools//collaborate/index.html>

**Canvas Access**

This course will be delivered online through a course management system named Canvas.

To access this course on Canvas you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the [Check Browser](http://www.csus.edu/sacct/BrowserCheck/) from your Canvas course. Refer to the Canvas Browser Tune-up page for instructions. To access a course on Canvas, you must login from the Canvas Login Page ([www.canvas.csus.edu](http://www.canvas.csus.edu) ). To learn more about Canvas visit the Student Resources webpage (<http://www.csus.edu/canvas/students.html>) where you can view online tutorials, FAQ’s and other help resources.

**Technical Assistance**

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

* Visit the Canvas [Student Resources Page](http://www.csus.edu/canvas/students.html)
* Review Webpage guides: [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701)
* Take an Online course: [Student Canvas Orientation Course](https://csus.instructure.com/courses/6431)
* Review the [Get started: Student FAQs](http://www.csus.edu/canvas/faqs/student/student-getstarted-faq.html)
* Contact Sac State’s [Academic Technology Center to seek help](http://www.csus.edu/atc/students.html)

**Expectations for Student Conduct**

Classroom activities and field-based assignments are designed to connect theory presented in the course readings and lecture to practical application. The intent of the instructor is to assist students in learning the legal, historical, philosophical, and social foundations of inclusive education and to support development of skills needed by inclusion facilitators. **Students will be equally responsible as the instructor for contributing to class discussions and are expected to come to each class prepared to raise questions, analyze, synthesize, and respond to questions and issues regarding the content of that session.**

*NOTE: If you are completing assignments for this course at a school site, all of our expectations and policies (as detailed in the Policies and Procedures Handbook and the Field Placement Handbook, available on the department website) are in effect.*

**Course Assignments**

The specific course requirements are as follows. *Clarification of, specific details, and grading rubrics for each assignment will be added as needed throughout the semester. Students should feel free to ask questions in class and/or make an appointment with the instructor to discuss any questions or concerns.*

1. **Preschool Observation Report**. The preschool observation report will be conducted in a preschool setting which includes children with disabilities. See Canvas for a full description of the assignment.
2. **Digital Images Folio**. You will capture digital images that reflect and represent developmentally appropriate play in a preschool setting
3. **Mid-term Exam**. There will one essay-type exam in this course. The exam will be in Canvas
4. **Course Project.** You need to identify a preschool age child with disabilities and his/her classroom for this project. This assignment is described in a separate document on Canvas.
5. **Early Literacy lesson/Activity Presentation.** This brief presentation highlights the critical importance of early literacy for young children with disabilities. You'll present in class and share your work in Canvas.

**Grading**

***Grade Distribution***

| Assignment | Points | % of Final Grade |
| --- | --- | --- |
| Preschool Observation Report | 100 points | 25% |
| Digital Image Folio | 40 points | 10% |
| Mid-term Exam | 60 points | 15% |
| Course Project | 140 points | 35% |
| Early Literacy Lesson/Presentation | 60 points | 15% |
| Total | 400 | 100% |

***Grading Criteria for Course Grade***

Value is attached to all assignments, exams, attendance, and participation in class. Grades will be determined according to a scale, which the following is an approximation:

|  |  |  |
| --- | --- | --- |
| Percentage | Point Range | Letter Equivalent |
| 94-100% | 374-400 | A |
| 90-93% | 358-373 | A- |
| 87-89% | 346-357 | B+ |
| 84-86% | 334-345 | B |
| 80-83% | 318-333 | B- |
| 77-79% | 306-317 | C+ |
| 74-76% | 294-305 | C |
| 70-73% | 278-293 | C- |
| 67-69% | 266-277 | D+ |
| <59% | <265 | F |

***Access to Grades***

The instructor manages a gradebook on Canvas to post grades online. Students can access these via the Grades tab in their Canvas course.

**Course Schedule**

(Note: this is a tentative schedule and may be changed based on instructor’s discretion)

| Week | Topic | Readings | Activity | Due Date |
| --- | --- | --- | --- | --- |
| 1 | Introductions, course overview, assignments   * Transition from Infant to Preschool Program * The IEP as a Teaching Tool in Preschool * Curriculum Frameworks & the Preschool Environment | Preschool Learning Foundations (Scan of the volume) |  |  |
| 2 | * DEC Recommended Practices * The role of Currciulum in Preschool Classroom * The role of curriculum frameworks in ECSE programs * The role of the environment in ECSE programs | Blended Practices Ch 1 & 2  Preschool Learning Foundations: Introduction, scan volume | Eye Spy: Classroom Environment Evidence based practices |  |
| 3 | Developmentally Appropriate Practice: NAEYC   * Environments for Young children * Curriculum planning * Play, the work of children | Blended Practices, Ch7  Building Blocks, Scan Section 1, read Ch 1-4  Review your classroom curriculum |  |  |
| 4 | Using Assessment data in program planning   * Determination of individual learning objectives * Writing meaningful goals and objectives * IDEA and the IEP process * Acccess to the Core Curriculum | Blended Practices ch4  Building blocks, section I, Ch 1-4 | Case Study Practice: Interpreting and using data for instruction |  |
| 5 | Understanding Curriculum in ECSE   * Using curriculum guides * Regio Emilia Approach * Monitoring child progress | Blended Practices ch 2, 3, 5  CA Preschool Learning Foundations |  |  |
| 6 | Curriculum & Curriculum Planning I   * Activity Settings * Determining Program Content * Considering When Instruction occur   Emergent curriculum as a strengths-based approach to teaching: Project Approach | Blended Practices: Ch 6  Curriculum review  CA PK Learning Foundations- volume 1 |  |  |
| 7 | Systematic Reading Instruction for diverse learners | TBD | Practice task analysis and scaffolding instruction for Dual Language Learners | Due: Preschool Observation Report |
| 8 | Supporting Dual Language learners in the Preschool classroom | TBD |  |  |
| 9 | Curriculum & Curriculum Planning II: Environments that support play and learning | Blended Practices ch 4-7  Curriculum review  CA PK Learning Foundations- volume 1 |  |  |
| 10 | Activity Settings  Schedules  Lesson Plans (CHIME lesson plan example) | **Blended Practices:** Chapter 6 & 7  **Curriculum Review**  **CA PK Foundations- Vol 1** |  | Midterm available on Canvas |
| 11 | Building Blocks Approach to Preschool Intervention  Instructional Strategies to Enhance Child Participation in Developmentally Appropriate Activities I: Curriculum Modifications | **Building blocks**: All  Curriculum Review | Practice: Integrating self-determination into instructional strategies |  |
| 12 | Building Blocks Approach to Preschool Intervention  Instructional Strategies to Enhance Child Participation in Developmentally Appropriate Activities II: Embedding Individualized Objectives into Developmentally Appropriate Activities | Curriculum review  **Building Blocks:** All chapters | Practice: Developing an ELO plan | Due: Digital Images Folio |
| 13 | Thanksgiving Holiday- no class |  |  |  |
| 14 | Pre-Literacy & Literacy in Preschool   * Promoting Print Awareness and Phonemic Awareness * Creating & Implementing Culturally Responsive Literacy Experiences | **Blended Practices:** Chapter 8  **Building Blocks:** Chapter 9, 10  **Curriculum Review**  **CA PK Foundations- Vol 1** |  |  |
| 15 | Developing & Implementing Inclusive Practices in ECSE | **Blended Practices:** Chapters 1, 8  **Building Blocks:** Chapters 3, 8, 10 |  | Literacy Presentations |
| Finals Week | No class |  |  | Course Project due |

**212 Curriculum and Intervention in Early Childhood Special Education**

Course Project – Fall 2019

**Project Requirements**

**Part One: Planning Curriculum-Driven Activities for a group of young children**

1. Select a curriculum area from the Creative Curriculum as the focus of your curriculum activity.
2. Creative Curriculum provides a description of the importance of each curricular area. Briefly describe (one to two pages) how activities in your chosen curricular area will contribute to the overall growth and development of the children with disabilities served in your (or any) preschool program.
3. Create five activities/lessons in your chosen curriculum area that can be used with young children with disabilities in a preschool program. Each activity must be separate and distinct. Review and use or adapt lesson plan format provided - find the icon in SacCT for this form.
4. Your Curriculum Activities must include each of the following elements:

* Curriculum Area - Sand/Water, Creative/Dramatic, Art, or Toys & Games - or others as you like, from Creative Curriculum.
* Goal - briefly describe the purpose in this activity. Why are you bringing this activity to these children today? What will they learn?
* Location - Where will this activity be conducted? How will you need to change the room to accommodate this activity? Describe the activity setting.
* Materials - List and describe the equipment, materials, and supplies needed to conduct this activity.
* Procedures - Describe the activity step-by-step. Include description of the overall procedure (singing a song), general procedures (showing pictures, one at a time), and anticipated individual accommodations needed (show picture to Keneesha several times as she may be having seizures).
* Adaptation - How adaptations or accommodations will be needed to make this activity accessible to the group of children with whom you are working?
* Evaluation - How will you know if the activity was a success for each child?

You may use the form provided (Microsoft Word Format) or you may develop your own form, making sure to include required elements.

**Part Two - Building Blocks Approach for planning and implementation of services for individual children into regularly occurring preschool activities**

1. The purpose in this part of the project is to demonstrate your ability to implement the Building Blocks framework for an individual child who has disabilities in a preschool classroom setting.
2. Identify a child who has significant disabilities for this part of the project. This should be a child about whom you know well, or come to know through file review & observation.
3. Complete the full set of activities described in Chapter 4 of the Building Blocks Text. Complete Quality Classroom Assessment Form, Classroom Schedule, Classroom Action Worksheet, Child Assessment Worksheet, Planning Worksheet: Section 1, Planning Worksheet: Section II, Child Activity Matrix, Classroom Activity Matrix, and Evaluation Worksheet.

Use the forms provided in the text/cd rom. There is no form for the Classroom Schedule.

**Part Three - Embedded Learning Opportunities (ELO)**

1. The purpose in this part of the project is to demonstrate your ability to fine tune and to use embedded learning opportunities in your work with young children who have disabilities.
2. Plan and Implement ELO's with a child who has disabilities within the context of regularly occurring activities in a preschool setting. Follow the sequence of activities outlined in Building Blocks, items 1-7 on pages 136-137.

**Part Four - Child Focused Instructional Strategies (CFIS)**

1. The purpose in this part of the project is to demonstrate your ability to plan and deliver directed, explicit instruction.
2. Identify two distinctly separate targets for CFIS with the child you're working with.
3. Complete the Instruction-at-a-Glance forms for these two separate targets (ie. 2 separate forms).

California State University, Sacramento

College of Education

Teaching Credentials Department

## EDSP 211: Curriculum, Intervention Strategies and Environments in ECSE: Infants & Toddlers

**Summer 2019**

**(3 units)**

|  |  |
| --- | --- |
| Instructor: | Dr. Matt Chesnut |
| Office & Hours: | N/A  **Office Hours**: by appointment  *NOTE: to meet with me during office hours, you can visit me in person in my office or join online via Zoom. During these hours I will be available online at this zoom link:* [*https://csus.zoom.us/j/860884060*](https://csus.zoom.us/j/860884060) |
| Class Time & Location: | Tuesdays & Thursdays, 4:30-7:20p, Zoom: <https://csus.zoom.us/j/661197411> |
| Office Phone: |  |
| Email:  LMS (Learning Management System):  Communication preferences: | Matthew.chesnut@csus.edu  Canvas (<http://canvas.csus.edu>)  Best way to contact me is via your CSUS email or via Canvas messages. If you’d like to speak with me, call my office phone number and/or set up an appointment to meet in person or via Zoom video conferencing.  **NOTE: The program expects that you will use your Sac State email for all professional email communication (i.e., with professors, supervisors, school staff, etc.).** |

**Course Description**

The focus of this course is acquisition of knowledge and skills to support families and other caregivers in facilitating development for infants and toddlers at risk or with disabilities. Students will collaboratively plan and implement curriculum and intervention strategies for infants, toddlers and families. These strategies may be utilized in a range of natural learning environments including home, childcare, and community programs.

**Program Philosophy**

This course reflects a departmental commitment to age-appropriate, integrated educational programs for students with disabilities. Special education means support services, not placement in special education classrooms. We recognize, however, that many schools/districts are still in progress as they move to provide inclusive education. This course is offered in the spirit and practice of inclusive education with a strong emphasis for providing quality special education services in the general education environment. Students are expected to develop skills in discovering ways for students to participate meaningfully and to be successful without being removed from their peers with or without disabilities.

**Course Objectives**

This course addresses the following California Commission on Teacher Credentialing (CCTC) Special Education Preliminary Credential Program standards: 2.2, 4.1, 4.2, 6.1-6.2, 7.1-7.2, 8.1, 10.4-10.5, 10.8-10.13, 10.16-10.20, 11.1, 12.1, 13.1-13.3, 14.6-14.7, 14.9. It also addresses the following Standards for the Preliminary ECSE Credential: 1, 2.1-2.3, 3.1-3.2, 3.4, 4.1, 5.1-5.4, 6.1-6.3, 7.1-7.4, 8.2-8.3, 9.1-9.3.

The learner outcomes included in this course are drawn from the CCTC standards for the ECSE preliminary credential and the California lnteragency Coordinating Council (ICC) Recommended Early Start Personnel Manual foundational principles, core knowledge, and specific competencies for the Early Intervention Specialist (Nov 2010). Expected outcomes also reflect DEC recommended practices and evidence-based practice literature in early intervention/ ECSE

Upon completion of this course, students will be able to:

* Critique developmentally appropriate curriculum approaches for early intervention.
* Integrate laws and regulations governing early intervention services in California into their professional practice as Early Intervention Providers.
* Describe the scope of practice of the range of disciplines involved in providing early intervention services to infants and toddlers at risk or with disabilities and their families.
* Implement evidence based practices for infants/toddlers and their families
* Choose practices that are responsive to developmental risk and protective factors including practices for newborns and young infants at risk due to conditions such as low birth weight, prematurity, prenatal substance exposure, etc.
* Explain their relationship based and culturally appropriate early intervention supports and services.
* Describe home visiting models and techniques.
* Implement practices for facilitating successful transition of child and family to the next environment.
* Plan effective family centered, culturally appropriate early intervention supports and services consistent with IFSP outcomes and relevant to family concerns and priorities.
* Link evaluation and assessment results to planning curriculum and intervention strategies.
* Write child and family outcomes for IFSPs.
* Plan, implement and evaluate intervention strategies in collaboration with the family that are appropriate to meet the development and learning needs of individual infants/toddlers with disabilities across all developmental domains, adjusting developmental expectations where appropriate.
* Apply knowledge of typical and atypical developmental patterns in intervention planning and implementation.
* Provide ecologically valid intervention supports and services in home settings using non-intrusive, family-centered approaches.
* Effectively engage in teaming and collaboration with families, appropriate agency personnel, and community partners.

Additional Skills:

* Use of Canvas for course activities:
* ability to communicate effectively with peers and instructor via email and discussions
* ability to post assignments in Canvas (including MS Word attachments)
* Use of the Internet to gather information for families and colleagues

Note About Technology Requirements:

To participate successfully in this class, you must have consistent and reliable access to the Internet. Any assignments submitted electronically as attachments must be in Microsoft Word.

For full text of CTC standards go to: [***www.ctc.ca.gov/educator-prep/STDS-prep-program.html***](http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html)

**Required Texts & Readings**

1. Articles shared in Canvas
2. CA Dept of Education (2009). Infant/Toddler Learning & Development Foundations. Sacramento: CA Dept of Education. THIS BOOK WILL BE PROVIDED TO EACH STUDENT IN CLASS.

Additional articles and handouts available from the instructor via Canvas course site: [www.canvas.csus.edu](http://www.canvas.csus.edu). Students are expected to check Canvas prior to class to download class handouts, etc.

**RECOMMENDED RESOURCES :**

1. CA Dept of Education (2006). Infant/Toddler Learning & Development Program Guidelines. Sacramento: CA Dept of ED. To order: 1-800-9954099. Item # 1619 (19.95) ISBN 978-0-8011 -1619-3
2. Dodge, D.T., Rudick, S., & Berke, K. (2006). The Creative Curriculum for Infants, Toddlers & Twos (2"1 ed). Washington, DC:Teaching Strategies, Inc. ISBN -13:978-1- 8879537-99-6. IBSN-10: 1-879537-99-0. www .Teaching Strategies.com.
3. Widerstom,A. (2005) Achieving Learning Goals Through Play (2"1 ed). Baltimore: Paul Brookes. ISBN 1557666989.
4. Butterfield, Martin, & Prairie (2004). Emotional Connections: How Relationships Guide Early Learning. Zero to Three Press. ISBN 0-943657-64-4
5. Sandall, Hemmeter, Smith & MCLean. (2005). DEC Recommended Practices in El/ECSE. Sopris West. ISBN-13:978-0-9773772-2-0; ISBN-10:0-9773772-2-9
6. Sandall,Ostroskly, Horn & Jones (1999-2007). Young Exceptional Children Monograph Series. Sopris West (particularly Supporting Early Literacy Development in Young Children ISBN 1-59318-600-2)

**Method of Instruction**

Class sessions will be online in a synchronous format such that candidates log on to Canvas and join the class session from their computers via Zoom at the designated class time. Students are expected to organize their time so that readings are completed prior to class. Class meetings will cover content and explore topics through engaging with colleagues in discussion in live discussions as well as online, watching film/videos, and presenting experiences in the field. Students are encouraged to think critically throughout the course and to challenge the ideas and concepts presented. Students are also invited to expand their personal educational philosophy and skill levels through the integration and synthesis of course readings, assignments, first-hand experience and other related information.

**Course Requirements**

* Internet connection (DSL, LAN, or cable connection desirable)
* Access to Canvas

**Course Structure**

This course is designed to provide a fully online synchronous experience, which means contact time with colleagues and the professor will be: 100 % online

**Online sessions** will be a blend of self-paced and group activities using Canvas and other Web sites. Activities will consist of chat, blogs, discussion forums, email, journaling, Google Docs, and web posting. Some online sessions may be conducted using Collaborate whereby groups of students call into a video conference session with the instructor. To familiarize yourself with this platform, please visit the CSUS Academic Technology Center website and click on the “participant orientation” for Collaborate: <http://csus.edu/atc/tools//collaborate/index.html>

**Canvas Access**

This course will be delivered online through a course management system named Canvas.

To access this course on Canvas you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the [Check Browser](http://www.csus.edu/sacct/BrowserCheck/) from your Canvas course. Refer to the Canvas Browser Tune-up page for instructions. To access a course on Canvas, you must login from the Canvas Login Page ([www.canvas.csus.edu](http://www.canvas.csus.edu) ). To learn more about Canvas visit the Student Resources webpage (<http://www.csus.edu/canvas/students.html>) where you can view online tutorials, FAQ’s and other help resources.

**Technical Assistance**

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

* Visit the Canvas [Student Resources Page](http://www.csus.edu/canvas/students.html)
* Review Webpage guides: [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701)
* Take an Online course: [Student Canvas Orientation Course](https://csus.instructure.com/courses/6431)
* Review the [Get started: Student FAQs](http://www.csus.edu/canvas/faqs/student/student-getstarted-faq.html)
* Contact Sac State’s [Academic Technology Center to seek help](http://www.csus.edu/atc/students.html)

**Expectations for Student Conduct**

Classroom activities and field-based assignments are designed to connect theory presented in the course readings and lecture to practical application. The intent of the instructor is to assist students in learning the legal, historical, philosophical, and social foundations of inclusive education and to support development of skills needed by inclusion facilitators. **Students will be equally responsible as the instructor for contributing to class discussions and are expected to come to each class prepared to raise questions, analyze, synthesize, and respond to questions and issues regarding the content of that session.**

*NOTE: If you are completing assignments for this course at a school site, all of our expectations and policies (as detailed in the Policies and Procedures Handbook and the Field Placement Handbook, available on the department website) are in effect.*

**Course Assignments**

The specific course requirements are as follows. *Clarification of, specific details, and grading rubrics for each assignment will be added as needed throughout the semester. Students should feel free to ask questions in class and/or make an appointment with the instructor to discuss any questions or concerns.*

1. **Family Project (ELOs 1-6)**
   1. **Early Intervention Assessment Project**

Observe, participate, and reflect on your experience as a team member in at least one assessment process: Initial eligibility, IFSP meeting OR transition plan. This includes being a part of reviewing information and planning with the family before each meeting as well as shared responsibility with taking the lead on developing/writing a portion of the document your team is working on such as a section of the IFSP (under the guidance of your mentor teacher). Write up your notes and describe how the family and team prepared for these meetings. Reflect on what went well and what could be improved upon.

* 1. **Early Intervention Interview Project**

Observe one RBI and then plan an RBI with a family and complete it with a team member. Review the information with the family and in partnership pick several outcomes they would like to work on during their day. Discuss with the family how these outcomes could be practiced within their daily routines.

* 1. **Early Intervention Family Coaching project**

Observe coaching techniques used during the home visits by the team members then implement these techniques in at least 3 sessions.

1. **Attendance & Participation, including four online discussion board Class Reflections with one response to a colleague**: Prompts from end of class or their work with families started at end of face to Face class and posted by next class.
2. **One Seminar Video for Discussion: Self-reflection/analysis of a critical incident/current challenge, and/or accomplishment. (ELOs 1-6)**

DUE: Two postings are due over the course of the semester. Post two reflections in Canvas Discussions. Use your last name and number of posting in the subject line (e.g.,SED#3)

* 1 Journal Reflection
* **1 VIDEO**: candidates will choose **one of the topics below** to record a video of themselves engaging in that practice. The video should be a 3-5 minute snippet and allow candidates to reflect on the moment in their Canvas Discussion board post. Within this post, include the video and reflection for colleagues to provide constructive peer feedback.
* **For each posting** describe, analyze, and reflect on at least one critical incident, challenge, or accomplishment in your student teaching:
  + - What happened and how did you respond?
    - What questions do you have about your role and possible alternative strategies and/or outcomes?
    - How has this experience contributed to your demonstration of professional competency (What did you learn)?
    - Definition of a critical incident: Critical incidents are important occurrences (positive or negative) that create an emotional reaction or stimulate you to think about the situation, your work, practices, or policies related to early intervention.
* **Experiences/topics to choose from for reflection:**
  + - Assessment
    - Coaching
    - Interview
    - **Transition planning meeting from EI to PreK**: communicating with business community, public and non-public agencies, to provide the cohesive delivery of services and bridge transitional stages across life span
    - **Coaching diverse families**: meeting the needs of an English Language learner during instruction
    - **Conducting assessments that lead to intervention & understanding of students**
    - Engaging with a student with his/her family by **embedding learning opportunities** in family routines based on IEP goals

**Grading**

Grade Distribution

| Assignment | Points | % of Final Grade |
| --- | --- | --- |
| Family project | 200 points | 50% |
| One Seminar Video for in-class discussion | 100 points | 25% |
| Attendance and participation, including four online discussion board posts | 100 points | 25% |
| Total | 400 | 100% |

***Grading Criteria for Course Grade***

Value is attached to all assignments, exams, attendance, and participation in class. Grades will be determined according to a scale, which the following is an approximation:

|  |  |  |
| --- | --- | --- |
| Percentage | Point Range | Letter Equivalent |
| 94-100% | 374-400 | A |
| 90-93% | 358-373 | A- |
| 87-89% | 346-357 | B+ |
| 84-86% | 334-345 | B |
| 80-83% | 318-333 | B- |
| 77-79% | 306-317 | C+ |
| 74-76% | 294-305 | C |
| 70-73% | 278-293 | C- |
| 67-69% | 266-277 | D+ |
| <59% | <265 | F |

***Access to Grades***

The instructor manages a gradebook on Canvas to post grades online. Students can access these via the Grades tab in their Canvas course.

**Course Schedule**

(Note: this is a tentative schedule and may be changed based on instructor’s discretion)

| Session | Topic | Readings | Activity | Due Date |
| --- | --- | --- | --- | --- |
| **BI-WEEKLY MEETINGS (Tues-Zoom, Thurs-Online module)** | | | | |
| 1  Tues  May 28  ZOOM | Introduction, Course Overview  Laws, Regulations and Early Intervention Service Providers  Being a reflective practitioner (how to write a reflection journal entry) |  | Practice: Reflective practice and writing a journal entry | Submit your calendar plan for completing the assignments in collaboration with your student teaching mentor. |
| 2  Thurs  May 30  ONLINE | Evidence Based Early Intervention Practice:  Natural Environments for El Services and Supports  Infant and Toddler development and learning standards | TBD | Case Study: Exploring the development of Infants and toddlers with disabilities | *Due: #1 Online discussion board reflection* |
| 3  Tues  June 4  ZOOM | Building relationships with families that are culturally responsive | TBD | Case Study practice: building relationships & communicating with families in challenging situations |  |
| 4  Thurs  June 6  ONLINE | Coaching families in a routines-based model | TBD | Practice: Interviewing and adapting to the needs of families | *Due: #2 Online discussion board reflection* |
| 5  Tues  June 11  ZOOM | Curriculum Approaches in Early Intervention  Intervention Strategies to Facilitate Child and Family Outcomes: Supporting Cognitive Development in first and second languages | TBD | Case study practice: Evidence based practices for supporting Infant and Toddler Dual Language Learners |  |
| 6  Thurs  June 13  ONLINE | Positive Support for Families: Applying the Teaching Pyramid to families when supporting Early Social and Emotional Development, Play | TBD | Review information from the Teaching Pyramid website.  Choose a child and look through the Teaching Pyramid family materials to find a few items to share with the family.  Plan how to provide this information to the family. | *Due: #3 Online discussion board reflection* |
| 7  Tues  June 18  ZOOM | Intervention Strategies (cont.): High risk infants, Sensory/Motor Issues , Enhancing Communication and Early Literacy , Assistive Technology | TBD | Case Study: Designing and implementing intervention and instructional strategies to address the needs of young children and their families |  |
| 8  Thurs  June 20  ONLINE | Relationship Based Early Intervention Home Visiting: Models, Issues , Challenges  Development and Implementation of the IFSP | TBD |  | *Due: #4 Online discussion board reflection* |
| **WEEKLY MEETINGS (Tues-Zoom)** | | | | |
| 9  Tues  June 25  ZOOM | Interdisciplinary Collaboration and Teaming Service Coordination & Transitions to Group Settings | TBD | Case study practice: Teaming and advocating for families |  |
| 10  Tues  July 2  ZOOM | Seminar discussion:   * current experiences in the field * Meeting your transdiciplinary team and your families |  |  | \*Two Students sign up to share: Seminar Video for Discussion |
| 11  Tues  July 9  ZOOM | Seminar discussion:   * current experiences in the field * Conducting Eco-mapping and Routines-based Interviews |  |  | \*Two Students sign up to share: Seminar Video for Discussion |
| 12  Tues  July 16  ZOOM | Seminar discussion:   * current experiences in the field * Understanding, honoring, and responding to cultural differences |  |  | \*Two Students sign up to share: Seminar Video for Discussion |
| 13  Tues  July 23  ZOOM | Seminar discussion:   * current experiences in the field * Implementing evidence-based interventions |  |  | \*Two Students sign up to share: Seminar Video for Discussion |
| 14  Tues  July 30  ZOOM | Seminar discussion:   * current experiences in the field * Addressing the needs of families |  |  | \*Two Students sign up to share: Seminar Video for Discussion |
| 15  Tues  Aug 6  ZOOM | Seminar discussion:   * current experiences in the field * Self-care as professionals |  |  | \*Two Students sign up to share: Seminar Video for Discussion |
| Finals Week  Aug 13 | No class |  |  | \*Family project final date due  \*Student teaching Program Description and Field log hours due on the shared google doc |

EDSP 211

**Family Project**

Guidelines

Identify 2 families that has as a member an infant or toddler (birth to three years of age) with a disability or significant developmental delay with whom you will work on these practices. You will naturally be engaging these two families in these practices. However, for ONE of those families, you will submit your work according to the guidelines of this project. This will also give you some leeway for the reality of working with families while needing to complete course assignments. Establish a relationship with each family and ask for their agreement to participate in this project with you (Use permission slip provided in Course Materials).

Through a series of meetings/interactions/observations gather information about the child and family. Complete a report with the following components:

**Part 1: Assessment (50 points)**

1. A write-up of information gathered from your work with the family or information gathered by the members from the transdisciplinary team, to include:

* Family information (structure, functions, interactions, etc.)
* Child information (i.e. age, gender, special needs)
* Family's concerns and priorities for their child and family
* Family strengths & interests
* Child strengths, interests, skills/abilities
* Family resources and supports
* Family activities in which the child participates
* Community activities in which the child participates
* Community resources the family uses and/or is interested in

**Part 2: Interviewing (routines-based interview) (50 points)**

1. A listing of current activity settings/learning opportunities for child and family.
2. Two suggested outcomes for child/family (include rationale)
3. Complete the following IFSP pages (available in course materials),or use comparable forms from your local Early Start program:

* All about me & my family,
* Family Information (resources, concerns, priorities)
* Early Intervention Outcomes (as described in c and d above)
* Early Intervention Services

**Part 3: Family Coaching (50 points)**

1. Discuss how the outcomes in c (above) can be met in two of the activity settings listed in b (above). Outline the intervention strategies to be used (Assume you are providing early intervention services). (Refer to class notes and readings for specific strategies).

**Part 4: Reflection (50 points)**

1. Provide reflection on this experience: (e.g., what you did, ease of gathering info, relationship with family, how things were left, etc)

**California State University, Sacramento**

**College of Education**

**Teaching Credentials Department**

## EDSP 210: Assessment and Evaluation in Early Childhood Special Education

**SPRING 2019**

**(3 units)**

|  |  |
| --- | --- |
| Instructor: | Dr. Cindy Collado |
| Office & Hours: | Eureka 322  **Office Hours**: Tuesdays, 7:00-8:30p; Thursdays, 2:45-4:15p; and by appointment  *NOTE: to meet with me during office hours, you can visit me in person in my office or join online via Zoom. During these hours I will be available online at this zoom link: <https://csus.zoom.us/j/860884060>* |
| Class Time & Location: | Thursdays, 4:30-7:20p, Zoom: <https://csus.zoom.us/j/661197411> |
| Office Phone: | (916) 278-4616 |
| Email:  LMS (Learning Management System):  Communication preferences: | [cindy.collado@csus.edu](mailto:cindy.collado@csus.edu)  Canvas (<http://canvas.csus.edu>)  Best way to contact me is via your CSUS email or via Canvas messages. If you’d like to speak with me, call my office phone number and/or set up an appointment to meet in person or via Zoom video conferencing.  **NOTE: The program expects that you will use your Sac State email for all professional email communication (i.e., with professors, supervisors, school staff, etc.).** |

**Course Description**

Quality practices in early childhood assessment using a range of culturally appropriate tools and techniques, parent-professional-collaboration, transdisciplinary team assessment, assessment reporting and translating results into intervention planning. Participants will demonstrate skills in planning, carrying out and reporting results of assessments/evaluations for eligibility determination, program planning, and monitoring ongoing progress for infants, young children and their families.

This course is designed to enable participants to effectively assess infants and young children who have disabilities. Content will focus on quality practices in early childhood assessment including using a range of culturally appropriate tools and techniques, parent­ professional collaboration, transdisciplinary team assessment, assessment reporting, and translating results into intervention planning. Participants will demonstrate skills in planning, carrying out, and reporting results of assessments/evaluations for determination of eligibility, program planning, and monitoring ongoing progress for infants, young children, and their families.

**Program Philosophy**

This course reflects a departmental commitment to age-appropriate, integrated educational programs for students with disabilities. Special education means support services, not placement in special education classrooms. We recognize, however, that many schools/districts are still in progress as they move to provide inclusive education. This course is offered in the spirit and practice of inclusive education with a strong emphasis for providing quality special education services in the general education environment. Students are expected to develop skills in discovering ways for students to participate meaningfully and to be successful without being removed from their peers with or without disabilities.

**Student Learning Outcomes**

**California Commission on Teaching Credentials Standards Addressed in EDSP 210**

Program Standards for Education Specialist Teaching Credentials: 2.2, 4.2, 4.3, 5.1-5.4, 6.2, 8.1, 9.1-9.2, 10.14-10.17, 14.4,

Program Standards ECSE Teaching Credential: 1, 2.1-2.3, 3.1-3.3, 4.1-4.2, 5.1-5.2, 5.4, 6.1, 6.4, 9.4

*Upon completion of this course, students will be able to:*

* Students will demonstrate knowledge of current recommended practices in assessment and evaluation of infants and young children with disabilities and their families.
* Students will demonstrate knowledge of current California eligibility criteria and requirements for early intervention and special education services as well as the foundations for these criteria.
* Students will demonstrate knowledge of psychometric properties of measurement tools, including screening, assessment, reliability and validity, standardization, criterion-referenced measures, and informal assessment parameters and guidelines.
* Students will demonstrate knowledge, dispositions, and skills to effectively utilize a variety of formal and informal screening, assessment, interview, and evaluation techniques, including observation, play-based assessment, family interviewing, curriculum-based assessment, and selected norm-referenced instruments.
* Students will demonstrate knowledge of the multiple purposes of assessment and evaluation and ability to select tools and procedures appropriate for each specific purpose.
* Students will demonstrate knowledge, disposition, and skills to select and carry out assessment and evaluation procedures that are appropriate to the culture & language of the child and family.
* Students will demonstrate knowledge, dispositions, and skills to develop an assessment plan that reflects the family's priorities, concerns, priorities, and questions.
* Students will demonstrate knowledge, dispositions, and skills to modify assessment procedures, when appropriate, to accommodate or compensate for the impact of the child's disability on performance, in a variety of developmentally appropriate learning environments.
* Students will demonstrate knowledge, dispositions, and skills to work as a member of a transdisciplinary team including parents and professionals to plan, carry out, and review assessments.
* Students will demonstrate knowledge, dispositions, and skills to communicate assessment and evaluation findings verbally and in writing, accurately, sensitively, and in jargon-free language.
* Students will demonstrate knowledge, dispositions, and skills to incorporate appropriate behavioral, social, and environmental considerations as a critical component of the context for administering assessment processes and interpreting assessment findings.
* Students will demonstrate knowledge, dispositions, and skills to use assessment and evaluation information in collaborative development of IFSP and IEP documents to guide planning and implementation of appropriate intervention strategies.
* Students will demonstrate knowledge, dispositions, and skills in application of professional standards of confidentiality, objectivity, and non-judgmental attitudes in all assessment and evaluation activities.
* Students will demonstrate knowledge, dispositions, and skills in use of a variety of current technology applications for learning, teaching, collaborating, and communicating as professionals in a variety of developmentally appropriate environments.
* Students will demonstrate knowledge, dispositions, and skills in creating and maintaining healthy learning environments for diverse learners in home, school, clinical, and community settings.
* Students will demonstrate knowledge, dispositions, and skills to work effectively with diverse learners in home, school, clinical, and community settings.

***For full text of CTC standards go to:*** [***www.ctc.ca.gov/educator-prep/STDS-prep-program.html***](http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html)

**Required Texts & Readings**

***Required textbooks (these are great resources for you in the future)***

* Grisham-Brown, J. & Pretti-Frontczak, K. (2011). *Assessing young children in inclusive settings: The blended practices approach.* Brookes Publishing.
* Grisham-Brown, J. & Hemmeter, M. L. (2017). *Blended practices for teaching young children in inclusive settings (2nd Ed.).* Brookes Publishing. *(selected chapters are read in EDSP 201 and EDSP 212)*
* Barrera, I., Kramer, L., & Macpherson, T. D. (2012). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood (2nd Ed.).* Brookes Publishing. *(selected chapters are read in EDSP 201 and EDSP 212)*
* Find the curriculum-based assessment tool used at your fieldwork site such as HELP, AEPS, Carolina.
* Additional articles and handouts available from the instructor via Canvas course site: [www.canvas.csus.edu](http://www.canvas.csus.edu). Students are expected to check Canvas prior to class to download class handouts, etc.

Recommended Texts

* Mindes, G. (2015). *Assessing young children* (5th ed). Pearson.

**Method of Instruction**

Class sessions will be online in a synchronous format such that candidates log on to Canvas and join the class session from their computers via Blackboard Collaborate at the designated class time. Students are expected to organize their time so that readings are completed prior to class. Class meetings will cover content and explore topics through engaging with colleagues in discussion in live discussions as well as online, watching film/videos, and presenting experiences in the field. Students are encouraged to think critically throughout the course and to challenge the ideas and concepts presented. Students are also invited to expand their personal educational philosophy and skill levels through the integration and synthesis of course readings, assignments, first-hand experience and other related information.

**Online Component**

**Course Requirements**

* Internet connection (DSL, LAN, or cable connection desirable)
* Access to Canvas

**Course Structure**

This course is designed to provide a fully online asynchronous experience, which means contact time with colleagues and the professor will be: 100 % online

**Online sessions** will be a blend of self-paced and group activities using Canvas and other Web sites. Activities will consist of chat, blogs, discussion forums, email, journaling, Google Docs, and web posting. Some online sessions may be conducted using Collaborate whereby groups of students call into a video conference session with the instructor. To familiarize yourself with this platform, please visit the CSUS Academic Technology Center website and click on the “participant orientation” for Collaborate: <http://csus.edu/atc/tools//collaborate/index.html>

**Canvas Access**

This course will be delivered online through a course management system named Canvas.

To access this course on Canvas you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the [Check Browser](http://www.csus.edu/sacct/BrowserCheck/) from your Canvas course. Refer to the Canvas Browser Tune-up page for instructions. To access a course on Canvas, you must login from the Canvas Login Page ([www.canvas.csus.edu](http://www.canvas.csus.edu) ). To learn more about Canvas visit the Student Resources webpage (<http://www.csus.edu/canvas/students.html>) where you can view online tutorials, FAQ’s and other help resources.

**Technical Assistance**

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

* Visit the Canvas [Student Resources Page](http://www.csus.edu/canvas/students.html)
* Review Webpage guides: [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701)
* Take an Online course: [Student Canvas Orientation Course](https://csus.instructure.com/courses/6431)
* Review the [Get started: Student FAQs](http://www.csus.edu/canvas/faqs/student/student-getstarted-faq.html)
* Contact Sac State’s [Academic Technology Center to seek help](http://www.csus.edu/atc/students.html)

**Expectations for Student Conduct**

Online activities and field assignments are designed to connect theory presented in the course readings and lecture to practical application. The intent of the instructor is to assist students in learning how to collaboratively assess and develop curriculum and programs for children and students with disabilities. **Students will be equally responsible as the instructor for contributing to class discussions and are expected to come to each class prepared to raise questions, analyze, synthesize, and respond to questions and issues regarding the content of that session.**

*NOTE: If you are completing assignments for this course at a school site, all of our expectations and policies (as detailed in the Policies and Procedures Handbook and the Field Placement Handbook, available on the department website) are in effect.*

**Course Assignments**

Classroom activities and field-based assignments are designed to connect theory presented in the course readings and lecture to practical application. The intent of the instructor is to assist students in developing a solid understanding of early development while considering the many factors influencing the family and child including disability, culture, family values, family system, socioeconomic status, race, and language. **Students will be equally responsible as the instructor for contributing to class discussions and are expected to come to each class prepared to raise questions, analyze, synthesize, and respond to questions and issues regarding the content of that session.** The specific course requirements are as follows.

*Clarification of, specific details, and grading rubrics for each assignment will be added as needed throughout the semester. Students should feel free to ask questions in class and/or make an appointment with the instructor to discuss any questions or concerns.*

1. **Systematic Instructional plan (150 points). This is the main focus of your work with one specific focus student or child in the field.**
   1. Guideline. You should work with one students on these assignments (this could be the same student for your EDSP 209 or EDSP 230 projects). A much more detailed description and rubric will be provided as we move through the material necessary for your implementation.
   2. The following are the components for the focus student:

* Strengths-based summary of the student or child you will be working with and a copy of 2 IFSP/IEP goals for the student that you will be getting baseline on and writing instructional plans for
* 3 sessions of baseline assessments, and summary for 2 instructional goals for your student
* 4 instructional plans for the two goals identified
* Implementation and data collection over the rest of the semester on the intervention.

1. **Assessment Interview and Plan (75 points)**
   1. Guidelines. You need to identify an infant, toddler, or preschool age child who has disabilities for the purpose of ongoing, informal and formal assessment. You will begin this assignment by gaining a sense of how your program or district conducts evaluations in your district for determining eligibility. This 20-30 minute interview with an ECSE provider in your district or program will give you critical information to draft your Assessment Plan for the Comprehensive Assessment Report (CAR) assignment (see below). You will then devise an Assessment Plan and post the draft to Canvas for peer review. In addition to posting your own Assessment Plan, you will compose and post a review of an assessment plan posted by another member of the class.
   2. Your final Assessment Interview and plan will include:

* Interview notes (scanned written notes is acceptable)
* Interview Summary
* Final Assessment Plan

1. **Comprehensive Assessment Report (CAR) (150 points)**
   1. Guidelines. You are required to assess an infant or young child with disabilities in a natural environment over the course of the semester and is based on carrying out your Assessment Plan. This assignment requires ongoing involvement with the child and the assessment must be inclusive of at least 2 areas of development. A more detailed description of this assignment will be provided.
2. **Presentation of Intervention Video Clip (25 points).**
   1. Guidelines. For this assignment, you will focus on a single item from the Systematic Instructional Plan assignment. This is a brief video assignment of your interaction with a child for up to three minutes and presentation of your video to the class as the basis for discussion of intervention techniques.

**Grading**

Assignments will be graded according to the quality of work and participation. Quality is defined as follows: All elements of each assignment are to be addressed completely as stated, with work reflecting knowledge gained from material presented in lectures, readings, and class activities. Work should be neat, legible, and well-organized.

All assignments are to be typed, double-spaced, except those completed on forms and/ or in-class. Spelling, typing, and grammatical errors are to be corrected before submission. It is expected that “People First" language will be used in all written work. Assignments are to be submitted on the stated due date, unless otherwise approved in advance by the instructor.

**Grade Distribution**

| Assignment | Points for the Course |
| --- | --- |
| Systematic Instruction plan | 150 points |
| Assessment Interview & Plan | 75 points |
| Mini-Comprehensive Assessment Report (CAR) | 150 points |
| Presentation of Intervention Video Clip | 25 points |
| Total | 400 points |

**Grading Criteria for Course Grade**

Value is attached to all assignments, exams, attendance, and participation in class. Grades will be determined according to a scale, which the following is an approximation:

|  |  |  |
| --- | --- | --- |
| Percentage | Point Range | Letter Equivalent |
| 94-100% | 374-400 | A |
| 90-93% | 358-373 | A- |
| 87-89% | 346-357 | B+ |
| 84-86% | 334-345 | B |
| 80-83% | 318-333 | B- |
| 77-79% | 306-317 | C+ |
| 74-76% | 294-305 | C |
| 70-73% | 278-293 | C- |
| 67-69% | 266-277 | D+ |
| <59% | <265 | F |

**Access to Grades**

The instructor manages a gradebook on Canvas to post grades online. Students can access these via the Grades tab in their Canvas course.

**Course Schedule**

| Week | Topic | Readings | Activity | Due |
| --- | --- | --- | --- | --- |
| 1  Thurs.  Jan 24 | Introduction & overview: Assessment in ECSE  Overview of assignments, tasks, & skills required for successful completion of the course  Finding a child/family for your assessment work | Review assignment instructions |  |  |
| 2  Thurs.  Jan 31 | What is assessment in ECSE from birth to age 6 and how is it related to instruction and intervention?   * What do we assess? * How do we assess? * For what purpose do we assess? * What is the evaluation process? * IDEA’s PEP procedures * The transdisciplinary team’s roles in assessment | **Chapter (available on Canvas)**: Mindes & Jung, Ch. 1: A Comprehensive Assessment System for Birth Through Age 8  **Chapter**: Assessing young children blended practices- ch.1 (Introduction) |  |  |
| 3  Thurs.  Feb 7 | Designing Individualized Internvention Plans: bridging the gap between goals IFSP/IEP goals and implementation | **Article on Canvas**: Jung, Gomez, Baird, & Keramidas (2008). Designing intervention plans: Bridging the gap between individualized education programs and implementation. *Teaching Exceptional Children, 41*(1), 26-33.  **Chapter**: Blended practices ch. 3 (Identifying Outcomes for children in blended Early childhood classrooms) |  |  |
| 4  Thurs.  Feb 14 | Determining baseline and involving families in the assessment process   * *Criterion-referenced tools: in-depth study of the HELP* * *Family questionnaires and interviews* * *Partnering with infant/toddler vs. preschool families* | **Chapter**: Assessing young children blended practices- ch. 2 (Authentic Assessment)  **Chapter**: Assessing young children blended practices ch. 3 (Family involvement in the assessment process) |  | **Due**: Systematic Instructional Plan: Strengths-based summary and IEP/IFSP goals for your focus student (share in class) |
| 5  Thurs.  Feb 21 | Focused Instructional Strategies & Naturalistic Intervention Practices   * Prompting hierarchy: least to most and most-to-least prompts * Shaping * Graduated guidance | **Chapter**: Blended Practices ch. 4 (Recommended Instructional Practices)  **Chapter**: Blended Practices ch. 6 (Focused Instructional Strategies) |  | **Due**: Assessment Plan DRAFT for peer review (ensure you’ve completed your Assessment Interview as it informs your plan) |
| 6  Thurs.  Feb 28 | Systematic Instructional Practices   * forward, backward, and concurrent chains * simulataneous prompting * time delay: progressive and constant | **Chapter**: Blended practices ch. 7 (Systematic Instructional Practices) |  | **Due**: Peer reviews of the Assessment plans. Instructor feedback will also be provided. |
| 7  Thurs.  Mar 7 | Routines based interviews (RBI) and intervention in Early Intervention and Early Childhood Classrooms: Embedding Learning Opportunities & Embedded Instructional practices | **Chapter**: Blended Practices ch. 8 (The team process of planning, implementing, and revising instruction) | Guest Speaker: Monica Mathur-Kalluri (RBI- certified RBI trainer) | **Due**: Final Assessment Interview & Plan |
| 8  Thurs.  Mar 14 | Progress monitoring in ECSE with families and in schools | **Article on Canvas**: Jarrett, Browne, & Wallin. (2006). Using portfolio assessment to document developmental progress of infants and toddlers. *Young Exceptional Children, 10*(1), 22-32.  **Chapter:** Assessing Young Children blended practices ch. 8 (Performance monitoring within a tiered instructional model) |  | **Due**: Systematic Instructional Plan: Baseline data on the 2 goals with summaries |
| 9  Thurs.  Mar 21 | SPRING BREAK  No Class |  |  |  |
| 10  Thurs.  Mar 28 | Assessment for eligibility and program planning: administering Curriculum-based assessments: the HELP, AEPS, Carolina: Data-based Decision making | **Chapter:** Assessing Young Children blended practices ch. 7 (Assessment for Program planning purposes) |  |  |
| 11  Thurs.  Apr 4 | Cultural and ability responsive assessment procedures for students with complex needs and Dual Language learners (DLLs)  *ELL assessment considerations including determining differential diagnosis: Case studies*  *Universal Design for Assessment principles and practices* | **Chapter**: Assessing young children blended practices- ch 4 (Recommended practices for assessing children with diverse abilities)  **Chapter:** Barrera, Kramer, & Macpherson. Ch.9 (Planning and conducting culturally linguistically inclusive assessments) | **Case study: assessing diverse learners** | **Due**: Systematic Instructional Plan: Instructional Plans |
| 12  Thurs.  Apr 11 | Comprehensive Assessment Report (CAR): Child Study Reports   * *Interpreting and writing evaluation resuls* * *From assessment data to IFSP and IEP goals* * *Linking assessment results to writing linguistically and culturally appropriate IFSP and IEP goals: Case Studies* | **Chapter (available on Canvas)**: Mindes & Jung, Ch.8. Building a Child Study  **Article**: Banerjee & Guiberson. (2012). Evaluating young children from culturally and linguistically diverse backgrounds for special education services. *Young Exceptional Children, 15*(1), 33-45. |  |  |
| 13  Thurs.  Apr 18 | Assessment and intervention with young children with autism | **IRIS module:** Autism Spectrum Disorder (Part 1): An overview for Educators (est. completion time- 2 hours): <https://iris.peabody.vanderbilt.edu/module/asd1/> |  |  |
| 14  Thurs.  Apr 25 | Sharing Assessment results with families & understanding their grieving process   * *Using the Skilled Dialogue approach with families in the context of assessment* | **Chapter:** Barrera, Kramer, & Macpherson. Ch. 8 (Skilled dialogue and culturally linguistically respectful, reciprocal, and responsive assessment and instruction). | Guest Speaker: Dr. Jessica Moreno (CSUS Professor, Marriage & Family Counseling) | **Due**: Systematic Instructional Plan: Revised student description, data and summaries of progress on instructional plans |
| 15  Thurs.  May 2 | *Presentation of Intervention Video clips for discussion* | None |  | **Due:** Intervention Video clip (upload to Canvas & be prepared to play in class) |
| Finals Week  Thurs. May 9 | No Class |  |  | **Due:** mini-Comprehensive Assessment Report |

(Note: this is a tentative schedule and may be changed based on instructor’s discretion)

EDSP 210: Assessment in Early Childhood Special Education (ECSE) PROJECTS

***Assessment Interview & Plan Assignment***

**Assessment Interview (Part 1)**

You will schedule an informal interview with an ECSE provider in your district or program who is typically responsible for conducting assessments and evaluations of young infants, toddlers, or preschoolers with disabilities or suspected disabilities. This interview will take about 20-30 minutes. The goal of this interview is for you to gain a complete understanding of this assessment and evaluation process as well as to support the development of your Assessment Plan (Part 2). Guiding questions for your interview are provided below. You may handwrite your notes from the interview (or type) and then type a narrative summary of what you learned. Turn in both your interview notes (a picture is acceptable) and your typed summary.

Interview guiding questions:

* What is your current position in the program or district and your role in the assessment process for young children with disabilities? Specifically, for eligibility determination as well as annual IEP or semi-annual IFSP meetings?
* Describe the assessment tools you use in the evaluation process including formal and informal tools.
* Describe how you and your team include families in the assessment process.
* Describe the assessment tools and assessment process for collecting progress monitoring data on young children’s goals and progress.
* How does your team work together to collaborate on collecting assessment information and determining eligibility?
* How might the assessment methods be adapted for specific populations of students such as those who are dual language learners or those with multiple and/or severe disabilities?
* Describe your beliefs about this assessment process including strengths, weaknesses, and recommendations for improving it.

**Assessment Plan (Part 2)**

Your Assessment Plan is the roadmap to your work in assessing an infant, toddler, or preschool age child with disabilities this semester. Each element described here must be included in your plan. Organize and present the information in a way that provides clear understanding of the child & your plan to assess the child. Your assessment plan will be posted in Canvas. A peer in this class will critique your plan and provide you with feedback. These plans provide a great forum for discussion, ideas, & suggestions on assessment of young children with disabilities.

1. Child's first name (don't use last name), date of birth, chronological age. There's normally not a reason to change the child's first name - this does not violate confidentiality.
2. Brief **strengths-based description of the family and home** (living arrangements).
3. **Program information**. Description of early intervention service, current and previous.
4. **Strengths-based description of your child**. Your initial impressions of this child, including strengths,interests, areas of need, and if applicable diagnosis or categorical label. Include comments on developmental and social-emotional areas.
5. Describe the **purpose for this assessment**. What do you hope to learn?
6. **Timeline** for securing the assessment information & completing the mini-Comprehensive Assessment report (mini-CAR) (this will likely change during the semester)
7. Parent and agency **permission forms**, as needed. See samples; use the sample or develop your own form.
8. **Methods and Strategies**: Describe your plan for the assessment of this child in at least 2 areas of development. You may want to include specific assessment instruments, but this is not required in the plan. Describe how you will use of each of the following assessment strategies in your work this semester (all are required):

* Interview with staff that work with this child
* Interview with parents, guardian, other caregivers
* Review of cumulative record or developmental history
* Review of previously administered assessment tools
* Direct Assessment Instruments or types of instruments you plan to use. You must use AT LEAST two different assessment tools in your assessment work with this child. At least one tool must be the Curriculum-based Assessment (CBA) used in your district or program – either Infant/Toddler or Preschool version.
* Observation of child in at least 2 or 3 activity settings

**You need to get to work now!**

* Identify appropriate child for your assessment/case study project.
* Secure agreement from program or agency to assess this child, if needed.
* Secure family and/or agency/district permission for assessment.
* Gain an informal knowledge base about assessing young children
* Gain an informal knowledge base about this child (observe).
* NOTE: Your plan is a proposal and subject to instructor approval prior to implementation.

**Submission Instructions**

1. Submit your assignment in the Discussion Forum "Assessment Plan (Part 2) DRAFT for Peer Review dropbox" Do not use attachments in your discussion posting. Compose and save your plan as a Word document then copy and paste your plan into the body of your message.
2. After posting your own plan you will critique a DRAFT Assessment Plan of one of your peers in this class. Check Weekly Schedule for due date.
3. Assignments must be submitted/posted by 4:30 PM on the stated due date. See the Weekly Schedule for due date for your DRAFT Assessment Plan.
4. Refer to the Weekly Schedule for the due date for your FINAL Assessment Plan. Post your Final Plan to "Assessment Plan (Part 2) FINAL.”.

***Systematic Instructional Plans***

**Submission Instructions**

For this project, you and your mentor teacher will select 1 student with an IFSP/IEP. Select 2 goals for this student that are not communication goals (as you’ll address these in your EDSP 209 course) and are goals that would be addressed by the ECSE provider/teacher such as social/emotional goals, independent functioning, or academic. You will be taking baseline data and then writing systematic instructional plans for each of the goals. Then, you will be implementing these plans with the student on the days that you are in your fieldwork, and working with the rest of the team members to ensure that the plans are implemented on the days you are not at the school. At the end of the semester, you will share the data, write up a summary of progress, and reflect on your instruction. The project is divided into 4 parts, described below.

**Focus Student**: you will choose one focus student to work with in this course for this assignment, which could be the same focus student for your Assessment Plan/mini-CARS project. This child should have an IFSP or IEP established and most likely receives services in a center either for infants/toddlers or preschoolers. You will work with the team on this project to ensure your work with the child is meaningful and part of the child’s daily activities. Ensure the IFSP/IEP goals you choose to focus on are ones that can be observed and instruction provided on days/times you are in the classroom/center.

Note that examples of all components to this project will be shared in class, and there will be time in class sessions to get peer feedback and problem solve around various components. It’s important to get the information and instruction on each component before you jump in, so watch the timelines and the topics of the class sessions.

1. **PART 1: STRENGTHS-BASED SUMMARY AND 2 SELECTED IEP GOALS.**

Strengths-based summary of the student or child you will be working with and a copy of 2 IFSP/IEP goals for the student that you will be getting baseline on and writing instructional plans for. **For part 1, you will submit:**

* **Strengths-based summary**. This part is focused on your ability to write a strengths-based paragraph description of your focus student using your knowledge of the student through observation, interactions with him/her, and interviewing his/her teachers and/or special service providers. You will write a paragraph describing your student’s interests, strengths, and needs with an emphasis on painting a holistic picture of who this child is as a whole (do not focus only on deficits).
* **2 selected objectives/IEP goals** for which you, and/or your mentor teacher, feel there is a need for a systematic instructional plan. Simply bring a copy of the goals and benchmarks that you and your mentor teacher have selected for the project. Tips on choosing the goals:
  + The goals selected can be for any of the three types of goals discussed in class: academic/cognitive, adaptive/functional activities, or basic skills (motor, sensory, social/emotional) but not communication or language goals (as these are addressed in your EDSP 209 course). Remember that basic skill goals should be taught across several contexts and situations.
  + The goals selected should also be goals that are taught nearly every day (not just one day/week for example). For example, following a picture schedule, using a communication system, transitioning from one activity to the next independently.
  + Instruction on these objectives/goals may take place within a general education class period(s) or within the learning center, non-classroom school environments, the community, or the self-contained classroom.

1. **PART 2: BASELINE.**

3 sessions of baseline assessments, and summary for 2 instructional goals for your student. Follow these steps and include in your Part 2 assignment.

* For Part 2 you will be setting up baseline data sheets for each of the goals you have selected. On these data sheets (just like in your book and the samples provided in class), you will want to specify the following:
  + The behavioral objective (goal/benchmark – measurable)
  + The instructional context
  + The materials needed
  + The assessment/baseline procedures – VERY important!
  + The data collection procedure
  + Any other needed info
* You will then implement the baseline procedures over 3 different sessions/days
  + For discrete skills you will determine how many “trials/opportunities” will be provided in each session/situation/day
  + For task analyzed skills, you will determine when and where it is appropriate to get the baseline and how many times per day.
* You will either graph the student’s progress on a separate graph, or use a self-graphing data sheet.

**You will submit** **for Part 2**: 1) the previously written paragraph description of the student (revised as needed); 2) a short paragraph summary of the baseline data describing present levels of performance; 3) the data sheets from your 3 sessions of baseline data collection (scanned is accepted); 4) and the baseline data graph for EACH IEP goal. We will share these in class and discuss best teaching strategies for each of these goals based on your data.

1. **PART 3: SYSTEMATIC INSTRUCTIONAL PLAN**

**For your 2 instructional plans for the two goals identified, you will submit the following**:

**Systematic Instructional Plan #1**

* A cover sheet with:
  + Strengths-based description of the student with a short rationale (1-2 sentences) why this is an important objective to teach him/her;
  + A summary of the baseline data (i.e., what is the student’s current skill level on this objective).
* The instructional program with the following parts:
  + The measurable instructional objective (conditions, behavior(s), criteria, contexts) and the date is was initiated.
  + Settings/times/situations in which this skill is taught, who will teach.
  + Any materials that are needed.
  + The instructional procedures/strategies
    - The steps in the skill/behavior/response required
    - The cues for each step for the behavior in each context, the latency you will wait between cue and prompt if any.
    - The antecedent methods for teaching (specificity is important); latency you will wait between prompt and response if any. These methods include the instructional and prompt strategies (i.e., set, cues, modeling, physical assistance and fade, shaping, time-delay, etc.)
    - The consequences utilized. Specific strategies for ensuring the student knows whether his/her work is accurate through natural consequences (i.e., reinforcement procedures).
    - What to do if there is an error (i.e., specific correction procedures).
    - Criterion for movement between instructional steps/phases, prompt sequence, or delay intervals.
  + Data management system (i.e., data sheet) sheet and how you will take data/measure progress on student performance (i.e., measurement instructions)

**Systematic Instructional Plan #2 (repeat expectations for the first Instructional plan)**

NOTE: write the instructional plan as specifically as you can. I should be able to understand what’s going on and be able to follow the procedures that you outline. Try to use a one-page format if possible, similar to examples given in class.

1. **PART 4: IMPLEMENTATION REFLECTION**

Implementation and data collection over the rest of the semester on the intervention.

* Candidates will implement their instructional plans consistently on their fieldwork days; and, they will spend time with their mentor and the paraprofessionals in the program to model and make sure that everyone on the team is implementing the instruction reliably.
* Data will be turned in at the end of the semester and a written summary of progress so far on the plans. A final reflection on the candidate’s own implementation of the process will also be included.

**For Part 4, you will submit the following:**

* + Strengths-based student description – you can use the same one you did for Part 2 of this assignment but add to it because now you know the student much better.
  + Instructional plan #1 with data collected attached
    - Then write a paragraph summary of progress in which you summarize the data that has been collected. This needs to be an objective summary of progress as if you are writing it for an IFSP/IEP.
    - Next, a short description of what you learned and what you might do differently if you were to continue with this student’s plan.
  + Instructional Plan #2 with data collected attached.
    - Then write a paragraph summary of progress.
    - Next, a short discussion of what you learned and what you might do differently if you were to continue with this student’s plan.

Systematic Instructional Plan Point Distribution

Total points: 150)

|  |  |
| --- | --- |
| Part | Points |
| 1. Strengths-based Summary and 2 selected IEP/IFSP goals | 10 points |
| 1. Baseline | 40 points |
| 1. Instructional Plan | 60 (30 points per plan) |
| 1. Implementation Reflection | 40 points |
| Total | 150 points |

***Mini-Comprehensive Assessment Report (m-CAR)***

**Assignment Overview**

Your Comprehensive Assessment Report is the accumulation of your written work in assessing an infant, toddler, or preschool-age child with disabilities this semester. Typically, a CAR is completed when evaluating a child for eligibility for special education services. This is your first experience with evaluating a student so it’s been reduced to a smaller study of a child; you will complete a full comprehensive evaluation in your final semester. It is recommended that this assignment be used as ‘practice’ and not be reported to the family or used in instructional programming; however, if you are the teacher of record for the student then you may use this for program planning purposes. Each of the elements described below must be included in your final assessment report. Feel free to organize and present the information in a way that provides a full and clear understanding of the child, and of your assessment of the child. You will be provided with a template, which you may use.

1. Your final **Assessment Plan** is the 1st component of the report. Include original and any revisions of the Assessment Plan in your report. Include a copy of the peer review that was posted by your peer.
2. **Raw Data**. Your assessment report includes test protocols, interview notes, records from observations and assessment. A brief written summary or annotation should accompany presentation of each data source. Remember, you must use AT LEAST two assessment tools in your Assessment Report.
3. **Written report**

Includes the following sections:

* **Background information.** Strengths-based description of the whole child and family.
* **Placement Description.** If this child is already receiving early intervention or special education services, is the setting appropriate for current and future developmental needs? Why or why not? Is this child eligible for services? If not already placed, should the child be receiving early intervention services? Why?
* **Assessment Instruments.** List the tools you used including formal and informal approaches to collecting information about the child. Behavioral Observations: Materials used in the assessment that were useful or not useful. Description of your interaction with the child and helpful techniques used with the child.
* **Summary of findings from the family**. What information have you gathered from the family? Provide a summary of assessment findings drawn from the family, and a statement of family strengths, needs, & priorities as they relate to this child.
* **Developmental Summary**. Detailed narrative describing the child's strengths, skills, and deficits in each developmental area include:
  + Developmental and learning strengths
  + Developmental and learning weaknesses/needs
  + Specific goals to consider for areas of concern, particularly those that are a priority for the family
* **Global Summary.** A complete and condense summary of the child's developmental skills and needs, as drawn from the family and developmental summaries. Describe the child's strengths, limitations, and areas of need, including all areas of development.
* **Recommendations.** Provide recommendations based on your assessment findings. These may pertain to any area related to this child's early intervention/education...placement, instructional approaches, educational goals, related services, changes to consider, family needs, transition to the next environment, or other suggestions.

1. **Reflection on the mini-CAR.** Your analysis of the accuracy and overall thoroughness of this assessment report as a full and accurate indication of this child's skills, abilities, deficits, strengths, and needs.
2. **Developmental Profile handout.** This will be provided to the family as a way of summarizing the information in the mini-CAR in a parent-friendly way. *Note: a Developmental Profile was first taught and completed in your EDSP 216 course.*

A successful Comprehensive Assessment Report includes all of the required elements. In addition to fully completed assessment protocols, you must include your raw data -- your original notes, handwritten or transcribed, as a part of your report.

**Grading Form - Comprehensive Assessment Report**

**Objective/Criteria Performance Indicators**

**Unacceptable Satisfactory Very Good Work Outstanding**

**(0-5 points) (6-10 points) (11-15 points) (16-20 points)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Raw Data**-Protocols,  Narrative notes, visual media. | (0-4 points)  the data are sketchy, incomplete, or missing in assessment report | (5-6 points)  The data provide an adequate foundation for the assessment report | (7-8 points)  The data form an important & useful part of the report | (9-10 points)  The raw data are clear, informative, real, & useful |
| **Data Sources** Reflects Multiple Sources · multiple, appropriate assessment tools and multiple informants | Not all required tools are used. | At least one required tool is missing. | Some information is missing that could capture a fuller understanding of the child. | The tools are varied and reflect the multiple perspectives of the child. |
| **Developmental Profile handout**:  1-2 page handout for families summarizing report | Handout is incomplete and/or is deficit focused using jargon that doesn’t summarize the report but states data and scores only. | Handout is missing some information or is not strengths-based; rather it is jargon-heavy and focuses on deficits only. | Handout is fairly well organized with some information presented using jargon OR some errors throughout. | Handout is organized, strengths-based, and clear with all key information included from the report in parent-friendly language. |
| **Written Report**: Background Summary, placement history, & family input summary | Narrative & summary don’t draw directly from data | Narratives and summary are acceptable, but not thorough or balanced | Narratives & summary are clear, well organized, descriptive and well- written | Narratives clearly tied to assessment findings & links to recommendations |
| **Written Report**: Developmental Summary | Information not present or not logically presented | May be missing one developmental area to summarize OR summaries are jargon-heavy and not translated into easy to understand language for families. | Summaries may not be fully strengths-based as they begin with describing deficits. | Narratives are well written using jargon-free language; both areas describe performance, including strengths, needs, and recommended goals. |
| **Written Report**: Global summary | Narrative & summary don’t draw directly from data | Narratives and summary are acceptable, but not thorough or balanced | Narratives & summary are clear, well organized, descriptive and well- written | Narratives clearly tied to assessment findings & links to recommendations |
| **Written Report**: Recommendations | Recommendations absent; summary diffuse or incomplete | Recommendations satisfactory. Summary provides information in all areas of development | Recommendations linked to findings & overall summary is clear | Recommendations follow directly from assessment findings and address family concerns/issues |
| **Overall Quality** of your assessment work in all areas required for the Comprehensive Assessment Report | Information not present or not logically presented with many errors throughout. | Information present but somewhat scattered; not easy to follow with errors. | Report is generally well organized with some errors. May be written in first person (using “I” statements). | Exceptionally well organized, clear, and edited for errors. Written about the student in 3rd person and in the past. |

**California State University, Sacramento**

**College of Education**

**Teaching Credentials Department**

## EDSP 479 - Field Experience II: ECSE (3 units)

\*NOTE: this course is offered in ECSE candidates’ fourth semester of their MA in Teaching with Education Specialist Early Childhood Special Education Teaching Credential program. Candidates decide if they will take this Field Experience I: ECSE course OR an Internship in ECSE course (EDSP 476: Infants and Toddlers or EDSP 477: Preschoolers).

**Course Description**

***Fieldwork: Supervised***

The second phase of field-based experience for ECSE candidates is a supervised practicum. Candidates will spend a minimum of two days per week with a community-based program or school where preschoolers with disabilities are being served. They will be assigned a cooperating education specialist in their district or program (or will identify a mentor on their own for approval by the ECSE program coordinator) and a University supervisor who s/he will work with to complete assignments. An evaluation of program competencies will be completed at the end of the semester.

The assigned university supervisor will observe and evaluate the fieldwork student *at least* 4 times during the semester. It is suggested that two observations be recorded videos submitted to the supervisor via Canvas and two observations be via live videoconferencing using Zoom. The supervisor will write observation notes of the student and give feedback and suggestions in writing. The supervisor will meet with the student to review these comments either on the same day or another day depending on the schedule. Students should pay close attention to the notes from the supervisor and work to improve each week. Three required triad meetings between the candidate, field mentor, and university supervisor will occur at strategic points in the semester: beginning (weeks 1-3 of the semester), middle (weeks 6-8 of the semester) and end (weeks 14-15 of the semester). A final competency-based evaluation will be completed at the end of the semester in collaboration with the triad members. The fieldwork is competency- based, meaning that the majority of competencies must be at the level of “competency met” to pass on to Student Teaching or Internship (EDSP 475 or EDSP 477).

**PROGRAM PHILOSOPHY:**

This course reflects a departmental commitment to age-appropriate, integrated educational programs for students with disabilities. Special education means support services, not placement in special education classrooms. We recognize, however, that many schools/districts are still in progress as they move to provide inclusive education. This course is offered in the spirit and practice of inclusive education with a strong emphasis for providing quality special education services in the general education environment. Students are expected to develop skills in discovering ways for students to participate meaningfully and to be successful without being removed from their peers with or without disabilities.

**RELATED SEMESTER-BASED COURSEWORK**

Concurrently, candidates take courses in which they apply coursework assignments and activities into practice at their field experience placement. Courses taken during this semester in Spring of their first year in the MA in Teaching with Education Specialist Early Childhood Special Education Teaching Credential program, include:

* EDSP 210: Assessment and Evaluation in Early Childhood Special Education
* EDSP 212: Curriculum, Intervention Strategies, and Environments in ECSE II: Preschool
* EDSP 293: Strategies for Inclusive Classrooms: Education Specialist

**STUDENT LEARNING OUTCOMES**

*This course is directly related to the following standards for the California Education Specialist Teaching Credential: Program Standards: 3.1, 4.3, 7.1, 7.2, 8.1, 9.2, 11.3, 14.1-14.3, 14.6-14.8; Early Childhood Special Education 1, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.3, 6.2, 6.4, 7.2, 9.1-9.3. For full text of CTC standards go to:* [*www.ctc.ca.gov/educator-prep/STDS-prep-program.html*](http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html)

*Upon completion of this course, students will be able to:*

1. Apply evidence-based interventions and instructional practices for preschoolers with disabilities.
2. Conduct a comprehensive assessment evaluation of a child with a disability for the purposes of creating an effective and individualized program.
3. Plan a unit of study and run small and whole group lessons with preschoolers with and without disabilities.
4. Engage with colleagues in inclusive environments for planning ways to support and integrate preschoolers with disabilities.
5. Demonstrate professionalism in the field with colleagues, families, and children.

**Required Texts & Readings**

1. *Teaching Credentials Policy and Procedures handbook* *(download from the* [*Teaching Credentials website*](https://www.csus.edu/coe/academics/credentials/handbooks/assets/COE%20-%20crendentials-policy-handbook-fall-2018.pdf)*)*
2. *ECSE Field Handbook (download from the* [*Teaching Credentials website*](https://www.csus.edu/coe/academics/credentials/handbooks/)*)*

**Method of Instruction**

This is a supervised field experience course in a field placement. Therefore, candidates do not meet face-to-face. Candidates are graded based on weekly participation at the field placement site, completion of reflective and applied coursework for concurrent courses in the ECSE program, and a final competency-based evaluation.

**Developing your action plan:** Each field experience candidate will develop an action plan (see appendix) within the first two weeks of the experience, to ensure the opportunity to complete the requirements. Candidates will also be able to use this fieldwork experience to complete any assignments they have for other classes. This will include assignments with both general and special education students. **Additional hours for assignments in classes may be needed.** The field experience candidate will establish a regular schedule of participation at the site, and will inform both the field mentor and the university supervisor in case of any absence. The candidate will make up hours for any absence at a time agreeable to the field mentor. In addition to the required assignments, be sure to access any other interesting opportunities at your site. Based on the action plan, signed by all three parties, the university supervisor will arrange to observe and work with the field experience candidate.

**Journal.** Keep a weekly journal of your experiences. You can either email these weekly to your supervisor or write in a notebook for the supervisor to read on site.

**University Supervisor observations**. For phase II field experience candidates, university supervisors are required to complete 4 observations (in addition to the 3 Triad meetings) throughout the semester. The supervisor will use open-ended feedback forms to write observations and suggestions at each visit. For specific instructional observations, the supervisor may also use the evaluation forms to clarify particular areas of strengths and needs.

All supervision observations will be completed fully online in a hybrid format:

* 2 observations for field experience candidates completed “live” via Zoom video conference with the candidate connecting in Zoom with the university supervisor just prior to teaching (wearing a Bluetooth ear pierce if necessary) and pointing the video camera toward instruction, with time following instruction (or at later time that day) reserved for debriefing.
* 2 observations for field experience candidates recorded by the candidate, reflected upon, and submitted in Canvas for review and feedback by the university supervisor.

**Triad Meetings (candidate, university supervisor, and field mentor).** A minimum of 3 Triad meetings should occur across the semester (beginning, middle, and end). More meetings may be necessary if concerns about the placement and/or candidates’ performance arise. It is critical that if concerns are evident, they are brought to the attention of the supervisor and field mentor as early in the semester as possible so that issues can be resolved and a Statement of Concern and Action Plan can be written with sufficient time for the candidate to improve.

* *Triad Meeting #1*. An initial Triad meeting should occur within the first 2 weeks of beginning the field experience. The candidate will schedule this hour-long meeting with the university supervisor AND field mentor. Prior to the meeting, the candidate will complete the self-assessment using the Field Experience Evaluation Form and share with the university supervisor and field mentor. In this meeting, the triad will discuss the results of the self-assessment and make a plan for action for the remainder of the semester (see description of plan below).
* *Triad Meeting #2.* Half way through the field experience a progress meeting should occur during the second Triad Meeting between the candidate, university supervisor, and field mentor. The group will discuss strengths and need areas with the student using the self-assessment Field Experience Evaluation tool as a guide; and target areas to work on in the remainder of the student teaching experience..
* *Triad Meeting #3.* In the last two weeks of the experience, a final evaluation should occur during the Third Triad meeting with the candidate, university supervisor, and field mentor. Prior to the meeting the members will complete the final evaluation using the Field Experience Evaluation and use this to discuss during the meeting. The university supervisor will submit the collaborative evaluation scores via TaskStream. Additionally, all members must sign the Signature Page.

**Communication and collaboration**: It is extremely important that the candidate regularly communicate with all team members and her/his supervisor. It is also important for the university supervisor to be in touch regularly with team staff and the ECSE program/field placement coordinator.

**THANKS TO EVERYONE ON THE TEAM**. We hope this will be a successful, collaborative relationship between the team, our department, and the community. If you have any questions regarding the assignments or issues related to the student teaching experience, please feel free to call or email Dr. Cindy Collado, Coordinator for the ECSE credential program at CSUS, (916)278-46116; [cindy.collado@csus.edu](mailto:cindy.collado@csus.edu).

**Expectations for Student Conduct**

Professionalism: This is your opportunity to demonstrate your professionalism and trustworthiness. At all times, be sure you get your school assignment on time and follow carefully the schedule your field mentor teacher gives you. If for some reason you have to be absent (i.e. you are ill or have some other unavoidable event), let your field mentor teacher know as soon as possible. Find out what is the best way to reach her/him. You must ALSO let your ECSE Program/Field Placement Coordinator know that you are missing that day. You will need to schedule a make-up day with your field mentor teacher. Take a look at how the other providers/teachers at the site dress, and make sure you are appropriately dressed each day. Make sure that you are respectful to children and families, the providers/teachers, and the administration. Show that you can take initiative and that you can collaborate well with others. While you have specific assignments to carry out, you are there to learn from all the experiences all day. By doing your fieldwork at your designated school, you are becoming part of the team. The field mentor teacher is inviting you in, so please demonstrate that you recognize that if you do not show up one day that leaves a hole in their schedule.

You may at times feel frustrated in your placement, but you need to seek out your field mentor and/or university supervisor to assist you in developing strategies for addressing your frustrations; you cannot jeopardize relationships with children, families and/or program staff by acting precipitously. If you feel you are not getting the support you need from either your field mentor or university supervisor, arrange a conference with this person and discuss your concerns. If this is not successful, you need to contact the CSUS ECSE coordinator to arrange a meeting to address the issues.

***NOTE: Candidates are required to review the Teaching Credentials Policy and Procedures handbook AND the ECSE Field Handbook for further details on expectations for this experience.***

**Course Assignments**

Guidelines for Assignments in this course completed in collaboration with your Sac State Supervisor and/or District Field Mentor

1. **Action Plan and Weekly Journaling (ELOs 1-5)**

Field experience candidates will submit to the assigned university supervisor an action plan at the beginning of the semester (completed in collaboration with field mentor and university supervisor) as well as weekly journals reflecting on the field experience.

1. **Three triad meetings (ELOs 1-5)**

Sac State Supervisor, District Field Mentor, & ECSE Candidate. Candidates will schedule three meetings with their Supervisor and Field Mentor:

1. **Triad Meeting #1**: within the first 2 weeks of the semester (to discuss shared expectations, coursework activities, and candidate’s self-assessment results, and create an **action plan** using the self-assessment results and coursework activities);
2. **Triad Meeting #2**: during weeks 6 – 8 to review progress according to the initial self assessment; and if applicable, discuss any concerns;
3. **Triad Meeting #3**: during weeks 15-16 to reflect on the semester, collaboratively complete the **final evaluation form** on Task Stream (again, all participants come to the meeting with a completed evaluation form on the candidate to inform the discussion), and sign the Student Teaching Signature page.
4. **NOTE**: additional meetings may be needed if there are concerns. Ideally concerns will be addressed within the first 6-8 weeks of the semester so that the candidate has time to address those concerns and improve. If those concerns are not addressed in a timely fashion, then a triad meeting must be scheduled to collaboratively write a Statement of Concern and Action Plan. All participants must sign these documents and if the action plan is not sufficiently met, then the candidate will not pass this student teaching course.
5. **Six observations of teaching (“live” Zoom or recorded) (ELOs 1-5)**

Candidates arrange six times throughout the semester to be observed by the university supervisor via a Zoom meeting. For the live zoom observations, candidates can wear a Bluetooth headset if necessary for the university supervisor to hear them. Just before beginning to teach, the candidate will join the university supervisor in a Zoom video conference, then point the camera toward instruction for a live observation (ensuring a good view). Following the observation, the supervisor and candidate will arrange to meet via Zoom (either immediately or later that day) to debrief about the observation.Or for recorded video observations, candidates will prepare video clips for review by the university supervisor as part of their documentation of effective student teaching. The candidate and university supervisor will engage in a reflective practice feedback process (Check-in with your university supervisor for details on video requirements & submission dates).

1. **Submission of Field-based coursework to concurrent semester courses.** **(ELOs 1-5)** Submit all field-based assignments on time to the relevant courses taken during the first year, Spring semester (EDSP 210, EDSP 212, EDSP 293).*You will negotiate the timeline and process with your local/on-site mentor and your university supervisor.*

**Grading**

Candidates will receive a grade based on successful completion of required meetings and fieldwork hours, supervisor evaluations, and completion of concurrent coursework at their field placement site. Students must complete all course assignments for a grade.

**Course Schedule**

***The fieldwork student should follow these general guidelines:***

Weeks #1 and #2: Get to know the students and follow the teacher/provider to see her/his role and the full extent of the program. **Develop your field experience plan with your mentor teacher**. Settle into a regular schedule of class periods or home visits and students/families you will support.

Week #3 and 4: Begin to work directly with students/families, carrying out the mentor’s programs. Begin to work with the students/families you will focus on for your assignments.

Weeks #5-15: Continue to work with your students/families, implementing assignments as necessary and according to your plan.

**Timeline/Action Plan for Assignments: EDSP 479**

Student: Mentor teacher: School: University Supervisor:

|  |  |  |
| --- | --- | --- |
| **Assignments that must be accomplished** | **How assignments will be met within this program: which students you will**  **work with, what periods, etc.** | **Dates/timelines you will set for yourself within the parameters provided** |
| 1. Ongoing, consistent work with groups of students with and without disabilities and the general education and special education teachers. 2. Participate in the preparation for, and attend, at least one IFSP/IEP meeting for families/students in the program. Write a summary of the experiences. Assist in conducting baseline assessments and writing present levels of performance. 3. Design of a unit plan and at least 2 group activity/lesson plans with differentiated participation in the self-contained classroom or co-taught unit in general education classrooms (must be for at least two different students). And run at least one small or whole group activity. |  |  |

|  |  |  |
| --- | --- | --- |
| 1. Design and   Implement 1 embedded learning opportunity plan for students with disabilities.   1. Informal facilitation of social interactions between students with and without disabilities.   Add additional assignments for other EDSP classes here: |  |  |

**Note: PLEASE ATTACH your agreed upon daily schedule of activities to this action plan. Whenever that schedule changes, give your supervisor a copy.**

**Signatures/Agreements/Date:**

**ECSE Candidate Mentor Teacher University Supervisor**

**California State University, Sacramento**

**College of Education**

**Teaching Credentials Department**

## EDSP 234 - Directed Fieldwork Seminar (1 unit)

**Spring 2020**

**Taken concurrently with** **PRESCHOOL Student Teaching**

**& final semester Internship experience**

Class meetings: Biweekly for 2 hours

**Communication**

To communicate about the EDSP 234 seminar, use email in Canvas

To communicate about student teaching (EDSP 474/475), communicate directly with your supervisor through regular email not Canvas

**Course Description**

***Fieldwork (Preschool settings)***

**Student teaching** (EDSP 475) requires at least 180 hours of fieldwork participation in a program for preschool age children. **Internship teaching** (EDSP 477) requires 320 field hours in a program for preschool age children. The specific amount of time necessary for each of you to demonstrate competency will vary, but you will need to plan to participate in the program throughout the semester.

A university supervisor is assigned to each student. In addition, each student/intern teacher will also have a local/on-site program mentor/cooperating teacher. For many of these assignments, you may work closely with your field mentor and/or university supervisor.

**PROGRAM PHILOSOPHY:**

This course reflects a departmental commitment to age-appropriate, integrated educational programs for students with disabilities. Special education means support services, not placement in special education classrooms. We recognize, however, that many schools/districts are still in progress as they move to provide inclusive education. This course is offered in the spirit and practice of inclusive education with a strong emphasis for providing quality special education services in the general education environment. Students are expected to develop skills in discovering ways for students to participate meaningfully and to be successful without being removed from their peers with or without disabilities.

**SEMINAR**

Alongside completing the preschool student teaching experience, candidates take a seminar to support their learning and professional development. During EDSP 475 (Student Teaching: Preschool) OR EDSP 477 (Student Teaching: Internship, final semester), candidates enroll in EDSP 234 as their seminar. The purpose of the seminar for ECSE teacher candidates is twofold:

* To provide an environment to address successes, issues, and problem resolutions in the student teaching assignment, and,
* Initial development and/or completion of a Performance Portfolio in Taskstream.

**Course Objectives**

*This course is directly related to the following standards for the California Education Specialist Teaching Credential: Program Standards: 3.1, 4.3, 7.1, 7.2, 8.1, 9.2, 11.3, 14.1-14.3, 14.6-14.8; Early Childhood Special Education 1, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.3, 6.2, 6.4, 7.2, 9.1-9.3. For full text of CTC standards go to:* [*www.ctc.ca.gov/educator-prep/STDS-prep-program.html*](http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html)

*Upon completion of this course, students will be able to:* demonstrate knowledge and skills addressing California Commission on Teacher Credentialing Standards of the Education Specialist Credential in Early Childhood Special Education. Knowledge and skill areas include:

• Assessment and Evaluation,

• Planning,

• Intervention/Instructional Strategies,

• Managing the Teaching/Learning Environment,

• Professional/Interpersonal Skills,

• Cultural Competence (see CTC standards)

Students will provide fieldwork contact information to university supervisor/seminar instructor (See "Fieldwork Contact Information" form in Course Materials Folder on EDSP 234 website)

Complete a competency self-assessment and develop a plan for carrying out responsibilities in the directed field experience. Plan will be posted in Canvas and approved by university supervisor (see II in "Guidelines for Assignments" in syllabus)

Participate in and document at least 180 hours of directed field experience (including solo teaching experience) (see "Student Teaching Log/Journal" format in Course Materials folder) OR 320 hours as an intern teacher (see “Intern Monthly Calendar”).

**Required Texts & Readings**

No required textbook. Assigned articles and handouts available from the instructor via Canvas course site: www.canvas.csus.edu. Students are expected to check Canvas prior to class to download class handouts.

**Method of Instruction**

Online oral and written discussions to facilitate communication and reflection on the fieldwork experience are part of the seminar. Log in to Canvas at [www.canvas.csus.edu](http://www.canvas.csus.edu) and use your saclink ID and password to access the EDSP 234 website.

The seminar will convene via Zoom (see information on Website). Materials for seminar and student teaching are available on the EDSP 234 Canvas site.

**Course Requirements**

* Internet connection (DSL, LAN, or cable connection desirable)
* Access to Canvas

**Course Structure**

This course is designed to allow candidates to directly engage in discussions with one another and the instructor via an online platform. Class meetings will be synchronous, which means candidates will log on to Zoom at the designated class meeting time to engage in ‘live’ discussions.

**Additionally,** online activities will consist of chat, blogs, discussion forums, email, journaling, Google Docs, and web posting. To familiarize yourself with this platform, please visit the CSUS Academic Technology Center website and click on the “participant orientation” for Collaborate: <http://csus.edu/atc/tools//collaborate/index.html>

**Online Component: Canvas Access**

This course will be delivered online through a course management system named Canvas.

To access this course on Canvas you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the [Check Browser](http://www.csus.edu/sacct/BrowserCheck/) from your Canvas course. Refer to the Canvas Browser Tune-up page for instructions. To access a course on Canvas, you must login from the Canvas Login Page ([www.canvas.csus.edu](http://www.canvas.csus.edu) ). To learn more about Canvas visit the Student Resources webpage (<http://www.csus.edu/canvas/students.html>) where you can view online tutorials, FAQ’s and other help resources.

**Technical Assistance**

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

* Visit the Canvas [Student Resources Page](http://www.csus.edu/canvas/students.html)
* Review Webpage guides: [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701)
* Take an Online course: [Student Canvas Orientation Course](https://csus.instructure.com/courses/6431)
* Review the [Get started: Student FAQs](http://www.csus.edu/canvas/faqs/student/student-getstarted-faq.html)
* Contact Sac State’s [Academic Technology Center to seek help](http://www.csus.edu/atc/students.html)

**Expectations for Student Conduct**

Live online discussions, online activities, and field assignments are designed to reflect on your professional skills and stance. The intent of the instructor is to assist students in learning how to collaboratively assess and develop curriculum and programs for children and students with disabilities. **Students will be equally responsible as the instructor for contributing to class discussions and are expected to come to each class prepared to raise questions, analyze, synthesize, and respond to questions and issues regarding the content of that session.**

**Course Assignments**

**Guidelines for Fieldwork/Seminar Assignments**

1. **Critical incident video**: Self-reflection/analysis of a critical incident/current challenge, and/or accomplishment.

**VIDEO**: candidates will choose **one of the topics below** to record a video of themselves engaging in that practice. The video should be a 5-10 minute snippet and allow candidates to reflect on the moment in their Canvas Discussion board post. Within this post, include the video and reflection for colleagues to provide constructive peer feedback.

**For each posting** describe, analyze, and reflect on at least one critical incident, challenge, or accomplishment in your student teaching:

* What happened and how did you respond?
* What questions do you have about your role and possible alternative strategies and/or outcomes?
* How has this experience contributed to your demonstration of professional competency (What did you learn)?
* Definition of a critical incident: Critical incidents are important occurrences (positive or negative) that create an emotional reaction or stimulate you to think about the situation, your work, practices, or policies related to early intervention.

**Required experiences/topics to reflect on:**

* **Transition planning meeting from PreK to Kindergarten**: communicating with business community, public and non-public agencies, to provide the cohesive delivery of services and bridge transitional stages across life span
* **Instruction**: meeting the needs of an English Language learner during instruction
* **Sharing information with families** on their child’s developmental progress and the impact of their disability on development
* **Using Evidence-based practices to address challenging behaviors** (and how their behaviors and decisions can comprise their health and safety)
* **Conducting assessments that lead to intervention & understanding of students**
* Engaging with a student with his/her peers by **embedding learning opportunities** based on IEP goals
* Run **whole group** circle time with students (e.g., Class Meeting, story time, lesson)
* Run a **small group**

The Seminar Share video for EDSP 234 is *in addition* to the student teaching video clips required for EDSP 475/477 for your Supervisor meetings. You may *not* use a student teaching video for Seminar Share.

**Presentation dates for video sharing and commentators will be posted shortly after our first seminar meeting.**

1. **Professional Teaching Philosophy Statement (Signature Assignment)**

Reflect on your assignments completed throughout the program, including your first semester Philosophy statement written for EDSP 201. Write a 1-2 page succinct statement describing your approach to teaching, values in education, goals for your families and students, and key strategies for meeting those goals. This will be a great statement to share with future families of your students in a letter to them or posted on your class website.

**NOTE**: post this statement in the Canvas course site AND Taskstream portfolio.

**Grading**

This is a credit/no credit course. Assignments will be graded according to the quality of work and participation. Quality is defined as follows: All elements of each assignment are to be addressed completely as stated, with work reflecting knowledge gained from material presented in lectures, readings, and class activities. Work should be neat, legible, and well-organized.

All assignments are to be typed, double-spaced, except those completed on forms and/ or in-class. Spelling, typing, and grammatical errors are to be corrected before submission. It is expected that “People First" language will be used in all written work. Assignments are to be submitted on the stated due date, unless otherwise approved in advance by the instructor.

Students must attain an overall average of “competency met” on the EDSP 474/475 Competency Checklist (as rated by university supervisor) in order to receive credit for student teaching.

Students must complete all course assignments and submit portfolio for credit grade in EDSP 234.

Students must submit an *in-­‐progress* ECSE portfolio when completing the first student teaching experience. A *final* ECSE portfolio, covering all standards for the ECSE credential, birth to 5 years, must be submitted at the end of the second student teaching experience.

Students who have successfully completed both EDS P 474 and EDPS 475 (and submitted a final portfolio reflecting both sets of competencies) are eligible to apply for the Education Specialist ECSE credential.

**GRADE DISTRIBUTION**

| Assignment | Completion Checklist |
| --- | --- |
| 1. Critical Incident video reflection & presentation |  |
| 1. Professional Teaching Philosophy statement (submitted in Canvas and TaskStream) |  |
|  | |

Students must complete all course assignments and submit Professional Teaching Philosophy Statement in TaskStream for credit grade in EDSP 234.

Students who have successfully completed both EDSP 474 and EDSP 475 are eligible to apply for the Preliminary Education Specialist ECSE credential.

**Course Schedule**

| Session | Topic | Readings | Activity | Assignments Due |
| --- | --- | --- | --- | --- |
| 1  *Weeks*  *1-2* | ***Seminar***  Introductions, initial discussions about field placements  Getting to know your students  Universal Precautions for safety |  |  |  |
| 2  *Weeks*  *3-4* | ***Seminar***  Getting to know your students’ families  Home-school collaborations | *None* | **Discussions in the field and cases** |  |
| 3  *Weeks*  *5-6* | ***Seminar***  Planning integrated instruction, running whole and small group instruction | None | **Discussions in the field and cases**  **Teaching Video Club** | Sign-up for critical incident presentation |
| 4  *Weeks*  *7-8* | ***Seminar***  Embedding learning opportunities in preschool classrooms | *None* | **Discussions in the field and cases**    **Teaching Video Club** | Sign-up for critical incident presentation |
| 5  *Weeks*  *9-10* | ***Seminar***  Addressing challenging behaviors | *None* | **Discussions in the field and cases**  **Teaching Video Club** | Sign-up for critical incident presentation |
| 6  *Weeks*  *11-12* | ***Seminar***  Transitions in early childhood | *None* | **Discussions in the field and cases**  **Teaching Video Club** | Sign-up for critical incident presentation |
| 7  *Weeks*  *13-14* | ***Seminar***  Communicating with the business community and agencies to provide cohesive delivery of services | *None* | **Discussions in the field and cases**  **Teaching Video Club** | Sign-up for critical incident presentation |
| 8  *Weeks*  *15-16* | ***Seminar***  Wrap up and final reflections on your experience |  |  | Submit Professional Teaching Philosophy statement in Canvas & TaskStream |

(Note: this is a tentative schedule and may be changed based on instructor’s discretion)

## EDSP 210: Assessment and Evaluation in Early Childhood Special Education

FALL 2019

(3 units)

|  |  |
| --- | --- |
| Instructor: | Dr. Cindy Collado |
| Office & Hours: | Eureka 322  **Office Hours**: Tuesdays, 7:00-8:30p; Thursdays, 2:45-4:15p; and by appointment  *NOTE: to meet with me during office hours, you can visit me in person in my office or join online via Zoom. During these hours I will be available online at this zoom link:* [*https://csus.zoom.us/j/860884060*](https://csus.zoom.us/j/860884060) |
| Class Time & Location: | Mondays, 4:30-7:20p, Zoom: <https://csus.zoom.us/j/488539967> |
| Office Phone: | (916) 278-4616 |
| Email:  LMS (Learning Management System):  Communication preferences: | [cindy.collado@csus.edu](mailto:cindy.collado@csus.edu)  Canvas (<http://canvas.csus.edu>)  Best way to contact me is via your CSUS email or via Canvas messages. If you’d like to speak with me, call my office phone number and/or set up an appointment to meet in person or via Zoom video conferencing.  **NOTE: The program expects that you will use your Sac State email for all professional email communication (i.e., with professors, supervisors, school staff, etc.).** |

# Course Description

Quality practices in early childhood assessment using a range of culturally appropriate tools and techniques, parent-professional-collaboration, transdisciplinary team assessment, assessment reporting and translating results into intervention planning. Participants will demonstrate skills in planning, carrying out and reporting results of assessments/evaluations for eligibility determination, program planning, and monitoring ongoing progress for infants, young children and their families.

This course is designed to enable participants to effectively assess infants and young children who have disabilities. Content will focus on quality practices in early childhood assessment including using a range of culturally appropriate tools and techniques, parent­ professional collaboration, transdisciplinary team assessment, assessment reporting, and translating results into intervention planning. Participants will demonstrate skills in planning, carrying out, and reporting results of assessments/evaluations for determination of eligibility, program planning, and monitoring ongoing progress for infants, young children, and their families.

# Program Philosophy

This course reflects a departmental commitment to age-appropriate, integrated educational programs for students with disabilities. Special education means support services, not placement in special education classrooms. We recognize, however, that many schools/districts are still in progress as they move to provide inclusive education. This course is offered in the spirit and practice of inclusive education with a strong emphasis for providing quality special education services in the general education environment. Students are expected to develop skills in discovering ways for students to participate meaningfully and to be successful without being removed from their peers with or without disabilities.

# Student Learning Outcomes

**California Commission on Teaching Credentials Standards Addressed in EDSP 210**

Program Standards for Education Specialist Teaching Credentials: 2.2, 4.2, 4.3, 5.1-5.4, 6.2, 8.1, 9.1-9.2, 10.14-10.17, 14.4,

Program Standards ECSE Teaching Credential: 1, 2.1-2.3, 3.1-3.3, 4.1-4.2, 5.1-5.2, 5.4, 6.1, 6.4, 9.4

*Upon completion of this course, students will be able to:*

* Students will demonstrate knowledge of current recommended practices in assessment and evaluation of infants and young children with disabilities and their families.
* Students will demonstrate knowledge of current California eligibility criteria and requirements for early intervention and special education services as well as the foundations for these criteria.
* Students will demonstrate knowledge of psychometric properties of measurement tools, including screening, assessment, reliability and validity, standardization, criterion-referenced measures, and informal assessment parameters and guidelines.
* Students will demonstrate knowledge, dispositions, and skills to effectively utilize a variety of formal and informal screening, assessment, interview, and evaluation techniques, including observation, play-based assessment, family interviewing, curriculum-based assessment, and selected norm-referenced instruments.
* Students will demonstrate knowledge of the multiple purposes of assessment and evaluation and ability to select tools and procedures appropriate for each specific purpose.
* Students will demonstrate knowledge, disposition, and skills to select and carry out assessment and evaluation procedures that are appropriate to the culture & language of the child and family.
* Students will demonstrate knowledge, dispositions, and skills to develop an assessment plan that reflects the family's priorities, concerns, priorities, and questions.
* Students will demonstrate knowledge, dispositions, and skills to modify assessment procedures, when appropriate, to accommodate or compensate for the impact of the child's disability on performance, in a variety of developmentally appropriate learning environments.
* Students will demonstrate knowledge, dispositions, and skills to work as a member of a transdisciplinary team including parents and professionals to plan, carry out, and review assessments.
* Students will demonstrate knowledge, dispositions, and skills to communicate assessment and evaluation findings verbally and in writing, accurately, sensitively, and in jargon-free language.
* Students will demonstrate knowledge, dispositions, and skills to incorporate appropriate behavioral, social, and environmental considerations as a critical component of the context for administering assessment processes and interpreting assessment findings.
* Students will demonstrate knowledge, dispositions, and skills to use assessment and evaluation information in collaborative development of IFSP and IEP documents to guide planning and implementation of appropriate intervention strategies.
* Students will demonstrate knowledge, dispositions, and skills in application of professional standards of confidentiality, objectivity, and non-judgmental attitudes in all assessment and evaluation activities.
* Students will demonstrate knowledge, dispositions, and skills in use of a variety of current technology applications for learning, teaching, collaborating, and communicating as professionals in a variety of developmentally appropriate environments.
* Students will demonstrate knowledge, dispositions, and skills in creating and maintaining healthy learning environments for diverse learners in home, school, clinical, and community settings.
* Students will demonstrate knowledge, dispositions, and skills to work effectively with diverse learners in home, school, clinical, and community settings.

***For full text of CTC standards go to:*** [***www.ctc.ca.gov/educator-prep/STDS-prep-program.html***](http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html)

# Required Texts & Readings

***Required textbooks (these are great resources for you in the future)***

* Grisham-Brown, J. & Pretti-Frontczak, K. (2011). *Assessing young children in inclusive settings: The blended practices approach.* Brookes Publishing.
* Grisham-Brown, J. & Hemmeter, M. L. (2017). *Blended practices for teaching young children in inclusive settings (2nd Ed.).* Brookes Publishing. *(selected chapters are read in EDSP 201 and EDSP 212)*
* Barrera, I., Kramer, L., & Macpherson, T. D. (2012). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood (2nd Ed.).* Brookes Publishing. *(selected chapters are read in EDSP 201 and EDSP 212)*
* Find the curriculum-based assessment tool used at your fieldwork site such as HELP, AEPS, Carolina.
* Additional articles and handouts available from the instructor via Canvas course site: [www.canvas.csus.edu](http://www.canvas.csus.edu). Students are expected to check Canvas prior to class to download class handouts, etc.

Recommended Texts

* Mindes, G. (2015). *Assessing young children* (5th ed). Pearson.

# Method of Instruction

Class sessions will be online in a synchronous format such that candidates log on to Canvas and join the class session from their computers via Blackboard Collaborate at the designated class time. Students are expected to organize their time so that readings are completed prior to class. Class meetings will cover content and explore topics through engaging with colleagues in discussion in live discussions as well as online, watching film/videos, and presenting experiences in the field. Students are encouraged to think critically throughout the course and to challenge the ideas and concepts presented. Students are also invited to expand their personal educational philosophy and skill levels through the integration and synthesis of course readings, assignments, first-hand experience and other related information.

### Online Component

### Course Requirements

* Internet connection (DSL, LAN, or cable connection desirable)
* Access to Canvas

### Course Structure

This course is designed to provide a fully online asynchronous experience, which means contact time with colleagues and the professor will be: 100 % online

**Online sessions** will be a blend of self-paced and group activities using Canvas and other Web sites. Activities will consist of chat, blogs, discussion forums, email, journaling, Google Docs, and web posting. Some online sessions may be conducted using Collaborate whereby groups of students call into a video conference session with the instructor. To familiarize yourself with this platform, please visit the CSUS Academic Technology Center website and click on the “participant orientation” for Collaborate: <http://csus.edu/atc/tools//collaborate/index.html>

### Canvas Access

This course will be delivered online through a course management system named Canvas.

To access this course on Canvas you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the [Check Browser](http://www.csus.edu/sacct/BrowserCheck/) from your Canvas course. Refer to the Canvas Browser Tune-up page for instructions. To access a course on Canvas, you must login from the Canvas Login Page ([www.canvas.csus.edu](http://www.canvas.csus.edu) ). To learn more about Canvas visit the Student Resources webpage (<http://www.csus.edu/canvas/students.html>) where you can view online tutorials, FAQ’s and other help resources.

### Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

* Visit the Canvas [Student Resources Page](http://www.csus.edu/canvas/students.html)
* Review Webpage guides: [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701)
* Take an Online course: [Student Canvas Orientation Course](https://csus.instructure.com/courses/6431)
* Review the [Get started: Student FAQs](http://www.csus.edu/canvas/faqs/student/student-getstarted-faq.html)
* Contact Sac State’s [Academic Technology Center to seek help](http://www.csus.edu/atc/students.html)

# Expectations for Student Conduct

Online activities and field assignments are designed to connect theory presented in the course readings and lecture to practical application. The intent of the instructor is to assist students in learning how to collaboratively assess and develop curriculum and programs for children and students with disabilities. **Students will be equally responsible as the instructor for contributing to class discussions and are expected to come to each class prepared to raise questions, analyze, synthesize, and respond to questions and issues regarding the content of that session.**

*NOTE: If you are completing assignments for this course at a school site, all of our expectations and policies (as detailed in the Policies and Procedures Handbook and the Field Placement Handbook, available on the department website) are in effect.*

# Course Assignments

Classroom activities and field-based assignments are designed to connect theory presented in the course readings and lecture to practical application. The intent of the instructor is to assist students in developing a solid understanding of early development while considering the many factors influencing the family and child including disability, culture, family values, family system, socioeconomic status, race, and language. **Students will be equally responsible as the instructor for contributing to class discussions and are expected to come to each class prepared to raise questions, analyze, synthesize, and respond to questions and issues regarding the content of that session.** The specific course requirements are as follows.

*Clarification of, specific details, and grading rubrics for each assignment will be added as needed throughout the semester. Students should feel free to ask questions in class and/or make an appointment with the instructor to discuss any questions or concerns.*

1. **Assessment Interview and Plan (75 points)**
   1. Guidelines. You need to identify an infant, toddler, or preschool age child who has disabilities for the purpose of ongoing, informal and formal assessment. You will begin this assignment by gaining a sense of how your program or district conducts evaluations in your district for determining eligibility. This 20-30 minute interview with an ECSE provider in your district or program will give you critical information to draft your Assessment Plan for the Comprehensive Assessment Report (CAR) assignment (see below). You will then devise an Assessment Plan and post the draft to Canvas for peer review. In addition to posting your own Assessment Plan, you will compose and post a review of an assessment plan posted by another member of the class.
   2. Your final Assessment Interview and plan will include:

* Interview notes (scanned written notes is acceptable)
* Interview Summary
* Final Assessment Plan

1. **Comprehensive Assessment Report (CAR) (150 points)**
   1. Guidelines. You are required to assess an infant or young child with disabilities in a natural environment over the course of the semester by carrying out your Assessment Plan. This assignment requires ongoing involvement with the child and the assessment must be inclusive of at least 2 areas of development. A more detailed description of this assignment will be provided.
2. **ECSE Evidence-based Intervention Presentation (150 points)**
   1. Guidelines. Review the research on an ECSE evidence-based intervention (using both practitioner articles and research studies), and present information about that intervention to your colleagues. In your presentation, describe the steps in implementing the intervention and/or approach, the purpose of the intervention, any accommodations that students who have disabilities and/or English language learners might need in order to participate in the intervention, any modifications of the approach that might need to be made for the intervention to be accessible to students with disabilities and/or English language learners, associated progress monitoring methods, online resources for further information about the intervention, and evidence on the effectiveness of the intervention from research studies. Your 20-minute presentation will include a handout packet (i.e., a copy of your PowerPoint slides, and one article describing the intervention procedures), PowerPoint slides, a video demonstrating the implementation of the intervention, and an activity to engage colleagues in discussing or applying the intervention.
3. **Presentation of Intervention Video Clip (25 points).**
   1. Guidelines. Choose a 3-10 minute video clip that shows you implementing the intervention. (It doesn’t necessarily need to be implemented well.) Prepare a 3-5 minute introduction for the video clip. The discussion for each student’s video clip will be limited to 20-25 minutes.
      1. *Provide a brief introduction in which you describe your child, the challenging behavior, the target replacement behavior, and the intervention procedure.*
      2. *Play a segment of the videotape showing how you implemented the intervention with the target child.*
      3. *Facilitate discussion with colleagues in your team by focusing on: 1) the student, and 2) the intervention procedures. Your role is to listen while your colleagues discuss what they noticed about your interactions with the child, set up of the environment and implementation of the intervention.*

# Grading

Assignments will be graded according to the quality of work and participation. Quality is defined as follows: All elements of each assignment are to be addressed completely as stated, with work reflecting knowledge gained from material presented in lectures, readings, and class activities. Work should be neat, legible, and well-organized.

## All assignments are to be typed, double-spaced, except those completed on forms and/ or in-class. Spelling, typing, and grammatical errors are to be corrected before submission. It is expected that “People First" language will be used in all written work. Assignments are to be submitted on the stated due date, unless otherwise approved in advance by the instructor.

### Grade Distribution

| Assignment | Points for the Course |
| --- | --- |
| Assessment Interview & Plan | 75 points |
| Mini-Comprehensive Assessment Report (CAR) | 150 points |
| ECSE Evidence-based Intervention Presentation | 150 points |
| Presentation of Intervention Video Clip | 25 points |
| Total | 400 points |

**Grading Criteria for Course Grade**

Value is attached to all assignments, exams, attendance, and participation in class. Grades will be determined according to a scale, which the following is an approximation:

|  |  |  |
| --- | --- | --- |
| Percentage | Point Range | Letter Equivalent |
| 94-100% | 374-400 | A |
| 90-93% | 358-373 | A- |
| 87-89% | 346-357 | B+ |
| 84-86% | 334-345 | B |
| 80-83% | 318-333 | B- |
| 77-79% | 306-317 | C+ |
| 74-76% | 294-305 | C |
| 70-73% | 278-293 | C- |
| 67-69% | 266-277 | D+ |
| <59% | <265 | F |

**Access to Grades**

The instructor manages a gradebook on Canvas to post grades online. Students can access these via the Grades tab in their Canvas course.

# Course Schedule

| Week/  Day | Topic | Readings | Activity | Due |
| --- | --- | --- | --- | --- |
| 1  Monday  Aug 26 | Introduction & overview: Overview of assignments, tasks, & skills required for successful completion of the course |  | Finding a child/family for your assessment work |  |
| 2  Sept 2 | NO CLASS  Labor Day holiday, campus closed |  |  |  |
| 3  Monday  Sept 9 | What is assessment in ECSE from birth to age 6 and how is it related to instruction and intervention?   * What & how do we assess? * For what purpose do we assess? * What is the evaluation process? * IDEA’s PEP procedures | **Chapter (available on Canvas)**: Mindes & Jung, Ch. 1: A Comprehensive Assessment System for Birth Through Age 8  **Chapter**: Assessing young children blended practices- ch.1 (Introduction) |  |  |
| 4  Monday  Sept 16 | Determining baseline and involving families in the assessment process   * *Criterion-referenced tools: in-depth study of the AEPS* * *Family questionnaires and interviews*   *Partnering with infant/toddler vs. preschool families* | **Chapter**: Assessing young children blended practices- ch. 2 (Authentic Assessment)  **Chapter**: Assessing young children blended practices ch. 3 (Family involvement in the assessment process) |  |  |
| 5  Monday  Sept 23 | Assessment for eligibility and program planning: administering Curriculum-based assessments: the HELP, AEPS, Carolina: Data-based Decision making | **Chapter:** Assessing Young Children blended practices ch. 7 (Assessment for Program planning purposes) | *AEPSi exploration* | **Sign up for free AEPSi account by Monday, March 25** |
| 6  Monday  Sept 30 | Cultural and ability responsive assessment procedures for students with complex needs and Dual Language learners (DLLs)  *ELL assessment considerations including determining differential diagnosis: Case studies*  *Universal Design for Assessment principles and practices* | **Chapter**: Assessing young children blended practices- ch 4 (Recommended practices for assessing children with diverse abilities)  **Chapter:** Barrera, Kramer, & Macpherson. Ch.9 (Planning and conducting culturally linguistically inclusive assessments) |  |  |
| 7  Monday  Oct 7 | Comprehensive Assessment Report (CAR): Child Study Reports   * *Interpreting and writing evaluation resuls* * *From assessment data to IFSP and IEP goals*   *Linking assessment results to writing linguistically and culturally appropriate IFSP and IEP goals: Case Studies* | **Chapter (available on Canvas)**: Mindes & Jung, Ch.8. Building a Child Study  **Article**: Banerjee & Guiberson. (2012). Evaluating young children from culturally and linguistically diverse backgrounds for special education services. *Young Exceptional Children, 15*(1), 33-45. |  | **DRAFT Due**: Assessment Plan DRAFT for peer review (ensure you’ve completed your Assessment Interview as it informs your plan) |
| 8  Monday  Oct 14 | Evidence-based interventions in ECSE | **Article on Canvas**: Dunst & Trivette (2009) Using Research to Inform Evidence-based Practices | **Practice:** *Choosing an EBP in ECSE* | **Due**: Final Assessment Interview & Plan |
| 9  Monday  Oct 21 | Designing Individualized Intervention Plans: bridging the gap between goals IFSP/IEP goals and implementation | **Article on Canvas**: Jung, Gomez, Baird, & Keramidas (2008). Designing intervention plans: Bridging the gap between individualized education programs and implementation. *Teaching Exceptional Children, 41*(1), 26-33.  **Chapter**: Blended practices ch. 3 (Identifying Outcomes for children in blended Early childhood classrooms) |  |  |
| 10  Monday  Oct 28 | Progress monitoring in ECSE with families and in schools | **Article on Canvas**: Jarrett, Browne, & Wallin. (2006). Using portfolio assessment to document developmental progress of infants and toddlers. *Young Exceptional Children, 10*(1), 22-32.  **Chapter:** Assessing Young Children blended practices ch. 8 (Performance monitoring within a tiered instructional model) |  | **DRAFT DUE**: Mini-Cars report |
| 11  NO CLASS  Monday Nov 4 | Veteran’s Day holiday, campus closed |  |  |  |
| 12  Monday  Nov 11 | Assessment and intervention with young children with autism | **IRIS module:** Autism Spectrum Disorder (Part 1): An overview for Educators (est. completion time- 2 hours): <https://iris.peabody.vanderbilt.edu/module/asd1/> |  | **Due:** mini-Comprehensive Assessment Report |
| 13  Monday  Nov 18 | Assessment and intervention with young children with autism | **IRIS module:** Autism Spectrum Disorder (Part 1): An overview for Educators (est. completion time- 2 hours): <https://iris.peabody.vanderbilt.edu/module/asd1/> |  |  |
| 14  Monday  Nov 25 | Sharing Assessment results with families & understanding their grieving process   * *Using the Skilled Dialogue approach with families in the context of assessment* | **Chapter:** Barrera, Kramer, & Macpherson. Ch. 8 (Skilled dialogue and culturally linguistically respectful, reciprocal, and responsive assessment and instruction). | Guest Speaker: Dr. Jessica Moreno (CSUS Professor, Marriage & Family Counseling) | **DRAFT DUE:** ECSE EBP presentation |
| 15  Monday  Dec 2 | *ECSE Evidence-based Intervention Presentations* |  |  | **DUE**: ECSE EBP presentation |
| Finals Week  Thurs. Dec. 9 | *VIDEO CLUB: Student Presentations of Intervention Video clips for discussion* | None |  | **Due:** Intervention Video clip (upload to Canvas & be prepared to play in class) |

(Note: this is a tentative schedule and may be changed based on instructor’s discretion)

EDSP 210

Assessment in Early Childhood Special Education (ECSE)

***Assessment Interview & Plan Assignment***

**Assessment Interview (Part 1)**

You will schedule an informal interview with an ECSE provider in your district or program who is typically responsible for conducting assessments and evaluations of young infants, toddlers, or preschoolers with disabilities or suspected disabilities. This interview will take about 20-30 minutes. The goal of this interview is for you to gain a complete understanding of this assessment and evaluation process as well as to support the development of your Assessment Plan (Part 2). Guiding questions for your interview are provided below. You may handwrite your notes from the interview (or type) and then type a narrative summary of what you learned. Turn in both your interview notes (a picture is acceptable) and your typed summary.

Interview guiding questions:

* What is your current position in the program or district and your role in the assessment process for young children with disabilities? Specifically, for eligibility determination as well as annual IEP or semi-annual IFSP meetings?
* Describe the assessment tools you use in the evaluation process including formal and informal tools.
* Describe how you and your team include families in the assessment process.
* Describe the assessment tools and assessment process for collecting progress monitoring data on young children’s goals and progress.
* How does your team work together to collaborate on collecting assessment information and determining eligibility?
* How might the assessment methods be adapted for specific populations of students such as those who are dual language learners or those with multiple and/or severe disabilities?
* Describe your beliefs about this assessment process including strengths, weaknesses, and recommendations for improving it.

**Assessment Plan (Part 2)**

Your Assessment Plan is the roadmap to your work in assessing an infant, toddler, or preschool age child with disabilities this semester. Each element described here must be included in your plan. Organize and present the information in a way that provides clear understanding of the child & your plan to assess the child. Your assessment plan will be posted in Canvas. A peer in this class will critique your plan and provide you with feedback. These plans provide a great forum for discussion, ideas, & suggestions on assessment of young children with disabilities.

1. Child's first name (don't use last name), date of birth, chronological age. There's normally not a reason to change the child's first name - this does not violate confidentiality.
2. Brief **strengths-based description of the family and home** (living arrangements).
3. **Program information**. Description of early intervention service, current and previous.
4. **Strengths-based description of your child**. Your initial impressions of this child, including strengths,interests, areas of need, and if applicable diagnosis or categorical label. Include comments on developmental and social-emotional areas.
5. Describe the **purpose for this assessment**. What do you hope to learn?
6. **Timeline** for securing the assessment information & completing the mini-Comprehensive Assessment report (mini-CAR) (this will likely change during the semester)
7. Parent and agency **permission forms**, as needed. See samples; use the sample or develop your own form.
8. **Methods and Strategies**: Describe your plan for the assessment of this child in at least 2 areas of development. You may want to include specific assessment instruments, but this is not required in the plan. Describe how you will use of each of the following assessment strategies in your work this semester (all are required):

* Interview with staff that work with this child
* Interview with parents, guardian, other caregivers
* Review of cumulative record or developmental history
* Review of previously administered assessment tools
* Direct Assessment Instruments or types of instruments you plan to use. You must use AT LEAST two different assessment tools in your assessment work with this child. At least one tool must be the Curriculum-based Assessment (CBA) used in your district or program – either Infant/Toddler or Preschool version.
* Observation of child in at least 2 or 3 activity settings

**You need to get to work now!**

* Identify appropriate child for your assessment/case study project.
* Secure agreement from program or agency to assess this child, if needed.
* Secure family and/or agency/district permission for assessment.
* Gain an informal knowledge base about assessing young children
* Gain an informal knowledge base about this child (observe).
* NOTE: Your plan is a proposal and subject to instructor approval prior to implementation.

***Mini-Comprehensive Assessment Report (m-CAR)***

**Assignment Overview**

Your Comprehensive Assessment Report is the accumulation of your written work in assessing an infant, toddler, or preschool-age child with disabilities this semester. Typically, a CAR is completed when evaluating a child for eligibility for special education services. This is your first experience with evaluating a student so it’s been reduced to a smaller study of a child; you will complete a full comprehensive evaluation in your final semester. It is recommended that this assignment be used as ‘practice’ and not be reported to the family or used in instructional programming; however, if you are the teacher of record for the student then you may use this for program planning purposes. Each of the elements described below must be included in your final assessment report. Feel free to organize and present the information in a way that provides a full and clear understanding of the child, and of your assessment of the child. You will be provided with a template, which you may use.

1. Your final **Assessment Plan** is the 1st component of the report. Include original and any revisions of the Assessment Plan in your report. Include a copy of the peer review that was posted by your peer.
2. **Raw Data**. Your assessment report includes test protocols, interview notes, records from observations and assessment. A brief written summary or annotation should accompany presentation of each data source. Remember, you must use AT LEAST two assessment tools in your Assessment Report.
3. **Written report**

Includes the following sections:

* **Background information.** Strengths-based description of the whole child and family.
* **Placement Description.** If this child is already receiving early intervention or special education services, is the setting appropriate for current and future developmental needs? Why or why not? Is this child eligible for services? If not already placed, should the child be receiving early intervention services? Why?
* **Assessment Instruments.** List the tools you used including formal and informal approaches to collecting information about the child. Behavioral Observations: Materials used in the assessment that were useful or not useful. Description of your interaction with the child and helpful techniques used with the child.
* **Summary of findings from the family**. What information have you gathered from the family? Provide a summary of assessment findings drawn from the family, and a statement of family strengths, needs, & priorities as they relate to this child.
* **Developmental Summary**. Detailed narrative describing the child's strengths, skills, and deficits in each developmental area include:
  + Developmental and learning strengths
  + Developmental and learning weaknesses/needs
  + Specific goals to consider for areas of concern, particularly those that are a priority for the family
* **Global Summary.** A complete and condense summary of the child's developmental skills and needs, as drawn from the family and developmental summaries. Describe the child's strengths, limitations, and areas of need, including all areas of development.
* **Recommendations.** Provide recommendations based on your assessment findings. These may pertain to any area related to this child's early intervention/education...placement, instructional approaches, educational goals, related services, changes to consider, family needs, transition to the next environment, or other suggestions.

1. **Reflection on the mini-CAR.** Your analysis of the accuracy and overall thoroughness of this assessment report as a full and accurate indication of this child's skills, abilities, deficits, strengths, and needs.
2. **Developmental Profile handout.** This will be provided to the family as a way of summarizing the information in the mini-CAR in a parent-friendly way. *Note: a Developmental Profile was first taught and completed in your EDSP 216 course.*

A successful Comprehensive Assessment Report includes all of the required elements. In addition to fully completed assessment protocols, you must include your raw data -- your original notes, handwritten or transcribed, as a part of your report.

**Rubric - Comprehensive Assessment Report**

**Objective/Criteria Performance Indicators**

**Unacceptable Satisfactory Very Good Work Outstanding**

**(0-5 points) (6-10 points) (11-15 points) (16-20 points)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Raw Data**-Protocols,  Narrative notes, visual media. | (0-4 points)  the data are sketchy, incomplete, or missing in assessment report | (5-6 points)  The data provide an adequate foundation for the assessment report | (7-8 points)  The data form an important & useful part of the report | (9-10 points)  The raw data are clear, informative, real, & useful |
| **Data Sources** Reflects Multiple Sources · multiple, appropriate assessment tools and multiple informants | Not all required tools are used. | At least one required tool is missing. | Some information is missing that could capture a fuller understanding of the child. | The tools are varied and reflect the multiple perspectives of the child. |
| **Developmental Profile handout**:  1-2 page handout for families summarizing report | Handout is incomplete and/or is deficit focused using jargon that doesn’t summarize the report but states data and scores only. | Handout is missing some information or is not strengths-based; rather it is jargon-heavy and focuses on deficits only. | Handout is fairly well organized with some information presented using jargon OR some errors throughout. | Handout is organized, strengths-based, and clear with all key information included from the report in parent-friendly language. |
| **Written Report**: Background Summary, placement history, & family input summary | Narrative & summary don’t draw directly from data | Narratives and summary are acceptable, but not thorough or balanced | Narratives & summary are clear, well organized, descriptive and well- written | Narratives clearly tied to assessment findings & links to recommendations |
| **Written Report**: Developmental Summary | Information not present or not logically presented | May be missing one developmental area to summarize OR summaries are jargon-heavy and not translated into easy to understand language for families. | Summaries may not be fully strengths-based as they begin with describing deficits. | Narratives are well written using jargon-free language; both areas describe performance, including strengths, needs, and recommended goals. |
| **Written Report**: Global summary | Narrative & summary don’t draw directly from data | Narratives and summary are acceptable, but not thorough or balanced | Narratives & summary are clear, well organized, descriptive and well- written | Narratives clearly tied to assessment findings & links to recommendations |
| **Written Report**: Recommendations | Recommendations absent; summary diffuse or incomplete | Recommendations satisfactory. Summary provides information in all areas of development | Recommendations linked to findings & overall summary is clear | Recommendations follow directly from assessment findings and address family concerns/issues |
| **Overall Quality** of your assessment work in all areas required for the Comprehensive Assessment Report | Information not present or not logically presented with many errors throughout. | Information present but somewhat scattered; not easy to follow with errors. | Report is generally well organized with some errors. May be written in first person (using “I” statements). | Exceptionally well organized, clear, and edited for errors. Written about the student in 3rd person and in the past. |

**ECSE Evidence-based Intervention PRESENTATION**

**Purpose**: To develop the ability to translate research about an evidence-based intervention into practice by (1) synthesizing and summarizing the research describing the intervention and its effectiveness, and (2) describing the procedures for using it to address the challenging behaviors or skill deficits of a young children with a disability.

**The Situation**: *You’re an early childhood special education teacher in a small early childhood center where you are part of a school-based problem solving team with four other staff including the school psychologist, an early childhood teacher, a speech and language pathologist, and the case manager. The team meets every Friday morning to discuss students across the classrooms that are struggling significantly either with regard to learning skills or regulating emotions and/or behavior. For each child that is discussed, the team conducts a Functional Behavioral Assessment (FBA) and then discusses the FBA data with the team. Based on the results of the FBA, the team then makes a plan for the child according to what replacement skills or behaviors will be taught and a subsequent evidence-based intervention that will be most effective for addressing the function of the behavior or underlying deficits. For any intervention that is chosen, the principal requires the team to establish an argument for the evidence base supporting the use of the intervention in the early childhood setting for that particular behavior or skill. This requires one team member to conduct research on the intervention in order to form an argument for why the intervention is the best approach to supporting the child’s learning as well as describe the procedures for implementing the intervention. If the team agrees that there is evidence that the intervention is effective and are clear on how to implement it, then they make a step-by-step plan for implementing it with the target student.*

***For this task****, your team has discussed a possible intervention to be used with one of the children who has persistent difficulties. You have volunteered to synthesize the research and procedures for this evidence-based intervention, which you will then present to the team. Your team members need to have a clear understanding of what the research says about the effectiveness of the intervention and the procedures for employing it. They will also need to consider whether they might need to modify the implementation procedure in one or more ways (or perhaps provide one or more accommodations) in order for the intervention to be effective with a particular student. Based on your presentation, the team will decide if they should proceed with the intervention for that target student.*

**Description**: You will have 20 minutes to help your colleagues gain an understanding of the following elements of the evidence-based intervention: (1) the purpose and use of the intervention; (2) findings from research studies regarding the effectiveness of the intervention; (3) step-by-step procedures for implementing the intervention; (4) data collection methods for measuring the effectiveness of the intervention; and (5) relevant resources (articles and websites).

To do this you will need to create **a PowerPoint presentation** and **present a video** demonstrating the intervention.

**Presentation Directions (20 minutes)**

Read the associated research articles on Canvas, do some of your own research (i.e., Google, library search, Google Scholar), and talk to your Triad team to gain an understanding of the intervention. You will be using the information you gather about the intervention to create a PowerPoint presentation that will include the following (in any order):

1. **Purpose** of the intervention such as what behaviors/skills it targets.
2. A summary of research on the **effectiveness of the intervention** in improving young children’s behaviors or skills (particularly students with disabilities):
   1. Be sure to cite specific research studies and provide references.
3. **A quick description** of the overall intervention approach:
   1. Highlight one or two key teacher-friendly, practical articles that provide a clear description of the intervention.
   2. Provide references for your articles.
   3. Include one of the articles in your packet for your colleagues.
4. **A step-by-step guide** for implementing the intervention:
   1. Depending on your intervention, there may be procedural steps for different approaches. to implementing the same intervention. Make it clear to your colleagues how this intervention will look when implemented in the classroom or early intervention settings.
5. **Modifications** of the implementation procedure (or **accommodations** that might be needed) when using the intervention with young children who have disabilities:
   1. Determine whether the implementation procedure might need to be modified (or whether one or more accommodations might be needed) in order for the intervention to be implemented effectively with different populations of children with disabilities (i.e., those who may have difficulty processing visual information, physically manipulating materials, understanding the concepts, verbally responding, recalling information, etc.)
6. **Progress monitoring assessment** ideas:
   1. Describedata collection methods that a teacher could use to track a student’s progress towards specific objectives that the intervention is targeting.
7. **Online resources** for your colleagues to access information about how to implement the intervention (e.g., websites, modules, webinars, etc.):
   1. Identify at least 3 online resources your colleagues might use.
8. **A video demonstration** of the intervention:
   1. Present an already recorded video such as one found on YouTube.

OR

* 1. Create a video of a teacher implementing the intervention with adults acting like children or with real children (NOTE: If real children are involved, make certain that you have permission from their parents to videotape them).

*Send your presentation files (e.g., PowerPoint slides, handout) to Cindy by 4:30pm on the date of your presentation (the instructor will upload these to the website)*

**Interventions used in Early Childhood Special Education Settings**

*You may choose one of these for your Intervention Presentation or propose your own*

*See Canvas for descriptions of each intervention & a list of references*

1. High Probability
2. Time Delay
3. Choice Making
4. Dialogic (Shared) Reading
5. Problem Solving Techniques
6. Peer Mediated Strategies
7. Social Stories
8. Visual Scripts
9. Visual Schedules
10. Structured Work Systems

**Intervention Presentation Rubric**

*You will be graded based on the following 3 criteria: Impact, Accuracy, and Process.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1. **– 37 points** | **36 – 24 points** | **23 – 11 points** | **10 – 0 points** |
| **Impact**:  On the audience | Highly effective use of technology, materials and packet to engage and inform the audience (including an organized set of online resources & annotated references to articles). The structure of the presentation led colleagues through a logical sequence that effectively engaged and informed them. | Generally effective use of technology, materials, and handout to engage and inform the audience (including resources & references but with minimal organization). | Somewhat effective use of technology, materials, and handout to engage and inform the audience (including resources & references but with no organization). | Ineffective use of technology, materials, and handout to engage and inform the audience. No resources or references provided. |
| **Accuracy**:  Intervention research | A thorough review of the research, integrating both practitioner articles and research studies that completely and accurately synthesizes the effectiveness of the intervention across research studies (citing appropriately) & describes specific research studies in order to paint a clearer picture of how to use the intervention in practice. | A generally accurate synthesis of the research; minor inaccuracies (e.g., did not address a variety of research approaches) that do not affect overall review and/or doesn’t describe a specific study. | An inaccurate representation of the intervention research; numerous errors (e.g., did not translate research into own words) that detract from the critique. | Major inaccuracies or did not incorporate the research; significant errors throughout. |
| **Process**:  Intervention procedures | An exceptionally clear description of the intervention procedures/steps that paints a picture of how to approach planning the steps to complete it, accommodations and/or modifications for students with disabilities and progress monitoring methods. | Generally clear; able to follow the presentation and understand the intervention approach. | Lacks clarity; difficult to follow and understand the intervention approach. | Unclear; impossible to follow and understand how to use the intervention approach. |

**California State University, Sacramento**

**College of Education**

**Teaching Credentials Department**

## EDSP 474 - Directed Field Experience: Infants & Toddlers with Special Educational Needs (3 units) or EDSP 476 - Internship in ECSE: Infants & Toddlers (10 units)

**Summer 2019**

**Guidelines for INFANTS & TODDLERS Fieldwork Supervision & Evaluation**

**Student Teaching & Internship experience**

**Course Description**

**EDSP 474.     Directed Field Experience in ESCE: Infants/Toddlers.** *Directed field experience in a cooperating school district, county office of education or appropriate privately operated program providing early intervention services for infants and toddlers and their families. Candidates must secure faculty approval by prior application for directed field experience.*

**EDSP 476.     Internship in ECSE: Infants & Toddlers.** *Internship in a cooperating District or County Office of Education providing special educational services for infants and toddlers and their families. Candidates must meet the criteria for an internship in order to register. Students may enroll in*[*EDSP 474*](http://catalog.csus.edu/search/?P=EDSP%20474)*, Directed Field Experience in ECSE I: Infants & Toddlers, as an alternative to*[*EDSP 476*](http://catalog.csus.edu/search/?P=EDSP%20476)*. Ten units, approximately 320 field hours, are required to meet competencies.*

***Fieldwork (Infant & Toddler settings)***

**Student teaching** (EDSP 474) requires at least 180 hours of fieldwork participation in a program for preschool age children. **Internship teaching** (EDSP 476) requires 320 field hours in a program for preschool age children. The specific amount of time necessary for each of you to demonstrate competency will vary, but you will need to plan to participate in the program throughout the semester.

A university supervisor is assigned to each student. Each student teacher will also have a local/on-site program mentor/cooperating teacher. These two ‘coaches’ along with the student/intern teacher make up the Triad team.

Based on observation and a reflective practice feedback process, your university supervisor and field mentor will collaboratively complete the EDSP 474/475/476/477 Fieldwork Evaluation Form (see Appendix) to evaluate your attainment of fieldwork competencies. Credit for student/intern teaching is based on your university supervisor's final evaluation and completion of EDSP 474/476 assignments.

**University (Sac State) Supervisors:**

|  |  |  |  |
| --- | --- | --- | --- |
| Supervisor Name | Assigned Candidates | Email | Phone |
| Cindy Collado | None, Program coordinator | [Cindy.collado@csus.edu](mailto:Cindy.collado@csus.edu) | Cell: 847-903-7898 |
| Matt Chesnut | Tiffany | [matthew.chesnut@csus.edu](mailto:matthew.chesnut@csus.edu) |  |
| Maurean Stephenson | Ashley, Glenda, Belle, Amanda | [maurean.stephenson@csus.edu](mailto:maurean.stephenson@csus.edu) |  |
| Johana Scott | Naomi, Mayra, Merideth, Longxiang | [johana.scott@csus.edu](mailto:johana.scott@csus.edu) |  |
| Jamie Crum | Erica, Frankie, Yasemeen | [jcrumsr@gmail.com](mailto:jcrumsr@gmail.com) |  |

**PROGRAM PHILOSOPHY:**

This course reflects a departmental commitment to age-appropriate, integrated educational programs for students with disabilities. Special education means support services, not placement in special education classrooms. We recognize, however, that many schools/districts are still in progress as they move to provide inclusive education. This course is offered in the spirit and practice of inclusive education with a strong emphasis for providing quality special education services in the general education environment. Students are expected to develop skills in discovering ways for students to participate meaningfully and to be successful without being removed from their peers with or without disabilities.

**Course Objectives**

*This course is directly related to the following standards for the California Education Specialist Teaching Credential: Program Standards: 2.1, 2.2, 3.1-3.3, 4.1-4.2, 5.1-5.4, 6.1-6.2, 7.1-7.3, 8.1, 9.1-9.2, 10.4-10.5, 10.11-10.18, 11.1-11.4, 12.1-12.2, 13.1-13.3, 14.1, 14.4, 14.6-14.8; Early Childhood Special Education 1, 2.1-2.3, 3.1-3.4, 4.1-4.2, 5.1-5.4, 6.1-6.4, 7.1-7.3, 8.1-8.2, 9.1-9.4. For full text of CTC standards go to:* [*www.ctc.ca.gov/educator-prep/STDS-prep-program.html*](http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html)

*Upon completion of this course, students will be able to:* demonstrate knowledge and skills addressing California Commission on Teacher Credentialing Standards of the Education Specialist Credential in Early Childhood Special Education. Knowledge and skill areas include:

• Assessment and Evaluation,

• Planning,

• Intervention/Instructional Strategies,

• Managing the Teaching/Learning Environment,

• Professional/Interpersonal Skills,

• Cultural Competence (see CTC standards)

**Required Texts & Readings**

1. ***ECSE Field Handbook (download from the*** [***Teaching Credentials website***](https://www.csus.edu/coe/academics/credentials/teacher-resources.html)***)***
2. College of Education Policy handbook (download from the [Teaching Credentials website](https://www.csus.edu/coe/academics/credentials/teacher-resources.html))
3. Go React Student account online: <https://app.goreact.com/user-signup>

**Method of Instruction**

This is an on-site fieldwork-based course with candidates provided an assigned University Supervisor. Student teaching candidates will work with their program field placement coordinator to secure a placement for this course while intern candidates will have gone through the process required for becoming an intern (see ECSE Program Field Handbook for Intern guidelines and requirements).

Candidates will spend up to 5 days per week, depending on the calendar plan developed with the mentor teacher, working in a collaborative (transdisciplinary) team with families with infants or toddlers with disabilities. Services may be provided in homes, the community, or centers. The requirements for the advanced student teaching experience necessitate a collaborative relationship between the student teacher candidate, the special education mentor teacher, the related service providers on the team (or, the employers and other community personnel), and the administration. The candidate’s supervisor from the University will review these requirements with the team and clarify any areas that need further explanation. It is the responsibility of the credential candidate to develop a plan for implementation of each of the required areas after meeting with the school personnel to determine the ways in which the experiences/requirements can be met. In addition to the required areas, the candidate is there to learn from all the school personnel as they do their jobs. In general, the goal is for candidates to learn new skills and refine skills in curriculum, instruction, program management, collaboration, and professionalism. By allowing for flexibility in meeting the requirements and leaving times open for variability, we hope that teaching teams can creatively design experiences which will facilitate a rich and exciting experience for the candidate.

**Developing your action plan:** Each field experience candidate will develop an action plan (see appendix) within the first two weeks of the experience, to ensure the opportunity to complete the requirements. Candidates will also be able to use this fieldwork experience to complete any assignments they have for other classes. **Additional hours for assignments in classes may be needed.** The field experience candidate will establish a regular schedule of participation at the site, and will inform both the field mentor and the university supervisor in case of any absence. The candidate will make up hours for any absence at a time agreeable to the field mentor. In addition to the required assignments, be sure to access any other interesting opportunities at your site. Based on the action plan, signed by all three parties, the university supervisor will arrange to observe and work with the field experience candidate.

**Journal.** Keep a weekly journal of your experiences. You can either email these weekly to your supervisor or write in a notebook and scan for the supervisor.

**University Supervisor observations**. For student teachers, university supervisors are required to complete 6 observations (in addition to the 3 Triad meetings) throughout the semester. For intern teachers, university supervisors are required to complete a minimum of 12 observations (in addition to the 3 Triad meetings). The supervisor will use open-ended feedback forms to write observations and suggestions at each visit. The candidate should place her/his copy in the student teaching notebook. For specific instructional observations, the supervisor may also use the evaluation forms to clarify particular areas of strengths and needs.

All supervision observations will be completed fully online using the following steps:

1. **Intro**: candidate provides supervisor with an introduction to the observation by providing background information about what will be observed, relevant data, and any preparation or plans for the observation.
2. **Observation**: completed in one of the two online formats:
   1. “live” via Zoom video conference with the candidate connecting in Zoom with the university supervisor just prior to teaching (wearing a Bluetooth ear pierce if necessary) and pointing the video camera toward instruction, with time following instruction (or at later time that day) reserved for debriefing.
   2. recorded by the candidate, reflected upon, and submitted in Canvas for review and feedback by the university supervisor.
3. **Debrief**: candidate and supervisor schedule a time to talk via phone or Zoom to debrief about the observation. The supervisor shares his/her observation notes with feedback.

**Triad Meetings (candidate, university supervisor, and field mentor).** A minimum of 3 Triad meetings should occur across the semester (beginning, middle, and end). More meetings may be necessary if concerns about the placement and/or candidates’ performance arise. It is critical that if concerns are evident, they are brought to the attention of the supervisor and field mentor as early in the semester as possible so that issues can be resolved and a Statement of Concern and Action Plan can be written with sufficient time for the candidate to improve.

* *Triad Meeting #1*. An initial Triad meeting should occur within the first 2 weeks of beginning the field experience. The candidate will schedule this hour-long meeting with the university supervisor AND field mentor. Prior to the meeting, the candidate will complete the self-assessment using the Field Experience Evaluation Form and share with the university supervisor and field mentor. In this meeting, the triad will discuss the results of the self-assessment and make a plan for action for the remainder of the semester (see description of plan below).
* *Triad Meeting #2.* Half way through the student teaching/intern experience a midterm evaluation should occur during the second Triad Meeting between the candidate, university supervisor, and field mentor. The candidate will ensure the Triad members have the Field Experience Evaluation tool to complete on the candidate prior to the meeting. The group will discuss strengths and need areas with the student; and target areas to work on in the remainder of the student teaching experience. The university supervisor will submit the collaborative evaluation scores via TaskStream.
* *Triad Meeting #3.* In the last two weeks of the experience, a final evaluation should occur during the Third Triad meeting with the candidate, university supervisor, and field mentor. Prior to the meeting the members will complete the final evaluation using the Field Experience Evaluation and use this to discuss during the meeting. The university supervisor will submit the collaborative evaluation scores via TaskStream. Additionally, all members must sign the Signature Page.

**Communication and collaboration**: It is extremely important that the candidate regularly communicate with all team members and her/his supervisor. It is also important for the university supervisor to be in touch regularly with team staff. The infant & toddler student teaching/intern candidates will concurrently meet regularly in a lecture/seminar (EDSP 211) designed to discuss and reflect on their experiences and to provide practical information related to program management and other professional issues.

**THANKS TO EVERYONE ON THE TEAM**. We hope this will be a successful, collaborative relationship between the team, our department, and the community. If you have any questions regarding the assignments or issues related to the student teaching experience, please feel free to call or email Dr. Cindy Collado, Coordinator for the ECSE credential program at CSUS, (916)278-46116; [cindy.collado@csus.edu](mailto:cindy.collado@csus.edu).

**Expectations for Student Conduct**

*From the ECSE Field Handbook:*

You are expected to participate in each directed field experience as a professional in the field of early childhood special education. There are many characteristics of professional behavior, and you will be evaluated on these through the Field Experience Evaluation Form. Being on time, being organized, maintaining your appearance and your health are all very important. You must also demonstrate the highest degree of ethics (e.g., confidentiality, knowledge of legal requirements and issues) and cultural competence in your interactions with children, families, staff, and other professionals.

You may at times feel frustrated in your placement, but you need to seek out your field mentor and/or university supervisor to assist you in developing strategies for addressing your frustrations; you cannot jeopardize relationships with children, families and/or program staff by acting precipitously. If you feel you are not getting the support you need from either your field mentor or university supervisor, arrange a conference with this person and discuss your concerns. If this is not successful, you need to contact the CSUS ECSE coordinator to arrange a meeting to address the issues.

***NOTE: Candidates are required to review the ECSE Field Handbook for further details on expectations for this experience.***

**Course Assignments**

Guidelines for Assignments in this course completed in collaboration with your Sac State Supervisor and/or District Field Mentor

1. **Program Description**. **(ELOs 1-6)**

DUE: End of second week in your student teaching placement. Post in [Student Teaching Fieldwork Hours Log google doc](https://docs.google.com/document/d/1UgvZzNnm4CDqJighAv7G4XA6EPkyScag07lbapxwud0/edit?usp=sharing).

**Infant & Toddler Program**: Describe the infant/toddler program where you work (and/or where you are completing your fieldwork assignment). Include the following:

* administrative structure (e.g. County, SELPA, Regional Center vendor),
* the overall program focus/goals,
* format for home visits (include a copy of planning/follow up forms used by the program in which you are student teaching for home visits)
* frequency of home visits, toddler groups, preschool program
* daily routines for I/T professional team members; preschool schedule isues
* staffing patterns (e.g. individual/teams, professional disciplines included, models of teaming), ancillary staff involvement in the preschool
* number of children/families served, range of identified disabilities/risk conditions for children, and, degree and type of inclusive practices
* how the program reflects the diversity of families being served (staff, languages, materials, etc)

1. **Documentation of Field Experience hours with solo student teaching included (see template).**

Participate in and document at least 180 hours of directed field experience (including solo teaching experience) (Log hours in Student Teacher Field Work hours LOG google doc). Please comment on the type and range of activities.

By the end of your directed field experience (student teaching) you will be expected to demonstrate full responsibility for planning, implementation, and evaluation of home visit or group activities (depending on your specific field placement) or generally full responsibility for planning and implementing the preschool program schedule. *You will negotiate the timeline and process with your local/on-site mentor and your university supervisor.*

1. **Initial Self-Assessment and Action Plan with Daily/Weekly Journaling (ELOs 1-6)**

Field experience candidates will submit to the assigned university supervisor an action plan at the beginning of the semester (completed in collaboration with field mentor and university supervisor) as well as weekly journals reflecting on the field experience.

* + - Self-Assessment - At the beginning of your fieldwork assignment, use the EDS 474/475 Competency Checklist (in course materials) as a guide to assist you in self-assessment and description of your knowledge and skills in each competency area. Rate your skill level on each of the competency items. Attach a copy of this checklist to your plan.
    - Plan - Write a brief narrative including:
    - What experiences and coursework have contributed to your current competence level?
    - What will you do to demonstrate your knowledge and skills in each competency area during your directed fieldwork?
    - Identify at least one competency area for focus during your fieldwork assignment - propose activities for professional development in this area.
  + Review your self-assessment and plan with your university fieldwork supervisor (and cooperating teacher or onsite mentor) to determine specific experiences needed to fulfill competency requirements.

You will revisit your initial self-assessment again at the end of your fieldwork assignment. Your university fieldwork supervisor (and cooperating teacher or onsite mentor) will evaluate your competencies at the end of your fieldwork experience using the competency checklist.

1. **Three triad meetings (ELOs 1-6)**

Sac State Supervisor, District Field Mentor, & ECSE Candidate. Candidates will schedule three meetings with their Supervisor and Field Mentor:

1. **Triad Meeting #1**: within the first 2 weeks of the semester (to discuss shared expectations, solo teaching plan, and candidate’s self-assessment results, and create an **action plan** using the self-assessment results);
2. **Triad Meeting #2**: during weeks 6 – 8 to review progress and complete **the mid-term evaluation** (all three participants come to the meeting with the evaluation completed on the candidate in order to facilitate discussion and share with the Sac State supervisor who will submit the collaborative mid-term evaluation on Task Stream), review and revise (if needed) the improvement plan; and if applicable, discuss any concerns;
3. **Triad Meeting #3**: during weeks 15-16 to reflect on the semester, collaboratively complete the **final evaluation form** on Task Stream (again, all participants come to the meeting with a completed evaluation form on the candidate to inform the discussion), and sign the Student Teaching Signature page.
4. **NOTE**: additional meetings may be needed if there are concerns. Ideally concerns will be addressed within the first 6-8 weeks of the semester so that the candidate has time to address those concerns and improve. If those concerns are not addressed in a timely fashion then a triad meeting must be scheduled to collaboratively write a Statement of Concern and Action Plan. All participants must sign these documents and if the action plan is not sufficiently met, then the candidate will not pass this student teaching course.
5. **Six (or twelve for interns) observations: “live” Zoom observations or recoded video clips of teaching for your university supervisor (ELOs 1-6)**

Candidates arrange six times throughout the semester to be observed by the university supervisor via a “live” Zoom meeting or recorded video.

During the “live” zoom meeting, candidates can wear a Bluetooth headset if necessary for the university supervisor to hear them. Just before beginning to teach, the candidate will join the university supervisor in a Zoom video conference, then point the camera toward instruction for a live observation (ensuring a good view). Following the observation, the supervisor and candidate will arrange to meet via Zoom (either immediately or later that day) to debrief about the observation and engage in a reflective practice feedback process.

The Seminar Share video for EDSP 211 is *in addition* to the student teaching video clips required for EDSP 474/476 for your Supervisor meetings. You may *not* use a student teaching video for Seminar Share.

**EDSP 211 Assignments** (Curriculum, Intervention Strategies and Environments in ECSE: Infants & Toddlers). For more detailed descriptions of these assignments, see the course syllabus.

1. **Family Project.**

**2) One Seminar video for in-class Discussion.**

**Grading**

This is a credit/no credit course. Assignments will be graded according to the quality of work and participation. Quality is defined as follows: All elements of each assignment are to be addressed completely as stated, with work reflecting knowledge gained from material presented in lectures, readings, and class activities. Work should be neat, legible, and well-organized.

All assignments are to be typed, double-spaced, except those completed on forms and/ or in-class. Spelling, typing, and grammatical errors are to be corrected before submission. It is expected that “People First" language will be used in all written work. Assignments are to be submitted on the stated due date, unless otherwise approved in advance by the instructor.

Passing Student Teaching

* Students must attain an overall average of “4” on the EDSP 474/475 Evaluation Rubric (as rated by university supervisor) in order to receive credit for student teaching.
* Students must complete all EDSP 474 assignments.
* Students must ensure their Triad team has signed the Sac State Student Teaching Signature Page to confirm recommendation for passing Infant & Toddler student teaching.
* Students who have successfully completed both EDS P 474 and EDSP 475 are eligible to apply for the Education Specialist ECSE credential.

| Key Assignments Completed in Collaboration with your Supervisor AND Field Mentor  (for EDSP 474/476 AND EDSP 211) | Completion Checklist |
| --- | --- |
| Work this semester for EDSP 474/476 with Supervisor/Field Mentor | |
| 1. Program Description (submitted in Student Teacher Field work hours Log google doc) |  |
| 1. Documentation of Field Experience hours (180 hours total: student teacher; 320 hours total: intern) with Solo student teaching included (approximately 80 hours of the total Field Experience hours) submitted in Student Teacher Field work hours Log google doc |  |
| 1. Initial Self-Assessment and Action Plan with Weekly Journaling |  |
| 1. Three Triad Meetings (1: self-assessment/action plan, 2: mid-term eval, 3: final-eval) |  |
| 1. Six (student teacher) OR Twelve (intern) observations (live Zoom or recorded) |  |
| Work this semester for EDSP 211 (Infant/Toddler Methods course) with Supervisor/Field Mentor | |
| 1. Family Project |  |
| 1. One Seminar video for in-class discussion |  |
|  | |

**GRADE DISTRIBUTION**

**Course Schedule**

Field Experience hours (180 hours total: student teacher; 320 hours total: intern) with Solo student teaching included (approximately 80 hours of the total Field Experience hours)

EDSP 211 (Curriculum, Intervention Strategies, and Environments in ECSE: Infants & Toddlers) meets for 8 weeks (2x per week for first 4 weeks, then 1x per week for the second 4 weeks)

**May/June, 2019**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** |
|  | May 28  **EDSP 211 4:30-7:20p** | 29 | 30  **EDSP 211 4:30-7:20p** | 31 |
| June 3 | 4  **EDSP 211 4:30-7:20p** | 5 | 6  **EDSP 211 4:30-7:20p** | 7 |
| 10 | 11  **EDSP 211 4:30-7:20p** | 12 | 13  **EDSP 211 4:30-7:20p** | 14 |
| 17 | 18  **EDSP 211 4:30-7:20p** | 19 | 20  **EDSP 211 4:30-7:20p** | 21 |
| 24 | 25  **EDSP 211 4:30-7:20p** | 26 | 27 | 28 |

**July/August, 2019**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** |
| 1 | 2  **EDSP 211 4:30-7:20p** | 3 | 4 | 5 |
| 8 | 9  **EDSP 211 4:30-7:20p** | 10 | 11 | 12 |
| 15 | 16  **EDSP 211 4:30-7:20p** | 17 | 18 | 19 |
| 22 | 23  **EDSP 211 4:30-7:20p** | 24 | 25 | 26 |
| 29 | 30  **EDSP 211 4:30-7:20p** | 31 | Aug 1 | 2 |
| 5 | 6  **EDSP 211 4:30-7:20p** | 7 | 8 | 9 |
| 12 | 13  Finals week- All assignments due | 14 | 15 | 16 |

**California State University, Sacramento**

**College of Education**

**Teaching Credentials Department**

## EDSP 475 - Directed Field Experience in ECSE II: Preschool (6 units) OR EDSP 477 – Internship in ECSE: Preschool (10 units)

**Spring 2020**

**Guidelines for PRESCHOOL Fieldwork Supervision & Evaluation**

**Student Teaching & Internship experience**

**Course Description**

**EDSP 475 – Directed Field Experience in ECSE II: Preschool.** Directed field experience in a cooperating school district or county office of education program providing special educational services for preschoolers and their families. Candidates must secure faculty approval by prior application for directed field experience.

**EDSP 477 – Internship in ECSE: Preschool.** Internship in a cooperating District or County Office of Education providing special educational services for preschoolers and their families. Candidates must meet the criteria for an internship in order to register. Students may enroll in [*EDSP 475*](http://catalog.csus.edu/search/?P=EDSP%20475), Directed Field Experience in ECSE II: Preschool, as an alternative to [*EDSP 477*](http://catalog.csus.edu/search/?P=EDSP%20477). Ten units, approximately 320 field hours, are required to meet competencies

***Fieldwork (Preschool settings)***

**Student teaching** (EDSP 475) requires at least 180 hours of fieldwork participation in a program for preschool age children. **Internship teaching** (EDSP 477) requires 320 field hours in a program for preschool age children. The specific amount of time necessary for each of you to demonstrate competency will vary, but you will need to plan to participate in the program throughout the semester.

A university supervisor is assigned to each student. In addition, each student/intern teacher will also have a local/on-site program mentor/cooperating teacher.

Based on observation and a reflective practice feedback process, your university supervisor and field mentor will collaboratively complete the EDSP 474/475/476/477 Fieldwork Competency Checklist (see Appendix) to evaluate your attainment of fieldwork competencies. Credit for student teaching is based on your university supervisor's final evaluation and your performance in the fieldwork seminar.

**University (Sac State) Supervisors:**

|  |  |  |
| --- | --- | --- |
| Supervisor Name | Email | Phone |
|  |  |  |

**PROGRAM PHILOSOPHY:**

This course reflects a departmental commitment to age-appropriate, integrated educational programs for students with disabilities. Special education means support services, not placement in special education classrooms. We recognize, however, that many schools/districts are still in progress as they move to provide inclusive education. This course is offered in the spirit and practice of inclusive education with a strong emphasis for providing quality special education services in the general education environment. Students are expected to develop skills in discovering ways for students to participate meaningfully and to be successful without being removed from their peers with or without disabilities.

**Course Objectives**

This course is directly related to the following standards for the California Education Specialist Teaching Credential: Program Standards: 3.1, 4.3, 7.1, 7.2, 8.1, 9.2, 11.3, 14.1-14.3, 14.6-14.8; Early Childhood Special Education 1, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.3, 6.2, 6.4, 7.2, 9.1-9.3. For full text of CTC standards go to: [*www.ctc.ca.gov/educator-prep/STDS-prep-program.html*](http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html)

*Upon completion of this course, students will be able to:* demonstrate knowledge and skills addressing California Commission on Teacher Credentialing Standards of the Education Specialist Credential in Early Childhood Special Education. Knowledge and skill areas include:

• Assessment and Evaluation,

• Planning,

• Intervention/Instructional Strategies,

• Managing the Teaching/Learning Environment,

• Professional/Interpersonal Skills,

• Cultural Competence (see CTC standards)

**Required Texts & Readings**

1. ***ECSE Field Handbook (download from the*** [***Teaching Credentials website***](https://www.csus.edu/coe/academics/credentials/handbooks/)***)***

**Method of Instruction**

This is an on-site fieldwork-based course with candidates provided an assigned University Supervisor. Student teaching candidates will work with their program field placement coordinator to secure a placement for this course while intern candidates will have gone through the process required for becoming an intern (see ECSE Program Field Handbook for Intern guidelines and requirements).

Candidates will spend 5 days per week working in a collaborative (transdisciplinary) team with families with infants or toddlers with disabilities. Services may be provided in homes, the community, or centers. The requirements for the advanced student teaching experience necessitate a collaborative relationship between the student teacher candidate, the special education mentor teacher, the related service providers on the team (or, the employers and other community personnel), and the administration. The candidate’s supervisor from the University will review these requirements with the team and clarify any areas that need further explanation. It is the responsibility of the credential candidate to develop a plan for implementation of each of the required areas after meeting with the school personnel to determine the ways in which the experiences/requirements can be met. In addition to the required areas, the candidate is there to learn from all the school personnel as they do their jobs. In general, the goal is for candidates to learn new skills and refine skills in curriculum, instruction, program management, collaboration, and professionalism. By allowing for flexibility in meeting the requirements and leaving times open for variability, we hope that teaching teams can creatively design experiences which will facilitate a rich and exciting experience for the candidate.

**Journal.** Keep a weekly journal of your experiences. You can either email these weekly to your supervisor or write in a notebook for the supervisor to read on site.

**University Supervisor observations**. For student teachers, university supervisors are required to complete 6 observations (in addition to the 3 Triad meetings) throughout the semester. For intern teachers, university supervisors are required to complete a minimum of 12 observations (in addition to the 3 Triad meetings). The supervisor will use open-ended feedback forms to write observations and suggestions at each visit. The candidate should place her/his copy in the student teaching notebook. For specific instructional observations, the supervisor may also use the evaluation forms to clarify particular areas of strengths and needs.

All supervision observations will be completed fully online in a hybrid format:

* 3 observations for student teachers (6 for interns) completed “live” via Zoom video conference with the candidate connecting in Zoom with the university supervisor just prior to teaching (wearing a Bluetooth ear pierce if necessary) and pointing the video camera toward instruction, with time following instruction (or at later time that day) reserved for debriefing.
* 3 observations for student teachers (6 for interns) recorded by the candidate, reflected upon, and submitted in Canvas for review and feedback by the university supervisor.

**Triad Meetings (candidate, university supervisor, and field mentor).** A minimum of 3 Triad meetings should occur across the semester (beginning, middle, and end). More meetings may be necessary if concerns about the placement and/or candidates’ performance arise. It is critical that if concerns are evident, they are brought to the attention of the supervisor and field mentor as early in the semester as possible so that issues can be resolved and a Statement of Concern and Action Plan can be written with sufficient time for the candidate to improve.

* *Triad Meeting #1*. An initial Triad meeting should occur within the first 2 weeks of beginning the field experience. The candidate will schedule this hour-long meeting with the university supervisor AND field mentor. Prior to the meeting, the candidate will complete the self-assessment using the Field Experience Evaluation Form and share with the university supervisor and field mentor. In this meeting, the triad will discuss the results of the self-assessment and make a plan for action for the remainder of the semester (see description of plan below).
* *Triad Meeting #2.* Half way through the student teaching/intern experience a midterm evaluation should occur during the second Triad Meeting between the candidate, university supervisor, and field mentor. The candidate will ensure the Triad members have the Field Experience Evaluation tool to complete on the candidate prior to the meeting. The group will discuss strengths and need areas with the student; and target areas to work on in the remainder of the student teaching experience. The university supervisor will submit the collaborative evaluation scores via TaskStream.
* *Triad Meeting #3.* In the last two weeks of the experience, a final evaluation should occur during the Third Triad meeting with the candidate, university supervisor, and field mentor. Prior to the meeting the members will complete the final evaluation using the Field Experience Evaluation and use this to discuss during the meeting. The university supervisor will submit the collaborative evaluation scores via TaskStream. Additionally, all members must sign the Signature Page.

**Communication and collaboration**: It is extremely important that the candidate regularly communicate with all team members and her/his supervisor. It is also important for the university supervisor to be in touch regularly with team staff. The infant & toddler student teaching/intern candidates will concurrently meet regularly in a lecture/seminar (EDSP 211) designed to discuss and reflect on their experiences and to provide practical information related to program management and other professional issues.

**THANKS TO EVERYONE ON THE TEAM**. We hope this will be a successful, collaborative relationship between the team, our department, and the community. If you have any questions regarding the assignments or issues related to the student teaching experience, please feel free to call or email Dr. Cindy Collado, Coordinator for the ECSE credential program at CSUS, (916)278-46116; [cindy.collado@csus.edu](mailto:cindy.collado@csus.edu).

**Expectations for Student Conduct**

You are expected to participate in each directed field experience as a professional in the field of early childhood special education. There are many characteristics of professional behavior, and you will be evaluated on these through the Field Experience Evaluation Form. Being on time, being organized, maintaining your appearance and your health are all very important. You must also demonstrate the highest degree of ethics (e.g., confidentiality, knowledge of legal requirements and issues) and cultural competence in your interactions with children, families, staff, and other professionals.

You may at times feel frustrated in your placement, but you need to seek out your field mentor and/or university supervisor to assist you in developing strategies for addressing your frustrations; you cannot jeopardize relationships with children, families and/or program staff by acting precipitously. If you feel you are not getting the support you need from either your field mentor or university supervisor, arrange a conference with this person and discuss your concerns. If this is not successful, you need to contact the CSUS ECSE coordinator to arrange a meeting to address the issues.

***NOTE: Candidates are required to review the ECSE Field Handbook for further details on expectations for this experience.***

**Course Assignments**

Guidelines for Assignments in this course completed in collaboration with your Sac State Supervisor and/or District Field Mentor

1. **Program Description**. **(ELOs 1-6)**

DUE: End of second week in your student teaching placement. Post in your Canvas Supervision Group.

**Preschool Program**: Compose a clear, articulate, and comprehensive narrative description of the preschool program where you work (and/or where you are completing your fieldwork assignment). Address the following:

* Type of program ( e.g. state preschool, special day class, etc)
* the daily schedule (including rationale for components), daily routines and description of the daily routines in the classroom
* process for curriculum planning (include lesson plan forms used in the preschool program), activity selection, and focus on individual child goals
* staffing patterns (including models of teaming used in the program),
* brief description of the composition of the class (e.g., number of children overall, ratio of typically developing and children with disabilities, nature of disabilities for identified children)
* family participation (including how the program reflects the diversity of families being served in terms of staff, languages, materials, and,
* physical environment. *Include a diagram showing the physical space and photos of setting*
* legal responsibilities and guidelines for teachers with regard to student health and safety as well as universal precautions for teachers procedures for referrals when common, chronic, and communicable diseases are recognized at school

1. **Documentation of Field Experience hours with solo student teaching included (see template below).**

Participate in and document at least 180 hours of directed field experience (including solo teaching experience) (Log hours in your Canvas ECSE course group). Use the format provided (see Student Teaching Log/Journal format in Course Materials folder on ECSE Canvas site) to keep a detailed log/journal of time and activities. Please comment on the type and range of activities.

By the end of your directed field experience (student teaching) you will be expected to demonstrate full responsibility for planning, implementation, and evaluation of home visit or group activities (depending on your specific field placement) or generally full responsibility for planning and implementing the preschool program schedule. *You will negotiate the timeline and process with your local/on-site mentor and your university supervisor.*

1. **Initial Self-Assessment and Action Plan**.

DUE: End of first week in your program placement. Email your competency checklist self­ assessment and your written plan to your student teaching supervisor - SEO for Preschool.

* + - Self-Assessment - At the beginning of your fieldwork assignment, use the EDS 474/475 Competency Checklist (in course materials) as a guide to assist you in self-assessment and description of your knowledge and skills in each competency area. Rate your skill level on each of the competency items. Attach a copy of this checklist to your plan.
    - Plan - Write a brief narrative including:
      * What experiences and coursework have contributed to your current competence level?
      * What will you do to demonstrate your knowledge and skills in each competency area during your directed fieldwork?
      * Identify at least one competency area for focus during your fieldwork assignment - propose activities for professional development in this area.
    - Review your self-assessment and plan with your university fieldwork supervisor (and cooperating teacher or onsite mentor) to determine specific experiences needed to fulfill competency requirements.

You will revisit your initial self-assessment again at the end of your fieldwork assignment. Your university fieldwork supervisor (and cooperating teacher or onsite mentor) will evaluate your competencies at the end of your fieldwork experience using the competency checklist.

1. **Three triad meetings**

Sac State Supervisor, District Field Mentor, & ECSE Candidate. Candidates will schedule three meetings with their Supervisor and Field Mentor:

1. **Triad Meeting #1**: within the first 2 weeks of the semester (to discuss shared expectations, solo teaching plan, and candidate’s self-assessment results, and create an **action plan** using the self-assessment results);
2. **Triad Meeting #2**: during weeks 6 – 8 to review progress and complete **the mid-term evaluation** (all three participants come to the meeting with the evaluation completed on the candidate in order to facilitate discussion and share with the Sac State supervisor who will submit the collaborative mid-term evaluation on Task Stream), review and revise (if needed) the improvement plan; and if applicable, discuss any concerns;
3. **Triad Meeting #3**: during weeks 15-16 to reflect on the semester, collaboratively complete the **final evaluation form** on Task Stream (again, all participants come to the meeting with a completed evaluation form on the candidate to inform the discussion), and sign the Student Teaching Signature page.

**NOTE**: additional meetings may be needed if there are concerns. Ideally concerns will be addressed within the first 6-8 weeks of the semester so that the candidate has time to address those concerns and improve. If those concerns are not addressed in a timely fashion then a triad meeting must be scheduled to collaboratively write a Statement of Concern and Action Plan. All participants must sign these documents and if the action plan is not sufficiently met, then the candidate will not pass this student teaching course.

1. **Six (or twelve for interns) observations: “live” Zoom observations or recoded video clips of teaching for your university supervisor (ELOs 1-6)**

Candidates arrange six times throughout the semester to be observed by the university supervisor via a “live” Zoom meeting or recorded video.

During the “live” zoom meeting, candidates can wear a Bluetooth headset if necessary for the university supervisor to hear them. Just before beginning to teach, the candidate will join the university supervisor in a Zoom video conference, then point the camera toward instruction for a live observation (ensuring a good view). Following the observation, the supervisor and candidate will arrange to meet via Zoom (either immediately or later that day) to debrief about the observation and engage in a reflective practice feedback process.

Assignments for concurrent courses that will be completed during this semester with the support of your field mentor and/or supervisor

*Note: See specific course syllabi/handouts for further descriptions of these assignments*

***For EDSP 234: Seminar***

Eight Canvas Discussion reflections & videos: Self-reflection/analysis of a critical incident/current challenge, and/or accomplishment.

DUE: Eight postings are due over the course of the semester. Post eight reflections in Canvas Discussions. Use your last name and number of posting in the subject line (e.g.,SED#3)

**VIDEO**: candidates will choose **two of the topics below** to record a video of themselves engaging in that practice. The video should be a 5-10 minute snippet and allow candidates to reflect on the moment in their Canvas Discussion board post. Within this post, include the video and reflection for colleagues to provide constructive peer feedback.

**For each posting** describe, analyze, and reflect on at least one critical incident, challenge, or accomplishment in your student teaching:

* + - What happened and how did you respond?
    - What questions do you have about your role and possible alternative strategies and/or outcomes?
    - How has this experience contributed to your demonstration of professional competency (What did you learn)?
    - Definition of a critical incident: Critical incidents are important occurrences (positive or negative) that create an emotional reaction or stimulate you to think about the situation, your work, practices, or policies related to early intervention.
  + **Required experiences/topics to reflect on:**
    1. **Transition planning meeting from PreK to Kindergarten**: communicating with business community, public and non-public agencies, to provide the cohesive delivery of services and bridge transitional stages across life span
    2. **Instruction**: meeting the needs of an English Language learner during instruction
    3. **Sharing information with families** on their child’s developmental progress and the impact of their disability on development
    4. **Using Evidence-based practices to address challenging behaviors** (and how their behaviors and decisions can comprise their health and safety)
    5. **Conducting assessments that lead to intervention & understanding of students**
    6. Engaging with a student with his/her peers by **embedding learning opportunities** based on IEP goals
    7. Run **whole group** circle time with students (e.g., Class Meeting, story time, lesson)
    8. Run a **small group**

The Seminar Share video for EDSP 234 is *in addition* to the student teaching video clips required for EDSP 475/477 for your Supervisor meetings. You may *not* use a student teaching video for Seminar Share.

1. **Professional Teaching Philosophy Statement (Signature Assignment)**

Reflect on your assignments completed throughout the program, including your first semester Philosophy statement written for EDSP 201. Write a 1-2 page succinct statement describing your approach to teaching, values in education, goals for your families and students, and key strategies for meeting those goals. This will be a great statement to share with future families of your students in a letter to them or posted on your class website.

**NOTE**: post this statement in the Canvas course site AND Taskstream portfolio.

***For EDSP 218: Advanced Methods in Low Incidence Disabilities***

1. IEP analysis and Progress monitoring (30%).

The two children/students for this project should be selected with your mentor teacher and/or supervisor during the first week of the semester. Candidates will select two students with complex disabilities who have already had their IEPs recently (i.e. they will not be having IEPs within the next three months) from the class where they are student teaching.

**Part I:** A short description of the two students, including the date of their last IEPs, **and the 2 IEP analyses are Due February 15th (10%)**

* You will obtain copies of the IEPs and blacken out all identifying information; and, then do the following:
* Write a thorough description of the student based on your own knowledge and what you read in the IEP.
* Review their IEP goals and objectives using the model provided in class for IEP analysis; make suggestions as to what you might change or add/delete

- Improve on the measurement system in the goal as needed;

- Turn in the IEPs, your analysis pages, the current goals (with all identifying information crossed out), *and the changes you would make, or additions/deletions*, etc.

**Part II:** (15%): Instructional plans and progress monitoring system – Due to supervisor, March 1st. Final plans due to instructor no later than March 8th

* Write 3 instructional plans for each of the two students – something needed for their goals (total of 6).
* These are due to your supervisor and mentor teacher by March 1st – they must sign off that they have reviewed them and given you their input before you turn them in to the instructor by March 8th. They can either send the instructor an email, or put a note on the instructional plans.
* Create student portfolios/notebooks for ongoing progress monitoring/alternate assessment. Determine how you will monitor progress on all 3 of the two students’ goals over the semester and develop a system for regular data-based decision making. If you are working with a mentor teacher, find out how they are monitoring progress and make any improvements you feel necessary. If you want to try something different, ask the mentor teacher if it’s ok.
* Include an **instructional matrix** in the folder that shows when and where all goals are being worked on.

**Part III: (5%).** **You will use your folders above** on an ongoing basis over the semester, adding data to it, making revisions, etc. We will do a **data check-in** **April5th** (you will bring the data and a summary of where they are at on each goal). At the end of the semester you will summarize your data and your experience with this (**Due: May 10th).**

1. **Comprehensive/Triennial IEP Project (30%)**

Students will select one child/youth from their student teaching classroom/program and conduct a comprehensive assessment using the outlines and models provided in class and following these timelines. Because each student will have a different date for the IEP you are planning for, consider these deadlines to be “at the latest.” If your Triennial IEP is earlier in the semester, then your deadlines will be earlier. You will fill out a timeline sheet and give it to the instructor. Other than Feb. 8th, March 15th, and April 26th the timelines for this project are not in the calendar part of the syllabus since these are individualized. Use the timeline provided to you in order to prepare for the triennial.

**Part I - Due Feb. 8th (5%):** You will have selected the focus student and read the student’s current file and IEP. You will have observed the student across their school day. You will *bring a one to two-page written description of the student and your initial ideas about areas you see as high priority and things you think need further assessment.* *You will turn in your timeline* for each aspect of the project with due dates specific to your Triennial date.

**Part II - Due no later than March 15th.** (**10%)**. **Turn in a summary of your person-centered planning meeting and your assessment plan.** You will have met with the parents/guardians to conduct an in-depth interview using a combination of the COACH process and a MAPS or PATH or Listen to Me process or another person-centered process. This meeting should include family members, teachers, and friends from school/community. You will have planned for a meaningful way for the student to participate in this meeting. You will have talked with other team members and come to an agreement on the priorities for the IEP and the assessment plan (if this is a triennial IEP in reality) and received a signature from the parent(s); or, you will have filled out a plan as you would in the case of a tri-annual IEP. In other words, you will have determined areas for data-based assessment across functional domains, basic skills, and academics. This is what you will gather your data on to determine present levels of performance.

**Part III:** Due no later than April 19th and at least 2 weeks prior to the IEP: (15%). You will have completed your baseline assessment (present levels) of the priority areas identified and bring your data to a meeting with Dr. Gee, with your best draft of a written assessment with summary of levels in each area and suggested IEP goals. You will have an opportunity to present the data to the class at the end of the semester.

You will also plan a way for the student to participate in his/her own IEP meeting.

**Part IV: Revised/finalized assessments and goals due no later than April 26th and prior to the IEP meeting: Final written** assessment, present levels of performance, and recommended IEP goals/benchmark objectives utilizing district formats, and a matrix showing the plan for instruction.

**Part V**: Due no later than May 10th: Reflection on the IEP meeting

3. **Accommodating the needs of individuals with motor disabilities** – individual project – due March 29th – written and PPT presentation (15%).

4. **Accommodating the needs of individuals with sensory disabilities** – cooperative group project – worked on in class, April 19 & 26 – presented and turned in on May 3rd (10%).

**Grading**

Assignments will be graded according to the quality of work and participation. Quality is defined as follows: All elements of each assignment are to be addressed completely as stated, with work reflecting knowledge gained from material presented in lectures, readings, and class activities. Work should be neat, legible, and well-organized.

All assignments are to be typed, double-spaced, except those completed on forms and/ or in-class. Spelling, typing, and grammatical errors are to be corrected before submission. It is expected that “People First" language will be used in all written work. Assignments are to be submitted on the stated due date, unless otherwise approved in advance by the instructor.

Passing Student Teaching

* Students must attain an overall average of “competency met” on the EDSP 474/475 Competency Checklist (as rated by university supervisor) in order to receive credit for student teaching.
* Students must complete all course assignments and submit portfolio for credit grade in EDSP 234.
* Students must submit an *in-­‐progress* ECSE portfolio when completing the first student teaching experience. A *final* ECSE portfolio, covering all standards for the ECSE credential, birth to 5 years, must be submitted at the end of the second student teaching experience.
* Students who have successfully completed both EDS P 474 and EDSP 475 (and submitted a final portfolio reflecting both sets of competencies) are eligible to apply for the Education Specialist ECSE credential.

**GRADE DISTRIBUTION**

| Key Assignment Completed in Collaboration with your Supervisor AND Field Mentor  (that may be submitted for EDSP 234 Seminar or EDSP 218 Methods for Low Incidence Disabilities) | Completion Checklist |
| --- | --- |
| Supervisor/Field Mentor AND Program Coordinator | |
| 1. Program Description (submitted in Student Teacher Field work hours Log google doc) |  |
| 1. Documentation of Field Experience hours (180 hours total: student teacher; 320 hours total: intern) with Solo student teaching included (approximately 80 hours of the total Field Experience hours) submitted in Student Teacher Field work hours Log google doc |  |
| 1. Initial Self-Assessment and Action Plan with Weekly Journaling |  |
| 1. Three Triad Meetings (1: self-assessment/action plan, 2: mid-term eval, 3: final-eval) |  |
| 1. Six (student teacher) OR Twelve (intern) observations (live Zoom or recorded) |  |
| EDSP 234 Seminar | |
| 1. Eight Canvas Discussion reflections & Videos |  |
| 1. Professional Teaching Philosophy Statement (Signature Assignment) |  |
| EDSP 218 with the support of your Supervisor/Field Mentor | |
| 1. IEP Analysis & Progress Monitoring |  |
| 1. Comprehensive/Triennial IEP Project (Signature Assignment) |  |
| 1. Accommodating the needs of individuals with motor disabilities |  |
| 1. Accommodating the needs of individuals with sensory disabilities |  |
|  | |

Course Schedule

(Note: this is a tentative schedule and may be changed based on instructor’s discretion)

NOTE about SPRING BREAK: Spring break for CSUS is March 19th to 23rd. However, the school district where you are student teaching may have a different spring break. This means that while you will not have classes during the CSUS break, you may be going to your student teaching placement and then getting a break from student teaching whenever your school district takes their break. Take this into consideration when you are doing your calendars and do not plan to be away during the CSUS break, if your school district is not taking a break that week.

Note: The Educator Expo (job fair) on the CSUS campus is April 18th from 10-2:00. You are advised to attend and it is on the calendar attached.

**February, 2018**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Jan. 29 | Jan. 30 | Jan. 31 | February 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | March 1 | March 2  Cal TASH Conference in Sacramento  March 2 & 3 |

**March, 2018**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **March 5** | March 6 | March 7 | March 8 | March 9 |
| 12  Your midterm evaluation mtg. should take place this week | 13 | 14 | 15 | 16 |
| 19  CSUS spring break-no classes (student teachers continue at your site if break is not the same) | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

**April, 2016**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| April 2 | April 3 | April 4 | April 5 | April 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |

**May 2018**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| April 30 | May 1 | May 2 | May 3 | May 4 |
| 7 | 8 | 9 | 10 | 11  Last day of  Student Teaching |
| 14  Finals week at CSUS  Your final fieldwork evaluation meeting should take place this week | 15 | 16 | 17 | 18  Commencement |

**EDSP 474/475/476/477/478/479**

**Field Experience Evaluation Form**

*We hold that all exceptional persons and their families have a fundamental right to be included within the mainstream community life encompassing health care, child care, preschools, elementary and secondary schools, vocational and post-secondary schools, colleges/universities, transportation, housing, employment, recreation, clubs and associations. We support the equality of opportunity in inclusive settings of all persons regardless of age, race, religion, gender, nation of origin, language, ability, marital status, sexual orientation, family configuration or socioeconomic status.*

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Field Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Midterm 🞎 Final 🞎

Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District/COE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***The following two handbooks should be reviewed prior to field assignments: 1) Teaching Credentials Policy and Procedures, and 2) ECSE Handbook (found online:*** [www.csus.edu/coe/academics/credentials/teacher-resources.html](http://www.csus.edu/coe/academics/credentials/teacher-resources.html)***). Full knowledge of the handbooks are required.***

***Field Experience Grading Guidelines***

**Please rate the field experience performance, using the following numerical scale:**

(1) Needs Improvement (2) Emerging (3) Developing Proficiency (4) Proficient (5) Exceeds Proficiency (N/A) Not applicable in this setting

***Field Experience courses (EDSP 413, 478, 479):*** *To receive a credit grade, the candidate must receive an average score of at minimum ‘****3’ across all items scored****.*

***Student Teaching/Internship courses (EDSP 474, 475, 476, 477):*** *To receive a credit grade, the candidate must receive an average score of at minimum ‘****4’ across all items scored****.*

*Note: if an ECSE candidate is not making sufficient progress toward one or more of the following competencies, the Triad team (mentor, supervisor, and candidate) must meet to discuss developing a formal Statement of Concern and Action Plan; the ECSE program coordinator must be informed of such concerns. Subsequently, the Action Plan must be met in order to pass the field experience or student teaching course. This form can be found on the Teaching Credentials website under Forms-General:* [www.csus.edu/coe/academics/credentials/teacher-resources.html](http://www.csus.edu/coe/academics/credentials/teacher-resources.html).

***Program Standards addressed in this Field Experience Evaluation Form***

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| ***Infant & Toddler Clinical Experiences Standards*** | ***Preschool Clinical Experiences Standards*** |
| *Education Specialist Teaching Credential Program Standards: 2.1, 2.2, 3.1-3.3, 4.1-4.2, 5.1-5.4, 6.1-6.2, 7.1-7.3, 8.1, 9.1-9.2, 10.4-10.5, 10.11-10.18, 11.1-11.4, 12.1-12.2, 13.1-13.3, 14.1, 14.4, 14.6-14.8* | Education Specialist Teaching Credential Program Standards: 3.1, 4.3, 7.1, 7.2, 8.1, 9.2, 11.3, 14.1-14.3, 14.6-14.8 |
| *Early Childhood Special Education Program Standards: 1, 2.1-2.3, 3.1-3.4, 4.1-4.2, 5.1-5.4, 6.1-6.4, 7.1-7.3, 8.1-8.2, 9.1-9.4* | Early Childhood Special Education Program Standards: 1, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.3, 6.2, 6.4, 7.2, 9.1-9.3 |

1. **Assessment and Evaluation**

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| **Competency** | **(1) Needs Improvement** | **(2) Emerging** | **(3) Developing Proficiency** | **(4) Proficient** | **(5) Exceeds Proficiency** | **N/A** *(not applicable in this setting)* |
| **1. Assessment Plan**  Assesses with a variety of tools across developmental domains  SpEd 5.2,5.3; ECSE 4.1, 4.2, ECSEAA 1.1, 3.1 | Has difficulty assessing students using a variety of tools. | Is beginning to assess children using a few tools. | Beginning to feel comfortable in assessing all students across all domains. Needs more practice. | Assesses children across all domains of development using a variety of sources of data (DRDP, formal and informal tools, observation, family interview etc.) | Has exceptional ability to easily assess children across all domains utilizing data to make decisions that are helpful to learning. | N/A |
| **2. Family Involvement in Assessment**  Involves families in the assessment process through a process of gathering insight from them through conversations, questionnaires, and surveys  SpEd: 4.1, ECSE standard-3.2, ECSEAA 2.1 | Struggling to understand how/why there is a need to design strategies to assess children that gains the family’s perspective. | Understands the need to include the family as part of the assessment process and needs coaching and practice to choose appropriate tools. Understand how to design strategies to assess children, and is eager to learn how to do so. | Is beginning to show the ability to include the family as a team member in the assessment. Has designed some strategies to assess family’s priorities and concerns using formal and informal tools and questions. Needs more practice. | Includes the family as a primary team member in the assessment of their child by using formal and informal tools and family questionnaires, which are appropriate and non-biased to gain the family’s perspective of their child’s strengths and needs as well as the family’s priorities and concerns for their child. | Has a systematic approach to gathering the family input and designs effective strategies for each family to assess family’s priorities and concerns and child’s strengths and needs, using a variety of tools over a wide range of areas. | N/A |
| 3. **Person/family-centered Planning**  Conducts person-centered planning interviews (e.g., MAPS, Eco-Mapping, Routines-based interview, etc.) with families  SpEd 4.1, 5.3, ECSE 3.3, ECSEAA 2.2, 2.3 | Has observed a person/family-centered interview being done with a family. Needs a plan to begin. | Has participated in a person/family-centered interview with another team member leading the interview and reviewed results together. Needs more practice. | Completed a person/family- centered interview and reviewed the results with the family. Needs more practice to feel more confident in this process with regard to building the relationship with the family, facilitating the interview, and/or sharing the information. | Skillfully and sensitively engages the family in a person/family-centered planning interview (Eco-Mapping, Routines-based interview, MAPS) to develop a relationship with the family and elicit a family’s concerns, priorities, and resources in relation to their child. Then shares this insight with them to support their family and child. | Ensures all families engage in a person/family-centered interview and has a seamless approach to developing a relationship with the family that then leads to facilitating a positive and effective interview and assisting the family in using the insight to support them and their child. | N/A |
| **4. Assessment Adaptations**  Adapts assessments during planning and administration of assessments  SpEd: 5.2, 5.3,11.2 ECSE standard: 2.2, 9.1; ECSEAA 3.2 | Has difficulty understanding how to adapt assessment materials for children when considering their culture, abilities and linguistic needs. | Is beginning to learn strategies for adapting materials for children taking into consideration their culture, abilities and linguistic needs. More coaching and instruction needed. | Adapts some assessment materials for children taking into consideration their culture, abilities and linguistic needs, but needs more practice. | Effectively adapts assessment materials for children- taking into consideration their culture, ability and linguistic needs. | Takes the initiative to problem solve barriers in assessments and then adapts assessment materials taking into consideration their culture, ability, and linguistic needs. | N/A |
| **5. Report Writing**  Writes comprehensive assessment reports (CARs)  SpEd-8.1 ECSE standard-4.1, 4.2 | Partially reviews assessment information and begins to think about what the next steps would be in preparing to write a report on the child. | Reviews assessment information, family’s priorities/ concerns, and other team information to begin to organize what should be included in the report. | Develops parts of developmental reports after interpreting the assessment materials completed with the child. | Develops comprehensive reports, which accurately interpret the assessment information and family priorities/ concerns and creates a family-friendly handout that summarizes the report and provides useful information to the family/team. | Develops a comprehensive report including assessment, family and team information as well as information on next steps in learning; shares the report with the family prior to the meeting. | N/A |
| **6. Progress Monitoring**  Monitors progress of IFSP outcomes and IEP goals  SpEd- 2.1, 5.1 ECSE standard-5.2 | Reviews a child’s IFSP outcomes or IEP goals and discusses with team some options to monitor their progress. | Reviews a few children’s IFSP outcomes or IEP goals and picks a few outcomes to monitor over time. Needs coaching. | Develops a plan to monitor a few IFSP outcomes or IEP goals for several children over time. Needs more practice. | Develops a plan to monitor child’s progress toward IFSP outcomes or IEP goals and developmental learning standards over time using specific data collection tools with the family and team | Actively monitors all children’s progress in IFSP outcomes or IEP goals and other learning over time, including collaborating with family and team members about strategies that work well. | N/A |

1. **IFSP/IEP Planning & Implementation**

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| **Competency** | **(1) Needs Improvement** | **(2) Emerging** | **(3) Developing Proficiency** | **(4) Proficient** | **(5) Exceeds Proficiency** | **N/A** *(not applicable in this setting)* |
| **7****. Family-centered approach**  Utilizes a family-centered approach to empower families and children  SpEd 10.5 14.4; ECSE 3.2, ECSEAA 2.4 | Sees the need for good communication with families but has difficulty in this area. | Understands the need for good communication with families and is becoming involved with families along with another team member and working on connecting more with the families and/or recognizing their needs during meetings. Needs more coaching. | Beginning to utilize a family-centered approach to communicate more with a few families about their child. During meetings, develops a relationship with the family but may need to check-in with them more about their thoughts and feelings. Needs more practice. | Develops relationships with families using a family-centered approach by maintaining consistent communication with the family about their child as a whole and empowering them to advocate for their child and family as well as seek out resources; during meetings, consistently checks-in with the family and ensures their voice is heard and understood. | Values families for their expertise and actively finds time to communicate with families, develop a holistic understanding of their child and family and provides coaching as they advocate for themselves. | N/A |
| **8. Team Collaboration**  Collaborates as a team member with professionals  SpEd 4.2; ESCE 8.1, 8.3, ECSEAA 3.3 | Has difficulty developing relationships with team members and participating in IFSP/IEP meetings. Needs more instruction and coaching. | Is considerate toward team members and reviews all parts of a child’s upcoming IFSP/IEP and provides input and asks questions as needed. Needs more coaching and strategies to become more involved. | Beginning to develop more meaningful relationships with team members and participates more as a team member during parts of the IFSP/IEP. Needs more practice. | Has developed relationships with team members and participates effectively as a team member in the design and implementation of IFSP/IEP by communicating and collaborating with team members before, during and after the meeting about the child’s strengths, needs and meaningful ways to support him/her. | Actively shares in leading the IFSP/IEP meeting, plans with the family and team members prior to the meeting, and has developed respectful relationships with team members that allows for honest conversations and feedback leading to continuous adjustments to the team approach and planning to ensure the family and child are fully supported. | N/A |
| **9. Interagency collaboration & service coordination**  SpEd 4.3; ECSE 8.1, 8.2, ECSEAA 2.4 | Understands the importance of working together with other agencies. Watches as others collaborate and coordinate with personnel at other agencies. | Understands the need for collaborating and coordinating among agencies. Listens as other team members collaborate with other agencies and makes a plan to contact staff at an agency. | Beginning to make contacts with other agency personnel to set up meetings and become more coordinated with them. Needs more time to practice collaboration skills. | During the evaluation and transition process, collaborates with agencies to coordinate services including developing interagency agreements, referrals, consultation, and strategies to support families and the child. | Collaborates effectively with a variety agency personnel to improve services for families and children in the program/class. | N/A |
| **10. Children with low incidence disabilities**  Supports children with low incidence disabilities and their families.  SpEd 4.1, 11.2; ECSE 9.1, 9.2, 9.3, 9.4; ECSEAA 3.2 | Observes as team members interact with families who have children with low incidence disabilities. Needs strategies to become more involved | Learning about the types of low incidence disabilities and how they affect a child’s development. Collaborates with team members to gain more experience in this area. | Understands some information about the various types of low incidence disabilities. Works closely with team members to collaborate with families on information they have requested. | Demonstrates knowledge of the impact of a low incidence disability (varied hearing levels, visual impairment, motor disability or deaf-blindness) on a child’s development, strategies to support learning and how to access resources in the community. | Effectively supports families who have children with low incidence disabilities to advocate for their child and family and integrate their knowledge of their child into their family’s life. | N/A |
| **11. Strengths-based IFSPs and IEPs**  Develops IFSP/IEPs with a strengths-based perspective and writes IFSP/IEP outcomes/goals with the family  SpEd 4.1; ECSE 3.3, 5.2 | Observes as team members develop a strengths-based document and works with the family to develop IFSP outcomes or IEP goals. Needs strategies to become more involved. | Attends a meeting with a family and team member to discuss upcoming IFSP/IEP. Reviews some of the assessment results and takes notes on the outcomes/goals that the family and team member develop. | Creates an IFSP or IEP that has some strengths-based descriptions but may include jargon that is not necessarily family-friendly. Connects with a family to review assessment results and develops notes for goals and outcomes with them for their upcoming IFSP/IEP meeting. Needs practice. | Creates with the team an IFSP and IEP that is strengths-based by describing the child and family’s strengths, interests, areas of need and relevant supports. Involves family in understanding assessment results to support them in selecting and writing clear and relevant IFSP outcomes and interventions related to their needs and priorities for their child across developmental domains. IEP goals are SMART such that they are specific, measurable, and observable as well as relevant to the family’s goals and the child’s needs. | Connects with all families to proactively plan for upcoming IFSP/IEP including sharing assessment results and gathering their insight about their child’s strengths, needs, and priorities. Consistently writes strengths-based documents that are individualized with outcomes and goals that are SMART and individualized; writes these efficiently and with ease by providing a holistic picture of the child and family as well as providing meaningful ideas for supports that meet a wide range of needs. | N/A |
| **12. Transition Plans**  ***Collaborates with the team to create and implement transition plans***  SpEd. 7.1, 7.2; ECSE 5.3, ECSEAA 3.3 | Does not engage in transition planning or activities with the family or team. | Engaging in the transition planning with the team, however, offers recommendations that are general and not specific to the child or family’s needs and priorities. | Beginning to devise more individualized strategies to support the family and the child. Needs more practice and coaching on developing strategies for before, during, and after the transition. | Collaborates effectively with family, team and next program to make the child’s transition comprehensive and timely by utilizing individualized strategies that consider supports for the child and the family before, during, and after the transition. | Actively maintains an effective and timely schedule of transition meetings and engages the family in seeking their input and developing meaningful strategies and supports within their community and school that support them and their child throughout the transition. | N/A |

1. **Intervention/Instructional Strategies**

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| **Competency** | **(1) Needs Improvement** | **(2) Emerging** | **(3) Developing Proficiency** | **(4) Proficient** | **(5) Exceeds Proficiency** | **N/A** *(not applicable in this setting)* |
| **13. Universal Precautions**  Knows procedures for protecting the health and safety of students and staff as well as how to recognize and make referrals for common, chronic, communicable diseases  SpEd. 14.3 14.8 | Unaware of the policies and procedures for ensuring the health and safety of children, families, and staff. | Has some understanding of the universal precaution procedures and implements them with guidance. | Beginning to implement universal precautions when presented with situations such as injuries, diseases, and meal times, however, doesn’t do so consistently. | Implements Universal Precaution procedures to maintain basic health, nutrition, and safety management practices when working with children throughout the day, especially during meal times, injuries, and common diseases. | Proactively prepares for universal precaution procedures by preparing materials and training staff on such procedures. | N/A |
| **14. Developmentally Appropriate Practices (DAP) and Activities**  Selects universal curriculum and activities (Tier 1) that are developmentally appropriate and functional for children with a wide range of disabilities  ECSE 6.1, 9.4, ECSEAA 1.3 | Is not yet considering the appropriateness of activities for the child’s development, interest, or culture and is not yet questioning or critically examining curriculum for developmental appropriateness. | Is beginning to challenge and question the appropriateness of activities and curriculum for individual children’s development, interest, and cultural background. | Is beginning to plan and share ideas for creating activities that are developmentally appropriate (e.g., play-based) that incorporate the child and family’s interests, goals, and cultural experiences; needs more practice. | Plans and encourages activities using curriculum and evidence-based practices that support developmentally appropriate play-based learning experiences for a wide range of interests and skills. Evaluates and considers the ability and developmental appropriateness of such activities & curriculums. | Is able to determine and explain the appropriateness of an activity or curriculum for a child according to the child’s individual development and interest to a family or colleague as well as advocate for more developmentally appropriate activities and practices. | N/A |
| **15. Planning instruction: Preschool**  Develops lesson plans for small and whole group activities that target specific skills or are within a unit of study using the three principles of Universal Design for Learning (multiple means of engagement, representation, and expression).  ECSE 6.4, ECSEAA 3.5, 4.5 | Does not write unit or lesson plans for small and whole group instruction. | Develops lesson plans for small or whole group lessons that may not be developmentally appropriate. | Develops lesson plans that are developmentally appropriate and beginning to consider Universal Design for Learning principles (multiple means of engagement, representation, and expression). | Effectively develops lesson plans for specific skills or units of study that incorporate the principles of Universal Design for Learning (UDL) and create a structure for how to teach all students to meet the learning standards in play-based experiences. | Utilizes formative assessment data about students’ learning to plan small group instruction and utilizes information about students to plan lessons within units of study. Plans lessons with all students in mind using the UDL principles. | N/A |
| **16. Planning instruction: early intervention home visits**  ECSE 3.4, 6.3, ECSEAA 2.5 | Does not have a plan for working with a family during a home visit. | Reviews the family’s case and has a sense of their goals but does not have a plan for working with them in the session. | Beginning to have a plan for the home visit based on the family’s goals and experiences, and needs more practice with facilitating discussions or supporting their plans. | Facilitates discussions with the family about their goals and supporting them to enact those plans in daily routines. | Utilizes varied ways to approach and support families based on their individual styles and values; ensures families feel supported and are receiving individualized coaching. | N/A |
| **17. Embedding instruction into natural routines**  Utilizes an embedded learning matrix/schedule for planning Tier 2 instructional interventions for small groups of students with more targeted needs.  ECSE 6.3, 6.4 | Does not consider the importance of embedding instruction and learning into a child’s daily routines and developmentally appropriate activities of interest. | Values the importance of play-based learning but struggling to develop or identify for families such activities that can then be used to embed instruction of skills and goals. | Creates an embedded learning matrix/schedule within play-based learning activities, and needs more practice with coaching families on using it or implementing the embedded instruction plan in the classroom. | Creates a child’s daily routine or class embedded learning matrix /schedule to purposefully plan how skills and goals will be addressed within daily routines and natural environments; encourages families to apply it or implements it in the classroom. | Has developed a system for embedding instruction of skills and goals, and trains others to use the embedded learning matrix/schedule to naturally integrate instruction. | N/A |
| **18. Naturalistic Intervention**  Uses mileau teaching strategies to scaffold students learning and communication skills  ECSE 6.2, 6.3; ECSEAA 1.2 | Is unsure how to teach communication, language, and social skills and goals within natural learning experiences that follow the child’s lead during play and routines. | Beginning to practice using and coaching families to use milieu teaching strategies to develop children’s communication, language, and social skills. | Is beginning to be more purposeful in using milieu teaching strategies to target specific IEP/IFSP goals, but needs more practice. | Scaffolds adult-child and child-child interactions using appropriate levels of prompting, encouragement, and fading procedures with effective questions to encourage student engagement, social, and communicative skills. | Coaches others on how to use scaffolding and milieu teaching strategies to increase student engagement, communication, and social skills. | N/A |
| **19. Systematic Instructional Plans (SIP)**  Develops SIPs (Child-focused instructional activities) that focus on teaching IFSP/IEP goals within natural learning opportunities or daily routines.  SpEd 9.1; ECSE 3.4, 6.3, 6.4; ECSEAA 3.4 | Struggling to understand when and how to implement systematic instructional plans to address IFSP outcomes or IEP goals. | Learning how to collect baseline data on targeted IFSP/IEP goals that would then lead to a systematic plan to support the development of the goal. | Learning how to develop a systematic plan that is then embedded in natural learning opportunities or daily routines. | Develops systematic instructional plans using data that target instruction for specific skills that need more focused attention and instruction across developmental domains to support children and families in addressing IFSP outcomes or IEP goals embedded within natural learning opportunities. | Is able to articulate and explain written systematic instructional plans and trains/coaches others on how to implement them. | N/A |
| **20. Positive Behavior Support Planning & intervention**  Spec Ed 12.1, 12.2; ECSE 7.1 | Struggling to understand and explain the principles of positive behavioral intervention and support (PBIS) and how they apply to working with children and families. | Beginning to grasp and implement the principles of PBIS within at least one of the three tiers: universal supports for all children (e.g., clear expectations, teaching social and behavioral kills), focused supports (teaching specific skills to some students) and targeted (individualized support plans). | Implements and encourages at least two PBIS tiers to proactively teach or encourage behavior or social/emotional skills and is beginning to understand how to implement strategies at the third tier. | Encourages positive behavior in all children and plans for preventative teaching of social, emotional, and behavioral skills at all three levels of PBS. Uses or encourages families to use behavioral analysis (formal and informal Functional Behavioral Assessments- FBAs) and techniques (including use of positive reinforcement, task analysis, use of cues and prompts, shaping, fading, chaining, and stimulus generalization) generally throughout the day. Shows an awareness of behavior as communication and being connected to quality of life. | Seamlessly implements or coaches families to incorporate PBIS strategies across all three tiers and utilizes resources such as the TACSEI and PBIS world websites to consider more ways to support struggling students. | N/A |
| **21. Inclusive planning for social interactions**  Provides opportunities and support for successful interaction with typically developing peers in natural environments in the community  ECSE 7.4, 8.3 | Does not seem to understand how to encourage or facilitate young children’s participation in inclusive settings with peers without disabilities. | Encourages participation of young children in inclusive setting yet struggles to offer ideas or facilitate natural interactions with peers. | Encourages participation of young children in inclusive setting and needs some coaching and practice to improve. | Successfully encourages and/or facilitates young children’s participation with peers without disabilities in inclusive settings. | Finds strategic ways to encourage and facilitate interactions with peers in a wider range of inclusive settings. | N/A |
| **22.Participation and Support plans for including students with low incidence disabilities in instruction**  Plans for the meaningful inclusion of children and students with multiple and significant needs during instruction  ECSE 9.4, ECSEAA 3.6 | Does not consider how to support students with multiple and significant needs within lessons. | Beginning to consider the importance of planning how students with multiple and significant needs can be included in small and whole group lessons. | Implements support strategies in inclusive instructional environments for students with multiple and significant needs without consulting team members or planning ahead. | Collaborates with appropriate specialists and team members to develop participation and support plans that plan for meaningful inclusion of students with low incidence disabilities using instructional strategies, environmental adaptations, and technologies appropriate for children and students with specific low incidence disabilities. | Proactively develops participation and support plans with colleagues and trains staff on implementing support strategies with multiple students with multiple and significant needs. | N/A |
| **23. Uses data to create individualized learning adaptations**  ECSE 4.1; ECSEAA 3.4 | Does not collect information about the family or child and subsequently does not make adjustments based on individual needs. | Beginning to use observation to guide discussions about potential individual adaptations that could support families and children. | Beginning to record information about families and students that isn’t always connected to adaptations that are created. | Collects information about children and family learning and then uses this information to adapt instructional strategies in response to observation or progress. | Maintains a clear system for collecting information about progress and tracking the impact of various adaptations on learning and improvement. | N/A |

1. **Managing the Teaching and Learning Environment**

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| **Competency** | **(1) Needs Improvement** | **(2) Emerging** | **(3) Developing Proficiency** | **(4) Proficient** | **(5) Exceeds Proficiency** | **N/A** *(not applicable in this setting)* |
| **24. Relationships**  Develops relationships with families and children as the basis for learning.  ECSE 3.2, 6.2 | Struggles to develop relationships with families and children and does not seem to understand the importance of relationships for learning. | Values the importance of building relationships with families and children, however, can be awkward or unsure how to do so in an effective manner. | Utilizes some strategies to build relationships with families and children but does not consistently build relationships or successfully do so with most families and children. | Engages all families and children in warm and friendly interactions to connect with them as the basis for learning (e.g., conversations, saying hello, connecting with them via handshakes/hugs/etc., smiling, etc.). | Builds relationships with families and children and builds connections across families and children to encourage a strong and happy community (celebrates children & families, plans family events, setups up class website to share pictures and ideas, etc.) | N/A |
| **25. Culturally Responsive Learning Environments**  Creates environments and selects materials which encourage exploration and creativity, and which maximizes children's pleasure and enjoyment of learning  ECSE 6.1 | Does not consider the child and family when creating the learning environment and engaging in learning. | Values the family and child’s background and experiences; however, is unsure how to use this insight to engage the family and plan meaningful learning experiences for children. | Is beginning to make changes to the learning environment and materials that take into account the family and children to increase their interest in and motivation for learning. | Considers the family and child’s experiences and interests when creating a learning environment using materials and setup that encourages exploration and creativity to maximize learning. | Encourages children and families to share their ideas on how to create a learning environment that is motivating for them and incorporates their interests, culture, and family life; adds personal touches to the classroom such as framed pictures, photo albums, plants, etc. to create a welcoming environment. | N/A |
| **26. Daily visual schedule**  Posts and uses a daily visual schedule that incorporates an appropriate mix of developmentally appropriate activities to engage the students  ECSE 7.1, 7.3 | Does not use a daily visual schedule posted for the whole class and does not consider developmentally appropriate activities for students. | Posts a visual schedule that may not be developmentally appropriate or clear for students at their level of understanding (e.g., uses words and no pictures) and is beginning to consider a schedule of activities that are developmentally appropriate. | Posts an appropriate and clear visual schedule for the whole class but doesn’t consistently use it or refer to it when appropriate; sequence of activities may not effectively and/or appropriately engage students. | Designs and implements a daily visual schedule that is clear, appropriate, and consistently used throughout the day; activities on the schedule are developmentally appropriate and provide a mix of active, calm, focused, and play-based activities. | Posts a daily visual schedule that is developmentally appropriate with effective sequence of developmentally appropriate activities and adjusted throughout the school year to address students’ varying levels of understanding (e.g., adds words or moves from concrete objects to pictures). | N/A |
| **27. Daily Transitions**  Managing daily transitions  ECSE 5.3, 6.1 | Has difficulty transitioning students between activities as they seem chaotic and unorganized. | Uses some cues to transition students such as a timer or clean up song and does not embed learning activities into transitions. | Creates organized transitions between activities using cues (potentially using the visual schedule as a guide) and sometimes embeds learning into transitions. | Executes carefully planned transitions between activities using cues that integrates skills and engaging learning activities (e.g., embeds IEP goals or curriculum goals). | Uses a mix of cues to support students transitioning between activities and supports individual students who need additional strategies as well as consistently embeds learning into transitions and adjusts transitions during instruction when additional supports are needed. | N/A |
| **28. MTSS (Multi-Tiered Systems of Support): Tiered Instructional and Behavioral Strategies**  ECSE 7.4 | Has difficulty understanding what it means to apply tiered levels of support for all children at home and in school. | Plans for interventions and supports at one of the three tiers of support (universal, focused, and targeted) while struggling to consider how to implement strategies at two of these levels. | Plans for interventions and supports at two of the three tiers of support (universal, focused, and targeted) while struggling to consider how to implement strategies at one of these levels. | Uses universal practices according to the Pyramid and Building Blocks models to support all children in the classroom by planning supports across the three tiers of instruction: universal, focused, and targeted and collecting data across the three tiers. | Seamlessly considers ways to meet the needs of students academically, behaviorally, and emotionally with varying levels of intervention from whole class to individually planned intervention and moves between these tiered supports easily using data to support decisions. | N/A |
| **29. Curriculum Modifications**  Makes changes to classroom activities or materials in order to increase a child’s participation. Nine curriculum modifications include: environmental support, materials adaptation, simplify the activity, child preferences, special equipment, adult support, peer support, invisible support.  ECSE 7.1, 7.4 | Struggles to consider how to plan and implement curriculum modifications when supporting students with disabilities in the home and classroom environment. Typically focuses on the intervention only and not changes to the environment. | Believes in the need to consider the curriculum modifications to the environment and working on finding ways to integrate these adjustments and supports into plans to support students with disabilities. | In some parts of the learning environment, creates adaptations that support students in accessing the environment (e.g., adds visual supports, hangs curtains to limit distractions, etc.) and is working on implementing other curriculum modifications to support students’ learning and access to learning. | Effectively and safely arranges the physical environment and utilizes curriculum modifications to support optimal learning and development that ensures access to learning (e.g., furniture is arranged strategically, visual supports are available) using multiple types of the 9 curriculum modifications. | Coaches others to consider curriculum modifications and is able to explain the importance of such strategies for supporting children’s learning as well as how to choose the appropriate supports. | N/A |
| **30. Team Work with paraeducators.**  Guides and facilitates the work of instructional assistants and volunteers  SpEd- 4.1, 4.2,10.4 ECSE 8.1 | Has difficulty guiding and interacting respectfully with paraeducators. | Expresses the desire to work respectfully and as a team member with paraeducators. Needs more coaching. | Interacts respectfully with paraeducators. Needs more practice and strategies. | Demonstrates respect and team work when guiding and interacting with paraeducators by eliciting their ideas and perspective as well as incorporating these ideas into changes to instruction, environment, and interactions. | Works exceptionally well to include para educators as part of the team. | N/A |

1. **Professional and Interpersonal Skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **(1) Needs Improvement** | **(2) Emerging** | **(3) Developing Proficiency** | **(4) Proficient** | **(5) Exceeds Proficiency** | **N/A** *(not applicable in this setting)* |
| **31. Values the team approach with families, team and agencies**  Demonstrates skills of effective teaming and collaboration with families and other professionals including agencies.  SpEd-4.1, 4.3; ECSE 8.1, 8.2 | Has difficulty developing rapport with team, families and agencies. | Understands the importance of developing rapport with some team members and families. Needs some coaching. | Beginning to feel comfortable developing rapport with team, families and agencies, needs more practice. | Values the importance of working within a team of professionals with the family and child. Demonstrates respect for all team members by developing rapport, being friendly, asking for others’ insights, and respectfully sharing their perspective. | Exceptional in developing rapport with team, families and agency personnel with all families. | N/A |
| **32. Professional ethics**  Maintains professional ethics, including, confidentiality of child and family information, appropriate boundaries, and legal responsibilities  Sped 2.1, 2.2; ECSE- 1 | Has difficulty maintaining professional ethics, confidentiality, boundaries of awareness or legal responsibilities. | Understands the importance of professional ethics, but needs more coaching. | Beginning to maintain professional ethics, but needs more practice. | Maintains professional ethics, including confidentiality of family information, boundaries in interaction with families, and awareness of legal responsibilities. Keeps work and personal life separate, and focuses on teaching and collaborating with families and team members during work hours. | Maintains professional ethics and is exceptional in setting boundaries, practicing confidentiality and legal responsibilities. | N/A |
| **33. Professional Responsibilities**  Demonstrates dependability and a positive attitude (e.g., punctuality, attendance, deadlines, and follow-through with professional responsibilities)  SpEd-2.2, 2.2, 3.3; ECSE-1 | Rarely meets timelines, initiates or takes responsibility for following through. | Understands the need for teachers to commit and follow through throughout the day and is learning to meet timelines and become more responsible. Needs more coaching | Is beginning to initiate, commit, follow through, and meet timelines and becoming more responsible. | Demonstrates a positive attitude, punctuality, professional presentation, and dependability through the ability to initiate, commit, follow through, and meet timelines with all professional responsibilities. | Shows a high level of of professionalism related to personal responsibility and communicates well about timelines and activities. Keeps on task with teaching and collaborating with others at all times during the work day. | N/A |
| **34. Leadership Qualities and advocacy**  Demonstrates leadership qualities such as flexibility and initiative  SpEd-2.2; ECSE- 1 | Has difficulty taking on leadership roles. | Understands the need to take on a leadership role, but needs more coaching. | Is beginning to take on a leadership role within the program. Needs more practice. | Demonstrates leadership qualities such as flexibility and initiative. Is a model for families and colleagues in advocating for the rights of families and children who may be marginalized. | Uses leadership skills in all areas of the program and in the community. Is consistently an ally for marginalized groups. | N/A |
| **35. Reflective Practitioner**  SpEd-3.1, 14.4 ECSE-3.1 | Attends reflective groups with others, but has difficulty reflecting on student teaching experiences. | Participates in reflective groups with team members and beginning to journal about daily teaching experiences. | Beginning to reflect on self by journaling and discussing culture, experiences and perspectives with team members. | Consistently reflects on personal biases and engages in reflection when journaling and discussing with colleagues about different cultures, perspectives, experiences. | Demonstrates cultural humility and consistently seeks new perspectives and understandings of others through professional development, conversations, reading, etc. | N/A |

**Summary**

|  |
| --- |
| **Total points across all items scored: \_\_\_\_\_ Total possible points across all items scored: \_\_\_\_\_ Average score across all items scored: \_\_\_\_\_**  **For Fieldwork experience, candidate must receive average score of 3 or above OR for Student Teaching/Internship, must receive average score of 4 or above to pass the clinical experience.**  **Mark one of the following:  Field Experience  Student Teacher  Intern Passed:  Yes  No** |
| **Strengths and accomplishments:** |
| **Areas of need and what the candidate is working on:** |

## EDSP 212: Curriculum, Intervention Strategies and Environments in ECSE: Preschoolers

Section 2, Fall 2019

(3 units)

|  |  |
| --- | --- |
| Instructor: | Dr. Cindy Collado |
| Office & Hours: | Eureka Hall 322  Office phone: (916) 278-4616    **Office Hours**: by appointment  *NOTE: to meet with me during office hours, you can visit me in person in my office or join online via Zoom. During these hours I will be available online at this zoom link:* [*https://csus.zoom.us/j/860884060*](https://csus.zoom.us/j/860884060) |
| Class Time & Location: | Tuesdays, 4:30-7:20p, Zoom: <https://csus.zoom.us/j/176638598> |
| Email:    LMS (Learning Management System):    Communication preferences: | [cindy.collado@csus.edu](mailto:cindy.collado@csus.edu)      Canvas (<http://canvas.csus.edu>)    Best way to contact me is via your CSUS email or via Canvas messages. If you’d like to speak with me, call my office phone number and/or set up an appointment to meet in person or via Zoom video conferencing.  **NOTE: The program expects that you will use your Sac State email for all professional email communication (i.e., with professors, supervisors, school staff, etc.).** |

# Social Justice Defined

Social Justice encompasses educational, economic, and political, arenas. Social Justice is a commitment to equity and fairness in treatment and access to opportunities and resources for everyone, recognizing that all is not equal. Social Justice means that we work actively to eradicate structural and institutional racism, sexism, classism, linguicism, ableism, ageism, heterosexism, religious bias, and xenophobia. Social Justice means that we as educators are responsible for the collective good of society, not simply our own individual interests. (California Teachers’ Association)

# Course Description

Designed to develop the skills necessary to design and implement developmentally appropriate curriculum and intervention strategies for young children with disabilities in a range of learning environments including home, center-based and community programs.

# Program Philosophy

This course reflects a departmental commitment to age-appropriate, integrated educational programs for students with disabilities. Special education means support services, not placement in special education classrooms. We recognize, however, that many schools/districts are still in progress as they move to provide inclusive education. This course is offered in the spirit and practice of inclusive education with a strong emphasis for providing quality special education services in the general education environment. Students are expected to develop skills in discovering ways for students to participate meaningfully and to be successful without being removed from their peers with or without disabilities.

# Course Objectives

This course addresses the following California Commission on Teacher Credentialing (CCTC) Special Education Preliminary Credential Program standards: 2.2, 3.3, 5.1, 5.2, 6.1-6.3, 7.3, 8.1, 9.1-9.2, 10.3, 10.6-10.13, 10.16-10.20, 11.1-11.2, 11.4, 12.1, 13.1-13.3, 14.5, 14.9. It also addresses the following Standards for the Preliminary ECSE Credential: 1, 2.1-2.2, 3.4, 5.4, 6.1-6.4, 7.1, 7.3, 8.3.

Each student will demonstrate all of the following:

* Knowledge of developmentally appropriate curriculum models for preschool programs
* Knowledge of the scope of practice of the range of disciplines involved in providing early childhood special education services to young children with disabilities and their families
* Skills in planning effective family centered, culturally sensitive intervention programs and services consistent with IEP outcomes, goals and objective relevant to family concerns and priorities
* Skills in utilizing intervention/teaching strategies and assistive technologies appropriate to meet the learning needs of individual children with disabilities, including modifying and adapting typical preschool curriculum across all developmental domains
* Skills in providing intervention in preschool center-based settings using non-intrusive, family-centered approaches
  + Ability to utilize generic teaching strategies (scaffolding, motivation, use of play as context and method)
  + Ability to facilitate development of communication skills, cognitive skills, emotional development and resiliency, social development, motor skills, behavioral regulation, sensory processing, independence/adaptive behaviors, and developmentally appropriate learning readiness
* Skills in creating and managing group learning environments that support positive self-esteem and social interaction
* Skills in facilitating inclusion of young children with disabilities into typical, age-appropriate community environments, including modeling collaborative consultation skills with families, agency personnel, and community program staff
* Skills in facilitating successful transition of child and family to next environment

*Note About Technology Requirements:*

To participate successfully in this class, you must have consistent and reliable access to the Internet. Any assignments submitted electronically as attachments must be in Microsoft Word.

For full text of CTC standards go to: [***www.ctc.ca.gov/educator-prep/STDS-prep-program.html***](http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html)

# Required Texts & Readings

1. Grisham-Brown, Hemmeter, & Pretti-Frontczak (2017). Blended practices for Teaching Young Children in Inclusive Settings (2nd Ed.). Baltimore, MD: Brookes Publishing Co.
2. Sandall, S. (2019). Building Blocks for Teaching Preschoolers with Special Needs (3rd Ed.). Baltimore, MD: Brookes Publishing Co.
3. Curriculum used in your preschool field site program. For example: Teaching Strategies GOLD or Creative Curriculum.

Additional articles and handouts available from the instructor via Canvas course site: [www.canvas.csus.edu](http://www.canvas.csus.edu). Students are expected to check Canvas prior to class to download class handouts, etc.

# Method of Instruction

Class sessions will be online in a synchronous format such that candidates log on to Canvas and join the class session from their computers via Zoom at the designated class time. Students are expected to organize their time so that readings are completed prior to class. Class meetings will cover content and explore topics through engaging with colleagues in discussion in live discussions as well as online, watching film/videos, and presenting experiences in the field. Students are encouraged to think critically throughout the course and to challenge the ideas and concepts presented. Students are also invited to expand their personal educational philosophy and skill levels through the integration and synthesis of course readings, assignments, first-hand experience and other related information.

### Course Requirements

* Internet connection (DSL, LAN, or cable connection desirable)
* Access to Canvas

### Course Structure

This course is designed to provide a fully online synchronous experience, which means contact time with colleagues and the professor will be: 100 % online via weekly Zoom class meetings. Students will be provided with the Zoom link to join class from their home computer. Students are required to turn their computer video camera on during class in order to visibly present and participate in lecture, discussion, and activities.

**Online sessions** will be a blend of self-paced and group activities using Canvas and other Web sites. Activities will consist of chat, blogs, discussion forums, email, journaling, Google Docs, and web posting. Some online sessions may be conducted using Collaborate whereby groups of students call into a video conference session with the instructor. To familiarize yourself with this platform, please visit the CSUS Academic Technology Center website and click on the “participant orientation” for Collaborate: <http://csus.edu/atc/tools//collaborate/index.html>

### Canvas Access

This course will be delivered online through a course management system named Canvas.

To access this course on Canvas you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the [Check Browser](http://www.csus.edu/sacct/BrowserCheck/) from your Canvas course. Refer to the Canvas Browser Tune-up page for instructions. To access a course on Canvas, you must login from the Canvas Login Page ([www.canvas.csus.edu](http://www.canvas.csus.edu) ). To learn more about Canvas visit the Student Resources webpage (<http://www.csus.edu/canvas/students.html>) where you can view online tutorials, FAQ’s and other help resources.

### Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

* Visit the Canvas [Student Resources Page](http://www.csus.edu/canvas/students.html)
* Review Webpage guides: [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701)
* Take an Online course: [Student Canvas Orientation Course](https://csus.instructure.com/courses/6431)
* Review the [Get started: Student FAQs](http://www.csus.edu/canvas/faqs/student/student-getstarted-faq.html)
* Contact Sac State’s [Academic Technology Center to seek help](http://www.csus.edu/atc/students.html)

# Expectations for Student Conduct

Classroom activities and field-based assignments are designed to connect theory presented in the course readings and lecture to practical application. The intent of the instructor is to assist students in learning the legal, historical, philosophical, and social foundations of inclusive education and to support development of skills needed by inclusion facilitators. **Students will be equally responsible as the instructor for contributing to class discussions and are expected to come to each class prepared to raise questions, analyze, synthesize, and respond to questions and issues regarding the content of that session.**

*NOTE: If you are completing assignments for this course at a school site, all of our expectations and policies (as detailed in the Policies and Procedures Handbook and the Field Placement Handbook, available on the department website) are in effect.*

# Course Assignments

The specific course requirements are as follows. *Clarification of, specific details, and grading rubrics for each assignment will be added as needed throughout the semester. Students should feel free to ask questions in class and/or make an appointment with the instructor to discuss any questions or concerns.*

1. **Preschool Observation Report**. The preschool observation report will be conducted in a preschool setting (different from your place of employment) which includes children with disabilities within a play-based curricular approach. See end of syllabus for a full description of the assignment.
2. **Preschool Picture Gallery**. You will capture digital images that reflect and represent developmentally appropriate environments and play in a preschool setting and present these in class using PowerPoint or other tool. Label the pictures with the identified developmentally appropriate practice or environment and explain during your presentation why the practice is important for preschool children’s development.
3. **Building Blocks for Preschool Project.** You need to identify a preschool age child with disabilities and his/her classroom for this project. You will practice implementing the Building Blocks for Preschool framework across two parts of this project. This assignment is described below in greater detail.
   1. **PART 1:** Planning Quality Preschool Activities and Adaptations
   2. **PART 2:** Planning Individualized Systematic Instruction

# Grading

### Grade Distribution

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** | **% of Final Grade** |
| Preschool Observation Report (using ECERS-3 and CLASS) | 100 points | 25% |
| Preschool Picture Gallery | 20 points | 5% |
| Building Blocks Preschool Project: Part 1 (Planning Quality Preschool Activities and Adaptations) | 120 points | 30% |
| Building Blocks Preschool Project: Part 2 (Planning Individualized Systematic Instruction) | 160 points | 40% |
| **Total** | 400 | 100% |

***Grading Criteria for Course Grade***

Value is attached to all assignments, exams, attendance, and participation in class. Grades will be determined according to a scale, which the following is an approximation:

|  |  |  |
| --- | --- | --- |
| **Percentage** | **Point Range** | **Letter Equivalent** |
| 94-100% | 374-400 | A |
| 90-93% | 358-373 | A- |
| 87-89% | 346-357 | B+ |
| 84-86% | 334-345 | B |
| 80-83% | 318-333 | B- |
| 77-79% | 306-317 | C+ |
| 74-76% | 294-305 | C |
| 70-73% | 278-293 | C- |
| 67-69% | 266-277 | D+ |
| <59% | <265 | F |

***Access to Grades***

The instructor manages a gradebook on Canvas to post grades online. Students can access these via the Grades tab in their Canvas course.

# Course Policies

***Attendance.*** Class attendance in this online synchronous course is required. Students are expected to join the class via Zoom on time and participate in class discussions and activities as would be expected in face-to-face courses. After 2 absences, the student’s grade in the course will drop by one grade. After 3 absences, the student will not be able to earn a passing grade for the course. Students with medical or other justifications for absences should confer with the instructor as early as possible so that an appropriate adjustment can be identified.

***Make-Up Exams and Make Up Assignments.*** Students are strongly encouraged to submit drafts of assignments early and often for formative feedback. This ensures a deeper understanding of the material and strong coursework. Students can make-up an exam or assignment by discussing such arrangements with the instructor.

***Late Work.*** Complete all assignments and presentations by required **due dates**. All written work should be submitted at the *beginning of the class* on the designated due date. **Late assignments will *not* be accepted unless prearranged with the instructor with validation.** All work must ultimately be submitted in order to receive credit for the course (this means that even if a course grade can mathematically be computed as a passing grade, a student cannot pass the course with assignments missing). Students submitting late work forfeit the opportunity to receive feedback and forfeit the opportunity to resubmit improved work for a different grade.

***Revised Assignments and Feedback.*** Upon the discretion of the professor, candidates may be allowed to resubmit an assignment if the initial submission did not meet the stated criteria for a passing grade. Only ONE resubmission per assignment will be permitted.

***Credit.*** Opportunities for extra credit will be available and will be announced throughout the course of the semester.

***Incompletes.*** Incomplete grades are only given under extenuating circumstances. It is the student’s responsibility to request a grade of Incomplete. An instructor may or may not grant this request and will consider such factors as student’s work to-date and amount of work still to be completed in making a determination. This instructor may or may not grant this request and follows the details of the university’s grading policy for incompletes: <https://www.csus.edu/umanual/acad/UMG05150.htm>

***Advising.*** The instructor is available for individual advising throughout the semester. Candidates can also arrange for telephone advising and/or E-mail advising. Refer to preferred communication process on page 1.

# Course Schedule

(Note: this is a tentative schedule and may be changed based on instructor’s discretion)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Topic | Readings | Activity | Due Date |
| **1**  **Tues Aug 27** | **Introductions, course overview, assignments, ECSE Preschool**   * Transition from Infant to Preschool Program * Setting the stage for Preschool: Anti-bias curriculum and ethics in ECSE | **Optional***: What is Anti-bias education? (chapter available on Canvas)* | Statement of Commitment: NAEYC Code of Ethical Conduct |  |
| **2**  **Tues Sept 3** | **Preschool Environments**   * DEC Recommended Practices: Environment ([www.dec-sped.org/dec-recommended-practices](http://www.dec-sped.org/dec-recommended-practices) * Setting up your classroom: Curriculum Areas * Organizing the preschool day: Daily Schedules * Early Childhood Education Rating Scale-3rd edition (ECERS-3) * Building Blocks Form 1: *Quality Classroom Assessment Form* (pgs. 198-199) | Read:   1. **Blended Practices**: Grisham-Brown & Hemmeter, Chapter 5 (only pages 93-100) 2. **ARTICLE**: Lesperance, M. (2018). Timing is everything: Understanding the importance of timing, length, and sequence of activities. | Eye Spy: ECERS Classroom Environment Evidence based practices |  |
| **3**  **Tues Sept 10** | **Supporting the social and emotional development of preschoolers in inclusive settings**   * Play, the work of children * Building relationships with children as the basis for learning * Teaching social/emotional skills * Classroom Assessment System (CLASS) tool * CA Preschool Foundations: Social-Emotional Domain * Impact of various disabilities on social & emotional development | Read:   1. **Blended Practices**: Grisham-Brown & Hemmeter, Chapter 5 (only pages 101-105) 2. **Blended Practices**: Grisham-Brown & Hemmeter, chapter 9 (Blended practices for promoting social-emotional development in young children) | Case study practice: understanding the social and emotional development of students with Autism, multiple disabilities, developmental delays, and other disabilities. | “Bring” to class: your favorite children’s book to support social/emotional development (see ideas under Book Nook: <https://cainclusion.org/teachingpyramid/materials/resources-and-background/> |
| **4**  **Tues Sept 17** | **Creating learning centers in a play-based preschool classroom**   * Exploring the CA Preschool Foundations and Framework * Setting up preschool centers/areas * Writing lesson plans for guided play within centers during free-choice time   + Focus on: dramatic play, blocks, and music | Read:   1. **ARTICLE on Canvas**: Milagros-Santos et al. Tips on Planning Center time activities for preschool classrooms 2. **Curriculum CHAPTERS-** Creative Curriculum for Preschool (or your respective curriculum manual): Chapter 6:Blocks AND Chapter 7: Dramatic Play | SEEDS Partnership website tour  Practice: Planning learning centers |  |
| **5**  **Tues Sept 24** | **Planning instruction with all students in mind**   * Using curriculum guides * Reggio Emilia Approach * Monitoring child progress * Universal Design for Learning Principles in preschool * Whole group instruction * Small group instruction * DAP * Determining Program Content | Read:   1. **Blended Practices**: Grisham-Brown & Hemmeter, Chapter 5 (only pages 106-122) 2. **ARTICLE**: Donegan-Ritter (2017) STEM for ALL children: Preschool teachers supporting engagement of children with special needs in physical science learning centers. | Practice: developing a unit using a brainstorm web |  |
| **6**  **Oct 1** | **Building Blocks for Preschool Framework**   * Building Blocks Tier 1 | Read:   1. **Building Blocks**: Sandall et al. chapters 1-4 (*Section 1: Using the Building Blocks Framework*) | Student Preschool Picture Gallery presentations | **DUE**: Preschool Observation Project  **DUE**: Preschool Picture Gallery |
| **7**  **Oct 8** | **Adaptations and Modifications: Building Blocks for Preschool**   * Building Blocks for Preschool Form 2 * Instructional Strategies to Enhance Child Participation in Developmentally Appropriate Activities I: Curriculum Modifications | Read:   1. **Blended Practices**: Grisham-Brown & Hemmeter, Chapter 6 (*Focused Instructional Strategies*) 2. **Building Blocks:** pages 53-61 (Curriculum Modifications) | Practice: making curriculum modifications for learning centers |  |
| **8**  **Oct 15** | **Teaching Literacy in Inclusive Preschools**   * CA Preschool Learning Foundations: Language and Literacy * Promoting Print Awareness and Phonemic Awareness * Creating & Implementing Culturally Responsive Literacy Experiences * Progress monitoring * Shared Dialogue approach to story time * Impact of various disabilities on literacy development | Read:   1. **Blended Practices:** Chapter 10 (Blended Practices for Promoting Literacy Skills) 2. **Building Blocks:** Chapter 9 (Acquiring and using knowledge Literacy and STEAM) | Practice: Shared Dialogue reading | “Bring” to class: your favorite children’s book that reflects diversity. |
| **9**  **Oct 22** | **Teaching Math in Inclusive Preschools**   * CA Preschool Learning Foundations: Mathematics * Using literacy to teach math concepts * Impact of various disabilities on math development | Read:   1. **Blended Practices:** Chapter 12 (Blended Practices for Promoting Early Math Skills | Case Study **Practice**: Interpreting and using data for instruction | **DRAFT DUE**: one lesson plan for your Building Blocks for preschool project part 1 |
| **10**  **Oct 29** | **Building Blocks for Preschool framework for Individualizing instruction (Steps 3-7): utilizing play-based assessment to inform individualized supports**   * Forms * Activity Matrices | Read:   1. **Building blocks**: chapter 6 (ELO) and chapter 7 (CFIS) | **Case study**: observing students during play to complete BB worksheets for individualizing instruction | **DUE**: Building Blocks for Preschool Project PART 1: planning quality preschool activities & adaptations |
| **11**  **Nov 5** | **Embedded Learning Opportunities (ELO)**   * Scaffolded instruction * Teaching self-regulated learning skills | Read:   1. **Blended Practices: review 6 and read** Chapter 7, pgs 145-151 (*Systematic Instruction Practices*) 2. **Building Blocks**: Chapter 8 (Becoming More Independent) | **Practice**: Integrating self-determination into instructional strategies  **Practice**: creating an activity matrix and developing an ELO plan |  |
| **12**  **Nov 12** | **Child Focused Instruction (CFIS)**   * Developing Systematic Instructional Plans (SIPs) * Denver Model for Embedding Instruction for students with Autism | Read:   1. **Blended Practices: review 6 and read** Chapter 7, pgs 151-161 (*Systematic Instruction Practices*) | Practice: Developing an CFIS plan |  |
| **13**  **Nov 19** | **Supporting Dual Language learners in the Preschool classroom**   * Systematic Reading Instruction for diverse learners | Read:   1. **Blended Practices:** Chapter 11 (Dual Language Learners) 2. ARTICLE: Guan & Cheatham (2018) Bilingual vocabulary development for dual language learners with disabilities: Two research-based approaches. |  | **DRAFT DUE**: Some of your Building Blocks for Preschool Project PART 2: Planning Individualized Systematic Instruction (Sections A, B: one ELO, C: one CFIS) |
| **14**  **Nov 26** | **Scaffolding diverse learners in the preschool classroom**   * dual language learners (DLLs) | Read:   1. **ARTICLE**: Park et al (2018) Supporting Oral Language development of dual language learners with disabilities through adult feedback. | Practice task analysis and scaffolding instruction for Dual Language Learners |  |
| **15**  **Dec 3** | **The collaborative team approach to inclusive education**   * Training paraprofessionals * Planning time | Read:   1. **Blended Practices**: Chapter 8 (The Team Process of Planning, Implementing and revising instruction) |  |  |
| **Finals Week**  **Dec 10** | **Class meets: Building Blocks for Preschool Group Discussion** |  | Class Infographic of Best Practices for Preschool | **FINAL DUE**: Building Blocks for Preschool Project PART 2 |

**Preschool Observation Report**

EDSP 212: Curriculum, Intervention, and Environments in Early Childhood Special Education

**25% of your course grade; Total Points: 100**

*\*NOTE: you may want to take pictures during your observation visit for your Preschool Picture Gallery presentation (if there are no Photograph Release forms for the students, children should be excluded or pictures should not include children’s faces)*

**\*This assignment may be completed with a peer(s). You may complete the observation together and write up Section 1 of the report together, however, Section 2 of the report must be written individually.**

**Your task:** To use observation tools from the field of early childhood to guide focused observations of an inclusive preschool environment that includes children with and without disabilities. This program is **not your current place of employment or fieldwork site**. You will be using portions of two observation tools to guide your observations of best practices in inclusive education. You will learn about these tools in class and spend your own time getting to know them and preparing your observation recording papers (a clipboard will be helpful) to score the classroom during your visit and record open-ended notes. Use the OBSERVATION NOTES TEMPLATE and PRESCHOOL OBSERVATION REPORT TEMPLATE provided. The two tools are:

1. *Early Childhood Environment Rating Scale- 3rd Edition (ECERS-3):* 4 subscales (Space and Furnishings, Language and Literacy, Learning Activities, Program Structure)
2. *Classroom Assessment Scoring System (CLASS):* Emotional Support domain

**Section 1: Preschool Observation (80 points total)**

Your observations will be focused on the following categories by scoring the classroom on the applicable observation tool and recording open-ended notes. Then in your written report, include your completed observation tool protocols (scoring sheets for the ECERS-3 sections and CLASS sections) and write a narrative that includes the following descriptions:

1. **Preschool Program Information** *(5 points)*

* Identify the type of preschool (school district, Head Start, State preschool, private preschool, college child care center, etc.)
* Describe the staff makeup (who works in this classroom and how are services provided)
* Describe the children (typically developing and children with disabilities), age range of the children, adult to child ratio, roles of adults in the classroom
* List the hours of operation
* The time of your observation

**2. Program Structure** *(ECERS-3: Program structure) (15 points)*

* The daily schedule/routines (you can include a picture of the posted schedule). Describe the arrival of children, transitions and dismissal
* Describe the transitions throughout the day (how many, how are they organized, how are children engaged, how might learning be maximized)
* Describe the opportunities for free play (what does it look like, what is available for children, how long is it, how are adults engaged with children, etc.)
* Describe whole-group activities (what is the focus, how are children engaged, what supports are provided to all and individual children, etc.)

**3. Physical Space and Learning Environment** *(ECERS-3: Space and Furnishings, Language and Literacy Learning Activities) (30 points)*

* Draw a layout/map of the classroom and outdoor space(s) including furnishings and layout, wall hangings/boards, names of spaces, specialized equipment (if applicable) and a list of materials available in each space (include pictures if you’d like)
* For each area/space, describe the types of interactions encouraged (small group, large group, individual)
* Describe how diversity is promoted in the classroom space, materials (toys, books, pictures, etc.), instruction, and interactions
* Describe how literacy (reading, writing, oral language) is integrated into the learning centers, instruction, and interactions with the children

4. **Relationship-based** **Interactions (focus on children with disabilities)** *(CLASS: Emotional Support domain) (30 points)*

* Describe child-child interactions observed
* Describe child-adult interactions observed
* Describe child-activity/materials interactions observed
* Describe adult-adult interactions observed

**Section 2: Reflection (20 points total)**

* Write a brief summary statement characterizing the program you observed and your impressions of the program based on your scores on the observation tools.
* Describe a particular activity, interaction pattern, activity area that stood out and you would consider using in your classroom

*You will be graded on the following criteria:*

|  |  |
| --- | --- |
| **Section 1.1 Preschool Program information**  *Describe background information about the program* | 5 points |
| **Section 1.2 Program Structure**  *Based on the ECERS:3 Program structure items* | 15 points |
| **Section 1.3 Physical Space and Learning Environment**  *Based on the ECERS-3: Space and Furnishings, Language and Literacy Learning Activities* | 30 points |
| **Section 1.4 Relationship based Interactions (focus on children with disabilities)**  *Based on the CLASS: Emotional Support domain* | 30 points |
| **Section 2 Reflection**  *Write a brief summary statement characterizing the program you observed and your impressions of the program based on your scores on the observation tools. Describe a particular activity, interaction pattern, activity area that stood out and you would consider using in your classroom.* | 20 points |

**Preschool Picture Gallery**

EDSP 212: Curriculum, Intervention, and Environments in Early Childhood Special Education

**5% of your course grade; Total Points: 20**

**Your task:** Using pictures taken either in your own classroom or during your Preschool Observation Report assignment, curate a visual gallery using PowerPoint or other tool to present images that capture Developmentally Appropriate Practices you addressed in your Preschool Observation Report. This may include roughly 8-10 pictures as you will have 2-3 minutes to present to your colleagues in class. Label the pictures with the identified developmentally appropriate practice or environment and explain during your presentation why the practice is important for preschool children’s development.

*You will be graded based on the following 2 criteria: Pictures and Explanation.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent: 10-7 points** | **Good: 7- 4 points** | **Developing: 4-2 points** | **2 – 0 points** |
| **Pictures** | Has prepared 8 – 10 quality pictures in a format that is easy to follow. Pictures are clear examples or non-examples of Developmentally Appropriate Practices (DAP). | The 8 – 10 pictures are of less quality (hard to see or blurry) and/or some do not have as clear of a connection to DAP. | Has 3-7 pictures AND/OR pictures that are not clear examples of developmentally appropriate practices. | Does not have a presentation prepared or has 2 or less pictures. |
| **Explanation** | Well thought through and accurate explanation of the DAPs in the pictures and the connection to preschool children’s development. | A generally accurate explanation of DAP in the pictures and the connection to children’s development OR does not mention either DAP or children’s development. | Provides limited information about DAP and/or children’s development. | Has not prepared to explain DAP or children’s development. |

**Building Blocks for Preschool Project**

EDSP 212: Curriculum, Intervention, and Environments in Early Childhood Special Education

**Your task:** In your fieldwork site or place of employment (as long as you work in a preschool), you will be engaging in all tiers of the Building Blocks for Teaching Preschoolers with Special Needs (Sandall, Schwartz, Joseph, & Gauvreau, 2019). This assignment is completed in two parts and utilizes the forms provided in the Building Blocks textbook.

**Project Requirements**

**Part One: Planning Quality Preschool Activities and Adaptations**

**30% of your course grade; Total Points: 120**

*Steps 1-2 of the Building Blocks for Preschool Framework. Template provided in Canvas.*

**Ensure you have created an organized and edited report (4 points total for organization, grammar, and spelling)**

1. **Curriculum Areas (20 points total; 10 points per curriculum area)**

Select 2 curriculum areas from the Creative Curriculum as the focus of your curriculum activity (Blocks, Sand/Water, Discovery, Library, Music & Movement, Cooking, Computers, Outdoors, Creative/Dramatic Play, Art, or Toys & Games). Creative Curriculum provides a description of the importance of each curricular area. Briefly describe (one to two pages) how activities in your chosen curricular area will contribute to the overall growth and development of the children with disabilities served in your (or any) preschool program.

1. **Curriculum Activity/Lesson Plans (81 points total; 27 points per activity/lesson plan)**

Create 3 activities/lessons in your chosen curriculum areas that can be used with young children with disabilities in a preschool program. Each activity must be separate and distinct. Review and use or adapt lesson plan format provided in Canvas.

*Each Lesson/Activity Plan must include each of the following elements:*

* **Name of the Curriculum Area**
* **Goal** - briefly describe the purpose in this activity. Why are you bringing this activity to these children today? What will they learn?
* **Location** - Where will this activity be conducted? How will you need to change the room to accommodate this activity? Describe the activity setting.
* **Materials** - List and describe the equipment, materials, and supplies needed to conduct this activity.
* **Procedures** - Describe the activity step-by-step. Include description of the overall procedure (singing a song), general procedures (showing pictures, one at a time), and anticipated individual accommodations needed (show picture to Keneesha several times as she may be having seizures).
* **Adaptation** - How adaptations or accommodations will be needed to make this activity accessible to the group of children with whom you are working?
* **Evaluation** - How will you know if the activity was a success for each child?

1. **Completed Building Blocks for Preschool forms that focus on the classroom as a whole (15 points total; 5 points each)**
   * *Quality Classroom Assessment Form* (FORM 1: pgs. 198-199)
   * *Classroom Action Worksheet* (FORM 2: pg. 200)
   * Classroom Schedule (There is no form for the Classroom Schedule).

*For Part 1, you will be graded on the following criteria:*

|  |  |
| --- | --- |
| **1) Organized and Edited Report**  *Organization, grammar, and spelling* | 4 points |
| **2) Curriculum Areas**  *Select two curriculum areas (centers for free play) and provide a description of each overall. 10 points per curriculum area.* | 20 points |
| **3) Curriculum Activity/Lesson plan #1**  *Within your unit, create one lesson plan for a whole group, small group, or transition activity that focuses on literacy, math, social/emotional development, or science.* | 27 points |
| **4) Curriculum Activity/lesson plan #2**  *In your first curriculum area (center) described above, create an activity/lesson plan that aligns with your unit.* | 27 points |
| **5) Curriculum Activity/lesson plan #3**  *In your second curriculum area (center) described above, create an activity/lesson plan that aligns with your unit.* | 27 points |
| **6) Completed Building Blocks for Preschool Forms that focus on the classroom as a whole:**  - Form 1: Quality Classroom Assessment form  - Form 2: Classroom Action Worksheet  - Form 3: Classroom schedule (no form, fill in the template table\_ | 15 points |

**Part Two – Planning Individualized Systematic Instruction**

**40% of your course grade; Total Points: 160**

*Steps 3-7 of the Building Blocks for Preschool approach (Embedded Learning Opportunities- ELOs and Child Focused Instruction Strategies-CFIS). Template provided in Canvas.*

**Ensure you have created an organized and edited report (5 points total for organization, grammar, and spelling)**

The purpose in this part of the project is to demonstrate your ability to implement the Building Blocks framework for an individual child who has disabilities in a preschool classroom setting.

**Your Task:** In the classroom that you focused on for Part 1, identify a child who has disabilities for Part 2 of this project. This should be a child about whom you know well, or come to know through file review & observation.

1. **Create an Individualized Instructional plan: completed Building Blocks for Preschool forms that focus on creating a plan for an individual child (25 points total; 5 points each)**
   1. Provide a strengths-based description of the child’s interests, motivations, strengths, needs, and what works to support the child’s learning and development (1-2 pages)
   2. Provide a description of the impact of the child’s disability across development areas including social & emotional development (including relationships, social skills), cognitive development (e.g., problem solving, literacy, math), gross and fine motor, as well as language & communication (1/2 page)
   3. Engage in play-based assessment practices to complete the following Building Blocks for Preschool forms on your focus child (templates provided in Canvas):
   * *Child Assessment Worksheet* (FORM 3: pgs. 201-202)
   * *Planning Worksheet: Section 1* (FORM 4: pg. 203)
   * *Planning Worksheet: Section II* (FORM 5: pg. 204)
   * *Child Activity Matrix* (FORM 6: pg. 205)
   * *Classroom Activity Matrix* (FORM 7: pg. 206)
2. **Embedded Learning Opportunities (ELO) Plans (2 ELO plans; 60 points total: 30 points each)**

*The purpose in this part is to demonstrate your ability to plan and use embedded learning opportunities in your work with young children who have disabilities. Template in Canvas.*

* 1. Plan and Implement **2** of your identified ELO's for your focus child’s individualized instructional plan (from the forms completed in Project Part 2-A above) within the context of regularly occurring activities in a preschool setting. Complete the Building Blocks *ELO-at-a-Glance* template provided in Canvas, which follows the “Basic Steps” for ELOs outlined in your Building Blocks for Preschool textbook, items 1-7 on pages 136-137 (FORM 8: pg. 208)

1. **Child Focused Instructional Strategies (CFIS) Plans (2 CFIS plans; 60 points total: 30 points each)** *(sometimes referred to as Systematic Instructional Plans or SIPS).*

*The purpose in this part is to demonstrate your ability to plan and deliver directed, explicit instruction to an individual child with disabilities. Template in Canvas.*

* 1. From your focus child’s Individualized instructional plan, identify **2** distinctly separate targets (or two areas of concern) for CFIS (can be the same or different goals than the ELO plans) for which you will create two *Systematic Instructional Plans for Child Focused Instruction* (a modified version of the Building Blocks for Preschool *Instruction-at-a-Glance*) for these two separate targets (i.e.; 2 separate forms). This form follows the “Basic Steps” for CFIS outlined in your Building Blocks for Preschool textbook, items 1-6 on pages 148-149 (modified version of FORM 9: pg. 209).

1. **Implementation Reflection (10 points)**
   1. Complete the following Building Blocks for Preschool form on your focus child (template provided in Canvas):
      * + *Evaluation Worksheet* (FORM 10: pg. 207)

## EDSP 211: Curriculum, Intervention Strategies, and Environments in ECSE: Infants & Toddlers

Spring 2020

(3 units)

|  |  |
| --- | --- |
| Instructor: | Dr. Matt Chesnut |
| Office & Hours: | N/A  **Office Hours**: by appointment  *NOTE: to meet with me during office hours, you can visit me in person in my office or join online via Zoom. During these hours I will be available online at this zoom link:* [*https://csus.zoom.us/j/860884060*](https://csus.zoom.us/j/860884060) |
| Class Time & Location: | Wednesday, 4:30-7:20p, Zoom: <https://csus.zoom.us/j/661197411> |
| Email:  LMS (Learning Management System):  Communication preferences: | Matthew.chesnut@csus.edu  Canvas (<http://canvas.csus.edu>)  Best way to contact me is via your CSUS email or via Canvas messages. If you’d like to speak with me, call my office phone number and/or set up an appointment to meet in person or via Zoom video conferencing.  **NOTE: The program expects that you will use your Sac State email for all professional email communication (i.e., with professors, supervisors, school staff, etc.).** |

# Social Justice Defined

Social Justice encompasses educational, economic, and political, arenas. Social Justice is a commitment to equity and fairness in treatment and access to opportunities and resources for everyone, recognizing that all is not equal. Social Justice means that we work actively to eradicate structural and institutional racism, sexism, classism, linguicism, ableism, ageism, heterosexism, religious bias, and xenophobia. Social Justice means that we as educators are responsible for the collective good of society, not simply our own individual interests. (California Teachers’ Association)

# Course Description

The focus of this course is acquisition of knowledge and skills to support families and other caregivers in facilitating development for infants and toddlers at risk or with disabilities. Students will collaboratively plan and implement curriculum and intervention strategies for infants, toddlers and families. These strategies may be utilized in a range of natural learning environments including home, childcare, and community programs.

# Program Philosophy

This course reflects a departmental commitment to age-appropriate, integrated educational programs for students with disabilities. Special education means support services, not placement in special education classrooms. We recognize, however, that many schools/districts are still in progress as they move to provide inclusive education. This course is offered in the spirit and practice of inclusive education with a strong emphasis for providing quality special education services in the general education environment. Students are expected to develop skills in discovering ways for students to participate meaningfully and to be successful without being removed from their peers with or without disabilities.

# Course Objectives

This course addresses the following California Commission on Teacher Credentialing (CCTC) Special Education Preliminary Credential Program standards: 2.2, 4.1, 4.2, 6.1-6.2, 7.1-7.2, 8.1, 10.4-10.5, 10.8-10.13, 10.16-10.20, 11.1, 12.1, 13.1-13.3, 14.6-14.7, 14.9. It also addresses the following Standards for the Preliminary ECSE Credential: 1, 2.1-2.3, 3.1-3.2, 3.4, 4.1, 5.1-5.4, 6.1-6.3, 7.1-7.4, 8.2-8.3, 9.1-9.3.

The learner outcomes included in this course are drawn from the CCTC standards for the ECSE preliminary credential and the California lnteragency Coordinating Council (ICC) Recommended Early Start Personnel Manual foundational principles, core knowledge, and specific competencies for the Early Intervention Specialist (Nov 2010). Expected outcomes also reflect DEC recommended practices and evidence-based practice literature in early intervention/ ECSE

Upon completion of this course, students will be able to:

* Critique developmentally appropriate curriculum approaches for early intervention.
* Integrate laws and regulations governing early intervention services in California into their professional practice as Early Intervention Providers.
* Describe the scope of practice of the range of disciplines involved in providing early intervention services to infants and toddlers at risk or with disabilities and their families.
* Implement evidence based practices for infants/toddlers and their families
* Choose practices that are responsive to developmental risk and protective factors including practices for newborns and young infants at risk due to conditions such as low birth weight, prematurity, prenatal substance exposure, etc.
* Explain their relationship based and culturally appropriate early intervention supports and services.
* Describe home visiting models and techniques.
* Implement practices for facilitating successful transition of child and family to the next environment.
* Plan effective family centered, culturally appropriate early intervention supports and services consistent with IFSP outcomes and relevant to family concerns and priorities.
* Link evaluation and assessment results to planning curriculum and intervention strategies.
* Write child and family outcomes for IFSPs.
* Plan, implement and evaluate intervention strategies in collaboration with the family that are appropriate to meet the development and learning needs of individual infants/toddlers with disabilities across all developmental domains, adjusting developmental expectations where appropriate.
* Apply knowledge of typical and atypical developmental patterns in intervention planning and implementation.
* Provide ecologically valid intervention supports and services in home settings using non-intrusive, family-centered approaches.
* Effectively engage in teaming and collaboration with families, appropriate agency personnel, and community partners.

Additional Skills:

* Use of Canvas for course activities:
* ability to communicate effectively with peers and instructor via email and discussions
* ability to post assignments in Canvas (including MS Word attachments)
* Use of the Internet to gather information for families and colleagues

Note About Technology Requirements:

To participate successfully in this class, you must have consistent and reliable access to the Internet. Any assignments submitted electronically as attachments must be in Microsoft Word.

For full text of CTC standards go to: [***www.ctc.ca.gov/educator-prep/STDS-prep-program.html***](http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html)

# Required Texts & Readings

1. McWilliam, R. A. (2010). *Routines-based early intervention: Supporting young children and their families.* Baltimore, MD: Brookes Publishing.
2. Articles shared in Canvas [www.canvas.csus.edu](http://www.canvas.csus.edu).
3. CA Dept of Education (2009). Infant/Toddler Learning & Development Foundations. Sacramento: CA Dept of Education. Free to download online: <https://www.cde.ca.gov/SP/CD/RE/itfoundations.asp>
4. California Early Start Service Coordination Handbook. Free to download online: <https://earlystartneighborhood.ning.com/service-coordination-handbook>
5. Hanson, M. J., & Lynch, E. W. (2013). *Understanding families: Supportive approaches to diversity, disability, and risk* (2nd Ed.). Baltimore, MD: Brookes Publishing. *NOTE: This textbook should already have been purchased as it is used across multiple ECSE courses in this program: EDSP 201, EDSP 211, & EDSP 212.*
6. Barrera, I., Corso, R.M., & Macpherson, D. (2012). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood.*  Baltimore, MD: Paul H. Brookes Publishing Co. *NOTE: This textbook should already have been purchased as it is used across multiple ECSE courses in this program: EDSP 201, EDSP 210, EDSP 211, & EDSP 212.*

Additional articles and handouts available from the instructor via Canvas course site. Students are expected to check Canvas prior to class to download class handouts, etc.

# Method of Instruction

Class sessions will be online in a synchronous format and online modules in an asynchronous format. The class meets that meet weekly on Tuesday evenings require the candidates to log on to Canvas and join the class session from their computers via Zoom at the designated class time. The asynchronous online modules will open up at midnight on Tuesdays and will be due the following Sunday night at midnight. Students are expected to organize their time so that readings are completed prior to class. Class meetings will cover content and explore topics through engaging with colleagues in discussion in live discussions as well as online, watching film/videos, and presenting experiences in the field. Students are encouraged to think critically throughout the course and to challenge the ideas and concepts presented. Students are also invited to expand their personal educational philosophy and skill levels through the integration and synthesis of course readings, assignments, first-hand experience and other related information.

### Course Requirements

* Internet connection (DSL, LAN, or cable connection desirable)
* Access to Canvas

### Course Structure

This course is designed to provide a fully online synchronous experience, which means contact time with colleagues and the professor will be: 100 % online

**Online sessions** will be a blend of self-paced and group activities using Canvas and other Web sites. Activities will consist of chat, blogs, discussion forums, email, journaling, Google Docs, and web posting. Some online sessions may be conducted using Collaborate whereby groups of students call into a video conference session with the instructor. To familiarize yourself with this platform, please visit the CSUS Academic Technology Center website and click on the “participant orientation” for Collaborate: <http://csus.edu/atc/tools//collaborate/index.html>

### Canvas Access

This course will be delivered online through a course management system named Canvas.

To access this course on Canvas you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the [Check Browser](http://www.csus.edu/sacct/BrowserCheck/) from your Canvas course. Refer to the Canvas Browser Tune-up page for instructions. To access a course on Canvas, you must login from the Canvas Login Page ([www.canvas.csus.edu](http://www.canvas.csus.edu) ). To learn more about Canvas visit the Student Resources webpage (<http://www.csus.edu/canvas/students.html>) where you can view online tutorials, FAQ’s and other help resources.

### Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

* Visit the Canvas [Student Resources Page](http://www.csus.edu/canvas/students.html)
* Review Webpage guides: [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701)
* Take an Online course: [Student Canvas Orientation Course](https://csus.instructure.com/courses/6431)
* Review the [Get started: Student FAQs](http://www.csus.edu/canvas/faqs/student/student-getstarted-faq.html)
* Contact Sac State’s [Academic Technology Center to seek help](http://www.csus.edu/atc/students.html)

# Expectations for Student Conduct

Classroom activities and field-based assignments are designed to connect theory presented in the course readings and lecture to practical application. The intent of the instructor is to assist students in learning the legal, historical, philosophical, and social foundations of inclusive education and to support development of skills needed by inclusion facilitators. **Students will be equally responsible as the instructor for contributing to class discussions and are expected to come to each class prepared to raise questions, analyze, synthesize, and respond to questions and issues regarding the content of that session.**

*NOTE: If you are completing assignments for this course at a school site, all of our expectations and policies (as detailed in the Policies and Procedures Handbook and the Field Placement Handbook, available on the department website) are in effect.*

# Course Assignments

The specific course requirements are as follows. *Clarification of, specific details, and grading rubrics for each assignment will be added as needed throughout the semester. Students should feel free to ask questions in class and/or make an appointment with the instructor to discuss any questions or concerns.*

1. **Early Intervention (EI) Family Project (ELOs 1-6)**

Identify 2 families with an infant or toddler (birth to three years of age) with a disability or significant developmental delay with whom you will work on these practices. You will naturally be engaging these two families in these practices; however, for ONE of those families, you will submit your work according to the guidelines of this project. This will also give you some leeway for the reality of working with families while needing to complete course assignments. Establish a relationship with each family and ask for their agreement to participate in this project with you (Use permission slip provided in Course Materials).

Through a series of meetings/interactions/observations gather information about the child and family. Be sure to work with your transdisciplinary team throughout this process and under the guidance of your mentor teacher. Complete the final report with the following components. You may submit drafts of each part for formative feedback from your instructor.

THE FOLLOWING ARE THE 4 COMPONENTS OF THIS PROJECT. You are encouraged to submit drafts early for instructor feedback and then incorporate this feedback into your final project submitted at the end of the semester. SEE MORE SPECIFIC GUIDELINES BELOW.

* **Part 1: EI Assessment (50 points)**
* **Part 2: EI Interview (e.g., Routines-based interview) (50 points)**
* **Part 3: EI Family Coaching (75 points)**
* **Part 4: EI Reflection (25 points)**

1. **Attendance & Participation (10 points per class; total: 160 points).**

Points are awarded for attending each Zoom class meeting (10 classes) and for each online module completed (6 online modules). All classes must be attended to receive a grade for the course. If you will miss a class, you are responsible for contacting the instructor ahead of time and discussing arrangements for making up the missed class time (this may include a 3-4 page summary and reflection, but it is at the instructor’s discretion).

1. **Topics presentation (ELOs 1-6) (50 points)**

Directions: You will sign up in a team to present your review of the provided literature on a critical topic in early intervention. This will include introducing your topic, its importance in early intervention and the application to our practice as ECSE providers. Your presentation will then lead into an in-class discussion facilitated by the instructor. In Canvas you will submit your presentation. Label your presentation with your team’s last name & topic (e.g., COLLADO-CHESNUT-coaching success).

# Grading

Grade Distribution

| Assignment | Points | % of Final Grade |
| --- | --- | --- |
| Family project | 200 points | 50% |
| Topics group presentation | 40 points | 10% |
| Attendance and participation, including twelve Zoom classes and four online modules with deliverables (10 points per class) | 160 points | 40% |
| Total | 400 | 100% |

***Grading Criteria for Course Grade***

Value is attached to all assignments, exams, attendance, and participation in class. Grades will be determined according to a scale, which the following is an approximation:

|  |  |  |
| --- | --- | --- |
| Percentage | Point Range | Letter Equivalent |
| 94-100% | 374-400 | A |
| 90-93% | 358-373 | A- |
| 87-89% | 346-357 | B+ |
| 84-86% | 334-345 | B |
| 80-83% | 318-333 | B- |
| 77-79% | 306-317 | C+ |
| 74-76% | 294-305 | C |
| 70-73% | 278-293 | C- |
| 67-69% | 266-277 | D+ |
| <59% | <265 | F |

***Access to Grades***

The instructor manages a gradebook on Canvas to post grades online. Students can access these via the Grades tab in their Canvas course.

# Course Schedule

(Note: this is a tentative schedule and may be changed based on instructor’s discretion)

| **Session** | **Topic** | **Readings** | **Activity** | **Due Date** |
| --- | --- | --- | --- | --- |
| 1  ZOOM  Wed  Jan 22 | Introduction, Course Overview, Laws, Regulations and Early Intervention Service Providers  Being a reflective practitioner (how to write a reflection journal entry) |  | **Introduction to Early Intervention**: [*Harper’s Hope Video*](https://draccess.org/videolibrary/HarperHope)  **Practice**: *Reflective practice and writing a journal entry (focus: implicit bias)* | Complete your calendar plan for field work hours and assignments in collaboration with your student teaching mentor. |
| 2  ONLINE  Module due Wed by midnight  Jan 29 | Early Intervention Processes (Infants & Toddlers with disabilities and developmental delays, birth to 3 years old)   * Eligibility process * Developing Individual Family Service plans (IFSPs) * Transitioning from IDEA Part C to Part B * Supporting the advocacy efforts of the family * Connecting family with supports and services   Infant and toddler ecological development within the family culture | **Read chapter**:  *CA Early Service Coordination Handbook: Ch. 8 IFSP Process* (link on Canvas) | **Case Study**: Exploring the development of Infants and toddlers with disabilities | *Due: Online deliverables* |
| 3  ZOOM Wed  Feb 5 | Ecological Model: Family-centered practices in Early Intervention (EI)  Building relationships with families that are culturally responsive  **Video**: [*TedTalk- Heather Lanier: “Good” and “bad” are incomplete stories we tell ourselves*](https://www.ted.com/talks/heather_lanier_good_and_bad_are_incomplete_stories_we_tell_ourselves?language=en) | **Read chapter** *Hanson & Lynch textbook Understanding families ch. 11: Strategies to support families* | **Review:** *Ecological development*  **D****iscussion:** *Perspectives on the relationship between the EI provider and the family and how families can be empowered with knowledge and supports* |  |
| 4  ONLINE  Module due Wed by midnight  Feb 12 | **Seven Key Principles of Early Intervention (EI):** Applying family-centered practices in EI through observing, listening, and communicating with families in a routines-based model | **Read article:** Recommended practices for caregivers  **Read**: Official 2014 DEC Recommended Practices | **Practice**: Applying the 7 key principles of EI to Video Examples of Home Visits | *Due: Online deliverables* |
| 5  ZOOM Wed  Feb 19 | **7 Key Principles and Introduction to Routines based intervention (connection to other similar early intervention models)** | **Read chapter:** *RBI ch. 1* | **Review:** *Applying family-centered practices*  **Case study practice**: *Teaming and advocating for families* |  |
| 6  Zoom  Wed  Feb 26 | **Family Intakes & Getting to know the family (Eco-Mapping)**  **Home visiting:**  *Authentic Assessment to develop a Family Systems approach: bridging your understanding of the child’s development with family priorities* | **Read chapter:** *RBI Ch. 3 & 4* | **Online Module: VEIPD** | *Due: Online deliverables* |
| 7  ZOOM Wed  March 4 | **Child Assessment and Intervention planning: Needs assessment (child development focus)**   * *Frequent observation and note-taking to understand a child’s development* | **Read chapter:** *RBI ch. 5* |  |  |
| 8  ONLINE  Module due Wed March 11 by midnight | *Understanding the child by monitoring child development over time:*   * *Completing the DRDP using observation and family interview: Infants & Toddlers to monitor progress* * *Using the HELP* * *Understanding the impact of various disabilities on development in infants and toddlers* | **CDE Infant & Toddler Curriculum (p.53-61)**  **Watch video:** Leading Focused Conversations with families to help complete the DRDP (<https://draccess.org/leadingconversations>  ) | **Practice:** Using the DRDP to monitor child development (print out DRDP: Infant & Toddler protocol/form prior to class to use during in-class activity observing a child) and DRDP worksheet: <https://draccess.org/leadingconversations> | *Due: Online deliverables* |
| 9  ONLINE due by Wed Mar 18 at midnight | **Home Visits:**  *Routines-based intervention planning: Connecting information gathered from families to embed family outcomes and child goals in everyday routines*   1. *Initial intake, including observation to inform criterion-referenced tools and interview families* 2. *Ongoing communication and information gathering strategies* 3. *IFSP outcomes development* 4. *Transition information gathering* | **Read article on Canvas**: *Caregiver and Provider Experiences With Coaching and Embedded Intervention*  **Reread chapter**: *Barrera et al. Skilled Dialogue ch 7: Strategies then and now* | **VEIDP module: Authentic Assessment**  **Review:** *Interviewing families*  **Practice**: *Balancing observation of child development with* *Interviewing families and embedding learning opportunities*  **Discussion**: *how does your field work site interview families (e.g., tools they use, etc.).*  **Situational Simulations**: *building relationships & communicating with families in challenging situations* |  |
| 10  ZOOM Wed  March 25 | *Routines based interventions*   * *Guidelines* * *Practice* * *Connection to home visits* | Read chapter: RBI ch. 6 |  |  |
| 11  ONLINE due by Wed  April 8 at midnight | Writing Functional IFSP outcomes and developing the IFSP with the family   * IFSP outcomes and how these differ from IEP goals | Read chapter: RBI ch. 7 | IFSP meeting video analysis and discussion in comparison to IEP meeting  VEIPD IFSPs online module |  |
| 12  ONLINE due by Wed  April 15 at midnight | Early intervention Teaching Strategies: Coaching | Read Chapter: RBI ch. 10 | Online module: Texas ECI Coaching module |  |
| 13  ZOOM live meeting Wed  April 22 | **Lecture:** *What is a home visit? Confronting Implicit bias*  **Evidence Based Practices for Infants & Toddlers Topics presentations:**   1. Dumping the Toy Bag 2. Dual Language Learners 3. Challenging visits | **Read article on Canvas:** *Defining a role for parents (YEC)- see Canvas* | **Practice**: *Evidence based practices for supporting Infant and Toddlers who are Dual Language Learners* | \*Three Topics Group Presentations |
| 14  ZOOM live meeting Wed  April 29 | **Lecture:** *Autism evidence-based strategies for infants and toddlers: Coaching families raising children with Autism Spectrum Disorder (ASD) and Enhancing communication*  **Evidence Based Practices for Infants & Toddlers Topics presentations:**   1. ASD 2. Communication delays 3. Sensory processing | **Read chapter:** *Hanson & Lynch textbook Understanding families ch. 9: Creating family-professional alliances* | **Practice**: adjusting EBPs to the needs of the child and family (focus on infants and toddlers with various disabilities and delays) | \*Three Topics Group Presentations |
| 15  ZOOM live meeting Wed  May 6 | **Lecture:** *Early Intervention Teaching Pyramid strategies: Positive Support for Families: Applying the Teaching Pyramid to families when supporting Early Social and Emotional Development and Play*  **Evidence Based Practices for Infants & Toddlers Topics presentations:**   1. Social/Emotional development 2. Cultural Differences 3. Transitions to PK | Video: Teaching pyramid? | **Review:** *The Pyramid Model*  **Case Study**: *Designing and implementing intervention and instructional strategies to address the needs of young children and their families*  **Review** *information from the Teaching Pyramid website.  Choose a child and look through the Teaching Pyramid family materials to find a few items to share with the family.  Plan how to provide this information to the family.* | \*Three Topics Group Presentations |
| 16  Finals Week  ZOOM  May 13 | **Peer Reviews**: Family Projects |  |  | \*Family project final due date  \*Student teaching Program Description and Field log hours due in Canvas I/T Student Teaching Group collaboration doc |

# EDSP 211 Family Project Guidelines

Identify 2 families with an infant or toddler (birth to three years of age) with a disability or significant developmental delay with whom you will work on these practices. You will naturally be engaging these two families in these practices; however, for ONE of those families, you will submit your work according to the guidelines of this project. This will also give you some leeway for the reality of working with families while needing to complete course assignments. Establish a relationship with each family and ask for their agreement to participate in this project with you (Use permission slip provided in Course Materials).

In each of the first 3 parts below the portions titled “FIELD EXPERIENCE AND JOURNAL” describe what you should do during your student teaching experience in preparation for completing that portion of the project; ask your mentor teacher to be involved in these experiences and then reflect upon them in your student teaching journal; share that specific journal with your supervisor for feedback. Then in each of the 4 parts below, the portions titled “PROJECT REPORT” are included in your EDSP 211 Family Project Assignment and submitted to your course instructor.

**Additional materials provided or needed:**

* Family Project permission form (see Canvas; edit with your name before printing to be signed)
* Family Project template (see Canvas; recommended for your use- delete incomplete parts when submitting drafts for instructor feedback)
* Your student teaching program’s Individual Family Service Plan (IFSP) blank pages (ask your mentor for a blank IFSP to use for Part 2)

THE FOLLOWING ARE THE 4 COMPONENTS OF THIS PROJECT. Through a series of meetings/interactions/observations/visits, gather information about the child and family. Be sure to work with your transdisciplinary team throughout this process and under the guidance of your mentor teacher. You are encouraged to submit drafts early for instructor feedback and then incorporate this feedback into your final project submitted at the end of the semester. Use the template provided in Canvas to complete the final report with the following components.

**Family Project Part 1: Assessment (50 points)**

FIELD EXPERIENCE AND JOURNAL: Observe, participate, and reflect on your experience as a team member in at least one assessment process: Initial eligibility, IFSP meeting OR transition plan. This includes being a part of reviewing information and planning with the family before each meeting as well as shared responsibility with taking the lead on developing/writing a portion of the document your team is working on such as a section of the IFSP (under the guidance of your mentor teacher). In your student teaching journal, write up your notes and describe how the family and team prepared for these meetings; reflect on what went well and what could be improved upon.

PROJECT REPORT:

1. A write-up of information gathered from your work with the family or information gathered by the members from the transdisciplinary team, to include (5 points per area; total of 50 points for the 10 areas):

* Family’s history with early intervention
* Family information (structure, functions, interactions, etc.)
* Child information (i.e. age, gender, special needs, the impact of the disability/delay on the child’s development, relationships, and access to learning & environments)
* Family's concerns and priorities for their child and family
* Family strengths & interests
* Child strengths, interests, skills/abilities
* Family resources and supports
* Family activities in which the child participates
* Community activities in which the child participates
* Community resources the family uses and/or is interested in

**Family Project Part 2: Interviewing (routines-based interview) (50 points)**

FIELD EXPERIENCE AND JOURNAL: Observe one interview conducted by your mentor or team (such as a Routines-based Interview: RBI) and reflect on this experience in your student teaching journal.

PROJECT REPORT: Then plan an interview with a family and complete it with the support of a team member. Review the information with the family and in partnership pick several outcomes they would like to work on during their day. Discuss with the family how these outcomes could be practiced within their daily routines.

1. A listing of current activity settings/learning opportunities for child and family (5 points).
2. Two suggested outcomes for child/family (include rationale) (5 points).
3. Complete the following IFSP pages (available in course materials),or use comparable forms from your local Early Start program (10 points per page; total of 40 points for the 4 pages):
   * Child’s Strengths & Present Abilities,
   * Tell us about your Family (routines, activities, challenges, child interests, resources, goals, family interests)
   * Child Outcomes & Family Outcomes
   * Early Intervention Services

**Family Project Part 3: Family Coaching (75 points)**

FIELD EXPERIENCE AND JOURNAL: Observe coaching techniques used during the home visits by the team members and reflect on these in your student teaching journal.

PROJECT REPORT: Then implement early intervention techniques in at least 3 sessions.

1. Discuss how the outcomes in c (above) can be met in two of the activity settings listed in b (above). Outline the intervention strategies to be used (Assume you are providing early intervention services). (Refer to class notes and readings for specific strategies) (25 points per outcome; total of 50 points for the two outcomes).
2. Discuss how you implemented these across visits with the family and reflect on your experience and thoughts about this process. Reflect on how the Evidence-based practices you employed were implemented with the student in mind: how was the intervention individualized according to the individual child and with regard to his/her disability and individual learning needs (25 points).

**Family Project Part 4: Reflection (25 points)**

PROJECT REPORT:

1. Submit a 3 – 4-page reflection on this experience, including:
   * what you did,
   * ease of gathering info and the balance between observation and routines-based interview data; then how this information gathering informed your evaluation of the child’s development and areas of need,
   * developing a relationship with the family and child; how this relationship impacted your ability to conducted assessment and coaching intervention,
   * how things were left with the family and child,
   * more insight depending on your experience and overall reaction to this experience.

## EDSP 474 - Directed Field Experience: Infants & Toddlers with Special Educational Needs (3 units)

## or EDSP 476 - Internship in ECSE: Infants & Toddlers (10 units)

**Fall 2019**

**Guidelines for INFANTS & TODDLERS Fieldwork Supervision & Evaluation**

**Student Teaching & Internship experience**

# Course Description

**EDSP 474.     Directed Field Experience in ESCE: Infants/Toddlers.** *Directed field experience in a cooperating school district, county office of education or appropriate privately operated program providing early intervention services for infants and toddlers and their families. Candidates must secure faculty approval by prior application for directed field experience.*

**EDSP 476.     Internship in ECSE: Infants & Toddlers.** *Internship in a cooperating District or County Office of Education providing special educational services for infants and toddlers and their families. Candidates must meet the criteria for an internship in order to register. Students may enroll in*[*EDSP 474*](http://catalog.csus.edu/search/?P=EDSP%20474)*, Directed Field Experience in ECSE I: Infants & Toddlers, as an alternative to*[*EDSP 476*](http://catalog.csus.edu/search/?P=EDSP%20476)*. Ten units, approximately 320 field hours, are required to meet competencies.*

***Fieldwork (Infant & Toddler settings)***

**Student teaching** (EDSP 474) requires at least 180 hours of fieldwork participation in a program for preschool age children. **Internship teaching** (EDSP 476) requires 320 field hours in a program for preschool age children. The specific amount of time necessary for each of you to demonstrate competency will vary, but you will need to plan to participate in the program throughout the semester.

A university supervisor is assigned to each student. Each student teacher will also have a local/on-site program mentor/cooperating teacher. These two ‘coaches’ along with the student/intern teacher make up the Triad team.

Based on observation and a reflective practice feedback process, your university supervisor and field mentor will collaboratively complete the EDSP 474/475/476/477 Fieldwork Evaluation Form (see Appendix) to evaluate your attainment of fieldwork competencies. Credit for student/intern teaching is based on your university supervisor's final evaluation and completion of EDSP 474/476 assignments.

# University (Sac State) Supervisors:

|  |  |  |  |
| --- | --- | --- | --- |
| Supervisor Name | Assigned Candidates | Email | Phone |
| Cindy Collado | None, Program coordinator | [Cindy.collado@csus.edu](mailto:Cindy.collado@csus.edu) | Cell: 847-903-7898 |
| Matt Chesnut | Melissa, Erin | [matthew.chesnut@csus.edu](mailto:matthew.chesnut@csus.edu) |  |
| Maurean Stephenson | None, Program asssitant | [maurean.stephenson@csus.edu](mailto:maurean.stephenson@csus.edu) |  |

# PROGRAM PHILOSOPHY:

This course reflects a departmental commitment to age-appropriate, integrated educational programs for students with disabilities. Special education means support services, not placement in special education classrooms. We recognize, however, that many schools/districts are still in progress as they move to provide inclusive education. This course is offered in the spirit and practice of inclusive education with a strong emphasis for providing quality special education services in the general education environment. Students are expected to develop skills in discovering ways for students to participate meaningfully and to be successful without being removed from their peers with or without disabilities.

# Course Objectives

*This course is directly related to the following standards for the California Education Specialist Teaching Credential: Program Standards: 2.1, 2.2, 3.1-3.3, 4.1-4.2, 5.1-5.4, 6.1-6.2, 7.1-7.3, 8.1, 9.1-9.2, 10.4-10.5, 10.11-10.18, 11.1-11.4, 12.1-12.2, 13.1-13.3, 14.1, 14.4, 14.6-14.8; Early Childhood Special Education 1, 2.1-2.3, 3.1-3.4, 4.1-4.2, 5.1-5.4, 6.1-6.4, 7.1-7.3, 8.1-8.2, 9.1-9.4. For full text of CTC standards go to:* [*www.ctc.ca.gov/educator-prep/STDS-prep-program.html*](http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html)

*Upon completion of this course, students will be able to:* demonstrate knowledge and skills addressing California Commission on Teacher Credentialing Standards of the Education Specialist Credential in Early Childhood Special Education. Knowledge and skill areas include:

• Assessment and Evaluation,

• Planning,

• Intervention/Instructional Strategies,

• Managing the Teaching/Learning Environment,

• Professional/Interpersonal Skills,

• Cultural Competence (see CTC standards)

# Required Texts & Readings

1. ***ECSE Field Handbook (download from the*** [***Teaching Credentials website***](https://www.csus.edu/coe/academics/credentials/teacher-resources.html)***)***
2. College of Education Policy handbook (download from the [Teaching Credentials website](https://www.csus.edu/coe/academics/credentials/teacher-resources.html))
3. Go React Student account online: [link to this GoReact course](https://app.goreact.com/join/665b5e09-3ca4-4931-8350-177a26078761)

# Method of Instruction

This is an on-site fieldwork-based course with candidates provided an assigned University Supervisor. Student teaching candidates will work with their program field placement coordinator to secure a placement for this course while intern candidates will have gone through the process required for becoming an intern (see ECSE Program Field Handbook for Intern guidelines and requirements).

Candidates will spend up to 5 days per week, depending on the calendar plan developed with the mentor teacher, working in a collaborative (transdisciplinary) team with families with infants or toddlers with disabilities. Services may be provided in homes, the community, or centers. The requirements for the advanced student teaching experience necessitate a collaborative relationship between the student teacher candidate, the special education mentor teacher, the related service providers on the team (or, the employers and other community personnel), and the administration. The ECSE program coordinator conducts a mentor training prior to the semester regarding this experience and expectations for the mentor teacher. Then at the beginning of the semester the candidate’s supervisor from the University can review these requirements with the team and clarify any areas that need further explanation. It is the responsibility of the credential candidate to develop a field work schedule AND action plan for implementation of each of the required areas under the guidance of the mentor teacher to determine the ways in which the experiences/requirements can be met (Action Plan- see appendix). In addition to the required areas, the candidate is there to learn from all the school personnel as they do their jobs. In general, the goal is for candidates to learn new skills and refine skills in curriculum, instruction, program management, collaboration, and professionalism. By allowing for flexibility in meeting the requirements and leaving times open for variability, we hope that teaching teams can creatively design experiences which will facilitate a rich and exciting experience for the candidate.

**Canvas EDSP 474 Course site.** All materials and assignment drop boxes will be located in the EDSP 474 Canvas course. You may communicate with your supervisor and program coordinator via this site such as through the Canvas inbox or course discussion group.This will be where you will your assignments for EDSP 474/476 field experience work. Your program coordinator will review your field log calendar, action plan, and program description here as one piece of evidence for completing your Infant & Toddler student teaching/internship experience.

**GoReact Course website:** In our EDSP 474 Canvas course site you will find a link to the GoReact course for this student teaching experience. Follow the link to sign up for an account. You can download the App on any device or use the website from a computer. In this GoReact course you will upload your videos directly from the website or through the App (in the App you can either record directly into it or add a recorded video from your device). Attach to your video your observation narrative- your supervisor will not view any observation video without such information. You will then receive feedback from you supervisor on your observation video.

**Developing your Field Log calendar:** To show proof of your 180 student teaching hours, you will develop a plan for when you will attend your field site and submit this plan at the beginning of the semester. Then each day you complete your hours, you will update your plan. The field experience candidate will establish a regular schedule of participation at the site, and will inform both the field mentor and the university supervisor in case of any absence. The candidate will make up hours for any absence at a time agreeable to the field mentor. You’ll then submit the final Field Log at the end of the semester as proof of your 180 hours. See more details below.

**Developing your action plan:** Each field experience candidate will develop an action plan (see appendix) within the first week of the experience, to ensure the opportunity to complete the requirements. Candidates will use this fieldwork experience to complete any assignments they have for other classes (EDSP 211). In addition to the required assignments, be sure to access any other interesting opportunities at your site (e.g., trainings, agency visits/tours, etc.). Based on the action plan, signed by all three parties, the university supervisor will arrange to observe and work with the field experience candidate.

**Student Teaching Journal.** You will keep a daily reflective journal of your experiences. You are expected to share frequent (but not necessarily all) journal entries with your supervisor in your EDSP 474 Canvas drop box. You can choose to type a digital journal (share the URL with your supervisor) or write in a notebook and scan the pages then post to the files to the drop box. You are expected to write in your journal every day you attend your early intervention site and submit *at minimum 12 journal entries* (some of these will align with your EDSP 211 Family Project).

**University Supervisor observations**. For student teachers, university supervisors are required to complete 6 observations (in addition to the 3 Triad meetings) throughout the semester. For intern teachers, university supervisors are required to complete a minimum of 12 observations (in addition to the 3 Triad meetings). You will submit your videos in our GoReact course online along with your narrative (see guidelines below) and then let your supervisor know it is available for feedback. Then the supervisor will provide feedback on your video and set up a time to talk to debrief. For specific instructional observations, the supervisor may also use the evaluation forms to clarify particular areas of strengths and needs.

All supervision observations will be completed fully online using the following steps:

1. **Narrative**: For all observations, the candidate provides supervisor with an introduction to the observation by providing background information about what will be observed, relevant data, and any preparation or plans for the observation. Address the following:

Describe what the session is about

What are the family’s priorities and concerns

What stage in working with the family are you

What are the developmental goals for the individual child.

Reflect on the session (for recorded observations only)- how did it go? Did it meet your expectations? What would you do the same or differently?

1. **Observation**: completed in one of the two online formats through GoReact with the supervisor providing feedback on the video:
   1. “live” via GoReact Live link with the candidate connecting in GoReact with the university supervisor just prior to teaching (wearing a Bluetooth ear pierce if necessary) and pointing the video camera toward instruction, with time following instruction (or at later time that day) reserved for debriefing.
   2. recorded by the candidate, reflected upon, and submitted in GoReact for review and feedback by the university supervisor. You may submit automatically through the GoReact App or website if you have wifi connection on site or submit at a later time.
2. **Debrief**: candidate and supervisor schedule a time to talk via phone or Zoom to debrief about the observation. The supervisor shares his/her observation notes with feedback.

**Triad Meetings (candidate, university supervisor, and field mentor).** A minimum of 3 Triad meetings should occur across the semester (beginning, middle, and end). More meetings may be necessary if concerns about the placement and/or candidates’ performance arise. It is critical that if concerns are evident, they are brought to the attention of the supervisor and field mentor as early in the semester as possible so that issues can be resolved and a Statement of Concern and Action Plan can be written with sufficient time for the candidate to improve.

* *Triad Meeting #1*. An initial Triad meeting should occur within the first 2 weeks of beginning the field experience. The candidate will schedule this hour-long meeting with the university supervisor AND field mentor. Prior to the meeting, the candidate will complete the self-assessment using the Field Experience Evaluation Form and share with the university supervisor and field mentor. In this meeting, the triad will discuss the results of the self-assessment and make a plan for action for the remainder of the semester (see description of plan below).
* *Triad Meeting #2.* Half way through the student teaching/intern experience a midterm evaluation should occur during the second Triad Meeting between the candidate, university supervisor, and field mentor. The candidate will ensure the Triad members have the Field Experience Evaluation tool to complete on the candidate prior to the meeting. The group will discuss strengths and need areas with the student; and target areas to work on in the remainder of the student teaching experience. The university supervisor will submit the collaborative evaluation scores via TaskStream.
* *Triad Meeting #3.* In the last two weeks of the experience, a final evaluation should occur during the Third Triad meeting with the candidate, university supervisor, and field mentor. Prior to the meeting the members will complete the final evaluation using the Field Experience Evaluation and use this to discuss during the meeting. The university supervisor will submit the collaborative evaluation scores via TaskStream. Additionally, all members must sign the Signature Page.

**Communication and collaboration**: It is extremely important that the candidate regularly communicate with all team members and her/his supervisor. It is also important for the university supervisor to be in touch regularly with team staff. The infant & toddler student teaching/intern candidates will concurrently meet regularly in a lecture/seminar (EDSP 211) designed to discuss and reflect on their experiences and to provide practical information related to program management and other professional issues.

**THANKS TO EVERYONE ON THE TEAM**. We hope this will be a successful, collaborative relationship between the team, our department, and the community. If you have any questions regarding the assignments or issues related to the student teaching experience, please feel free to call or email Dr. Cindy Collado, Coordinator for the ECSE credential program at CSUS, (916)278-46116; [cindy.collado@csus.edu](mailto:cindy.collado@csus.edu).

# Expectations for Student Conduct

*From the ECSE Field Handbook:*

You are expected to participate in each directed field experience as a professional in the field of early childhood special education. There are many characteristics of professional behavior, and you will be evaluated on these through the Field Experience Evaluation Form. Being on time, being organized, maintaining your appearance and your health are all very important. You must also demonstrate the highest degree of ethics (e.g., confidentiality, knowledge of legal requirements and issues) and cultural competence in your interactions with children, families, staff, and other professionals.

You may at times feel frustrated in your placement, but you need to seek out your field mentor and/or university supervisor to assist you in developing strategies for addressing your frustrations; you cannot jeopardize relationships with children, families and/or program staff by acting precipitously. If you feel you are not getting the support you need from either your field mentor or university supervisor, arrange a conference with this person and discuss your concerns. If this is not successful, you need to contact the CSUS ECSE coordinator to arrange a meeting to address the issues.

***NOTE: Candidates are required to review the ECSE Field Handbook for further details on expectations for this experience.***

# Course Assignments

Guidelines for Assignments in this course completed in collaboration with your Sac State Supervisor and/or District Field Mentor

1. **Program Description**. **(ELOs 1-6)**

DUE: End of second week in your student teaching placement. Submit to the relevant EDSP 474 Canvas course assignment drop box.

**Infant & Toddler Program:** Describe the infant/toddler program where you are completing your field experience. Include the following:

* Administrative structure (e.g., County, SELPA, Regional Center vendor)
* Overall program focus/goals
* Format for home visits (upload to your I/T Student Teaching Group files a copy of planning/follow up forms used by the program in which you are student teaching for home visits)
* Frequency of home visits, toddler groups, etc.
* Daily routines for I/T professional team members
* Staffing patterns (e.g., individual/teams, professional disciplines included, models of teaming)
* Number of families served, range of identified disabilities/risk conditions for children and degree and type of inclusive practices (natural environments)
* How the program reflects the diversity of families being served (staff, languages, materials, etc.)

1. **Documentation of Field Experience hours with solo student teaching included**

Participate in and document at least 180 hours of directed field experience (including solo teaching experience) (Log hours in your I/T Student Teaching Field Log hours document- and submit to EDSP 474 Canvas course relevant assignment drop box your PLAN at the beginning of the semester and then FINAL field log at the end of the semester). Please comment on the type and range of activities. At the beginning of the semester fill in your planned days/times and then as you complete your hours update these days with the hours, activities, Triad Meetings, and Supervisor observations.

By the end of your directed field experience (student teaching) you will be expected to demonstrate full responsibility for planning, implementation, and evaluation of home visit or group activities (depending on your specific field placement) or generally full responsibility for planning and implementing the preschool program schedule. *You will negotiate the timeline and process with your local/on-site mentor and your university supervisor.*

1. **Initial Self-Assessment**

Field experience candidates will submit to the assigned university supervisor and in EDSP 474 Canvas course a self-assessment using the Field Experience Evaluation Form at the beginning of the semester (completed in collaboration with field mentor and university supervisor).

* + - Self-Assessment - At the beginning of your fieldwork assignment, score your skills using the EDSP 474/475 Field Experience Evaluation Form as a guide to assist you in self-assessment and description of your overall knowledge and skills at the beginning of the semester. Rate your skill level on each of the competency items. Submit to the relevant EDSP 474 Canvas course assignment drop box.
  + Review your self-assessment and plan with your university fieldwork supervisor (and cooperating teacher or onsite mentor) to determine specific experiences needed to fulfill competency requirements.

You will revisit your initial self-assessment again at the end of your fieldwork assignment. Your university fieldwork supervisor (and cooperating teacher or onsite mentor) will evaluate your knowledge and skills at the end of your fieldwork experience using the Evaluation Form.

1. **Student Teaching Daily Journal (ELOs 1-6)**

For every day you attend your student teaching placement, you will reflect on what happened in a daily journal (at minimum 12 entries, including those aligned with your EDSP 211 Family Project). Submit to the relevant EDSP 474 Canvas course assignment drop box the link to your digital journal or pictures/scans of your written journals.

1. **Action Plan for EDSP 211 assignments & EDSP 474 tasks**

Fill in the action plan with timelines for completing your assignments (EDSP 211) and student teaching requirements (EDSP 474) in collaboration with your mentor teacher as you plan your semester AND then update it throughout the semester as necessary (e.g., changes to your action plan). Submit to the relevant EDSP 474 Canvas course assignment drop box by the second week of the semester.

1. **Three triad meetings (ELOs 1-6)**

Triad: Sac State Supervisor, District Field Mentor, & ECSE Candidate. Candidates will schedule three meetings with their Supervisor and Field Mentor:

1. **Triad Meeting #1**: within the first 2 weeks of the semester (to discuss shared expectations, solo teaching plan, and candidate’s self-assessment results, and plan for important activities and discussions during the semester using the self-assessment results);
2. **Triad Meeting #2**: during weeks 6 – 8 to review progress and complete **the mid-term evaluation** (all three participants come to the meeting with the evaluation completed on the candidate in order to facilitate discussion and share with the Sac State supervisor who will submit the collaborative mid-term evaluation on Task Stream), review and revise (if needed) the improvement plan; and if applicable, discuss any concerns;
3. **Triad Meeting #3**: during weeks 15-16 to reflect on the semester, collaboratively complete the **final evaluation form** on Task Stream (again, all participants come to the meeting with a completed evaluation form on the candidate to inform the discussion), and sign the Student Teaching Signature page.
4. **NOTE**: additional meetings may be needed if there are concerns. Ideally concerns will be addressed within the first 6-8 weeks of the semester so that the candidate has time to address those concerns and improve. If those concerns are not addressed in a timely fashion, then a triad meeting must be scheduled to collaboratively write a Statement of Concern and Action Plan. All participants must sign these documents and if the action plan is not sufficiently met, then the candidate will not pass this student teaching course.
5. **Six (or twelve for interns) observations: GoReact “live” observations or uploaded recoded video clips of teaching for your university supervisor (ELOs 1-6)**

Candidates arrange six times throughout the semester to be observed by the university supervisor via a GoReact “live” meeting or upload a recorded video.

During the “live” meeting, candidates can wear a Bluetooth headset if necessary for the university supervisor to hear them. Just before beginning to teach, the candidate will join the university supervisor in a GoReact live session, then point the camera toward instruction for a live observation (ensuring a good view). If the observation will be recorded, the candidate records on his/her device or within the GoReact App or website- then uploads it with the observation narrative; then notifies the supervisor of a new observation submission ready for feedback. Following the observation, the supervisor and candidate will arrange to meet via Zoom (either immediately or later that day) to debrief about the observation and engage in a reflective practice feedback process. See below the types of videos that will be submitted:

|  |
| --- |
| GoReact submissions   1. Practice video 2. Video #1: mentor teacher leading a session with tags on the video with key strategies they’ve learned 3. Video #2: mentor teacher with roughly 30% contributions from the student teacher 4. Video #3: mentor teacher co-teaching with roughly 50% contributions from student teacher 5. Video #4: Leading the book ends of the meeting- opening and closing of the meeting 6. Video #5: Mentor teacher co-teaching with roughly 75% contributions from student teacher 7. Video #6, your choice: Engaged with a student, Assessment with a family, engaged with family, etc. |

**EDSP 211 Assignments** (Curriculum, Intervention Strategies and Environments in ECSE: Infants & Toddlers). For more detailed descriptions of these assignments, see the course syllabus.

1. **Family Project.**
2. **One Critical Incident video and analysis for in-class Discussion.**
3. **Class Attendance and Participation.**

# Grading

This is a credit/no credit course. Assignments will be graded according to the quality of work and participation. Quality is defined as follows: All elements of each assignment are to be addressed completely as stated, with work reflecting knowledge gained from material presented in lectures, readings, and class activities. Work should be neat, legible, and well-organized.

All assignments are to be typed, double-spaced, except those completed on forms and/ or in-class. Spelling, typing, and grammatical errors are to be corrected before submission. It is expected that “People First" language will be used in all written work. Assignments are to be submitted on the stated due date, unless otherwise approved in advance by the instructor.

***Passing Student Teaching***

* Students must attain an overall average of “4” on the EDSP 474/475 Evaluation Form (as rated by university supervisor) in order to receive credit for student teaching.
* Students must submit all EDSP 474 tasks/assignments.
* Students must ensure their Triad team has signed the Sac State Student Teaching Signature Page to confirm recommendation for passing Infant & Toddler student teaching.
* Students who have successfully completed both EDS P 474 and EDSP 475 are eligible to apply for the Education Specialist ECSE credential.

# GRADE DISTRIBUTION

| Key Assignments Completed in Collaboration with your Supervisor AND Field Mentor  (for EDSP 474/476 AND EDSP 211) | Completion Checklist |
| --- | --- |
| Work this semester for EDSP 474/476 with Supervisor/Field Mentor | |
| 1. **Program Description** (submit in EDSP 474 Canvas course drop box) |  |
| 1. **Documentation of Field Experience log hours** (180 hours total: student teacher; 320 hours total: intern) with Solo student teaching included (approximately 80 hours of the total Field Experience hours) submit in EDSP 474 Canvas course drop box |  |
| 1. **Initial Self-Assessment** (submit in EDSP 474 Canvas course drop box) |  |
| 1. **Student Teaching Daily Journal** (submit in EDSP 474 Canvas course drop box) |  |
| 1. **Action Plan** for EDSP 211 assignments and EDSP 474 tasks (submit in EDSP 474 Canvas course drop box) |  |
| 1. **Three Triad Meetings** (1: self-assessment/action plan, 2: mid-term eval, 3: final-eval; supervisor submits evaluation form in TaskStream) |  |
| 1. **Six (student teacher) OR Twelve (intern) observations** (live or recorded in GoReact) |  |
| Work this semester for EDSP 211 (Infant/Toddler Methods course) with Supervisor/Field Mentor | |
| 1. Family Project |  |
| 1. One Critical Incident video and analysis for in-class discussion |  |
| 1. Attendance and Participation |  |
|  | |

**Infant & Toddler Student Teaching**

**NAME:**

**Directions**: Fill in this document by the first week of your student teaching experience in collaboration with your mentor teacher as you plan your semester.

**Program Description**

**Directions- Infant & Toddler Program:** Describe the infant/toddler program where you are completing your field experience. Include the following:

* Administrative structure (e.g., County, SELPA, Regional Center vendor)
* Overall program focus/goals
* Format for home visits (upload to your I/T Student Teaching Group files a copy of planning/follow up forms used by the program in which you are student teaching for home visits)
* Frequency of home visits, toddler groups, etc.
* Daily routines for I/T professional team members
* Staffing patterns (e.g., individual/teams, professional disciplines included, models of teaming)
* Number of families served, range of identified disabilities/risk conditions for children and degree and type of inclusive practices (natural environments)
* How the program reflects the diversity of families being served (staff, languages, materials, etc.)

**Infant & Toddler Student Teaching**

NAME:

# Action plan

***Projects/Assignments***

**Directions**: fill in this plan for completing your assignments (EDSP 211) and student teaching requirements (EDSP 474) in collaboration with your mentor teacher as you plan your semester AND then update it throughout the semester as necessary (e.g., changes to your action plan).

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Where you submit assignment & who grades/checks it** | **Family with whom you plan to complete this project** *(include initials, as reminder of who you plan to work with)*  *Remember to also submit signed permission Form* | **Date you plan to complete this by:** |
| **Family Project- PART 1 (ASSESSMENT)** | EDSP 211- Canvas assignment drop box (Dr. Chesnut) |  | ***Date:***   1. Draft: 2. Final: |
| **Family Project- PART 2 (INTERVIEW)** | EDSP 211- Canvas assignment drop box (Dr. Chesnut) |  | ***Date:***   1. Draft: 2. Final: |
| **Family Project- PART 3 (COACHING)** | EDSP 211- Canvas assignment drop box (Dr. Chesnut) |  | ***Date:***   1. Draft: 2. Final: |
| **Family Project- PART 4 (REFLECTION)** | EDSP 211- Canvas assignment drop box (Dr. Chesnut) |  | ***Date:***   1. Draft: 2. Final: |
| **Critical Incident Video & Analysis** | EDSP 211- Canvas assignment drop box (Dr. Chesnut) and present in class |  | ***Date:*** |
| **Student Teaching Journal**  *(daily reflections for each day of student teaching; share at minimum 12 entries with your supervisor, including those related to your preparation for your Family project assignment)* | EDSP 474 - Canvas assignment drop box (Your Supervisor). Submit link to a digital journal OR submit scans of a handwritten journal. | N/A | **Dates:** |
| **Program Description** | EDSP 474 - Canvas assignment drop box (checked by Dr. Collado as part of passing your student teaching experience). | N/A | ***Date:*** |
| **Field Log Hours** | EDSP 474 - Canvas assignment drop box. Submit your plan at the beginning of the semester and then your final log by August 16 (checked by Dr. Collado as part of passing your student teaching experience). | N/A | ***Date I will submit my planned student teaching hours:***  ***Final updated log with activities should be updated each day and week of student teaching by August 16, 2019.*** |
| **Action Plan for completing assignments** | EDSP 474 - Canvas assignment drop box (checked by Dr. Collado as part of passing your student teaching experience). | N/A | ***Date:*** |
| **Self-assessment using Evaluation Rubric** | EDSP 474 - Canvas assignment drop box (checked by your supervisor). | N/A | ***Date:*** |
| **Triad Meetings (3)** *(student teacher schedules in beginning, middle, and end of experience with triad team)* | EDSP 474. Note these on your Field Log hours | N/A | ***Dates:*** |
| **Supervisor Observations (6)** | EDSP 474. Upload your videos to GoReact.com and submit with your video your observation reflection or pre/post reflection. | N/A | ***Dates:*** |

**Observation Narrative**

**Infant & Toddler Student Teaching**

**Provided with each observation submitted in GoReact**

NAME:

**Date:**

**Observation #:**

**Directions**: For all observations, the candidate provides supervisor with an introduction to the observation by providing background information about what will be observed, relevant data, and any preparation or plans for the observation. Address the following:

1. Describe what the session is about
2. What are the family’s priorities and concerns
3. What stage in working with the family are you
4. What are the developmental goals for the individual child.
5. Reflect on the session (for recorded observations only)- how did it go? Did it meet your expectations? What would you do the same or differently?

**Student Teaching Journal**

**Infants & Toddlers (EDSP 474)**

*Directions: For each day of student teaching, record your observations and reflections. You can either keep a handwritten journal using a hand-drawn T-chart like the one below) or a Word/Google Doc with the table below copy and pasted for each new journal entry with the most current at the top. Share at least 12 of your entries with your supervisor (or share the link to your google doc) to help guide discussions about your experience.*

**Name:**

Date:

Total hours today:

Activities today (e.g., meeting, home visit, etc.):

|  |  |
| --- | --- |
| **Activities**  (what happened) | **My thoughts about what happened**  (wonderings, concerns, questions, ideas, etc.) |
|  |  |

## EDSP 210: Assessment and Evaluation in Early Childhood Special Education

## FALL 2019

## (3 units)

|  |  |
| --- | --- |
| Instructor: | Dr. Cindy Collado |
| Office & Hours: | Eureka 322  **Office Hours**: Tuesdays, 7:00-8:30p; Thursdays, 2:45-4:15p; and by appointment  *NOTE: to meet with me during office hours, you can visit me in person in my office or join online via Zoom. During these hours I will be available online at this zoom link:* [*https://csus.zoom.us/j/860884060*](https://csus.zoom.us/j/860884060) |
| Class Time & Location: | Mondays, 4:30-7:20p, Zoom: <https://csus.zoom.us/j/488539967> |
| Office Phone: | (916) 278-4616 |
| Email:  LMS (Learning Management System):  Communication preferences: | [cindy.collado@csus.edu](mailto:cindy.collado@csus.edu)  Canvas (<http://canvas.csus.edu>)  Best way to contact me is via your CSUS email or via Canvas messages. If you’d like to speak with me, call my office phone number and/or set up an appointment to meet in person or via Zoom video conferencing.  **NOTE: The program expects that you will use your Sac State email for all professional email communication (i.e., with professors, supervisors, school staff, etc.).** |

# Course Description

Quality practices in early childhood assessment using a range of culturally appropriate tools and techniques, parent-professional-collaboration, transdisciplinary team assessment, assessment reporting and translating results into intervention planning. Participants will demonstrate skills in planning, carrying out and reporting results of assessments/evaluations for eligibility determination, program planning, and monitoring ongoing progress for infants, young children and their families.

This course is designed to enable participants to effectively assess infants and young children who have disabilities. Content will focus on quality practices in early childhood assessment including using a range of culturally appropriate tools and techniques, parent­ professional collaboration, transdisciplinary team assessment, assessment reporting, and translating results into intervention planning. Participants will demonstrate skills in planning, carrying out, and reporting results of assessments/evaluations for determination of eligibility, program planning, and monitoring ongoing progress for infants, young children, and their families.

# Program Philosophy

This course reflects a departmental commitment to age-appropriate, integrated educational programs for students with disabilities. Special education means support services, not placement in special education classrooms. We recognize, however, that many schools/districts are still in progress as they move to provide inclusive education. This course is offered in the spirit and practice of inclusive education with a strong emphasis for providing quality special education services in the general education environment. Students are expected to develop skills in discovering ways for students to participate meaningfully and to be successful without being removed from their peers with or without disabilities.

# Student Learning Outcomes

**California Commission on Teaching Credentials Standards Addressed in EDSP 210**

Program Standards for Education Specialist Teaching Credentials: 2.2, 4.2, 4.3, 5.1-5.4, 6.2, 8.1, 9.1-9.2, 10.14-10.17, 14.4,

Program Standards ECSE Teaching Credential: 1, 2.1-2.3, 3.1-3.3, 4.1-4.2, 5.1-5.2, 5.4, 6.1, 6.4, 9.4

*Upon completion of this course, students will be able to:*

* Students will demonstrate knowledge of current recommended practices in assessment and evaluation of infants and young children with disabilities and their families.
* Students will demonstrate knowledge of current California eligibility criteria and requirements for early intervention and special education services as well as the foundations for these criteria.
* Students will demonstrate knowledge of psychometric properties of measurement tools, including screening, assessment, reliability and validity, standardization, criterion-referenced measures, and informal assessment parameters and guidelines.
* Students will demonstrate knowledge, dispositions, and skills to effectively utilize a variety of formal and informal screening, assessment, interview, and evaluation techniques, including observation, play-based assessment, family interviewing, curriculum-based assessment, and selected norm-referenced instruments.
* Students will demonstrate knowledge of the multiple purposes of assessment and evaluation and ability to select tools and procedures appropriate for each specific purpose.
* Students will demonstrate knowledge, disposition, and skills to select and carry out assessment and evaluation procedures that are appropriate to the culture & language of the child and family.
* Students will demonstrate knowledge, dispositions, and skills to develop an assessment plan that reflects the family's priorities, concerns, priorities, and questions.
* Students will demonstrate knowledge, dispositions, and skills to modify assessment procedures, when appropriate, to accommodate or compensate for the impact of the child's disability on performance, in a variety of developmentally appropriate learning environments.
* Students will demonstrate knowledge, dispositions, and skills to work as a member of a transdisciplinary team including parents and professionals to plan, carry out, and review assessments.
* Students will demonstrate knowledge, dispositions, and skills to communicate assessment and evaluation findings verbally and in writing, accurately, sensitively, and in jargon-free language.
* Students will demonstrate knowledge, dispositions, and skills to incorporate appropriate behavioral, social, and environmental considerations as a critical component of the context for administering assessment processes and interpreting assessment findings.
* Students will demonstrate knowledge, dispositions, and skills to use assessment and evaluation information in collaborative development of IFSP and IEP documents to guide planning and implementation of appropriate intervention strategies.
* Students will demonstrate knowledge, dispositions, and skills in application of professional standards of confidentiality, objectivity, and non-judgmental attitudes in all assessment and evaluation activities.
* Students will demonstrate knowledge, dispositions, and skills in use of a variety of current technology applications for learning, teaching, collaborating, and communicating as professionals in a variety of developmentally appropriate environments.
* Students will demonstrate knowledge, dispositions, and skills in creating and maintaining healthy learning environments for diverse learners in home, school, clinical, and community settings.
* Students will demonstrate knowledge, dispositions, and skills to work effectively with diverse learners in home, school, clinical, and community settings.

***For full text of CTC standards go to:*** [***www.ctc.ca.gov/educator-prep/STDS-prep-program.html***](http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html)

# Required Texts & Readings

***Required textbooks (these are great resources for you in the future)***

* Grisham-Brown, J. & Pretti-Frontczak, K. (2011). *Assessing young children in inclusive settings: The blended practices approach.* Brookes Publishing.
* Grisham-Brown, J. & Hemmeter, M. L. (2017). *Blended practices for teaching young children in inclusive settings (2nd Ed.).* Brookes Publishing. *(selected chapters are read in EDSP 201 and EDSP 212)*
* Barrera, I., Kramer, L., & Macpherson, T. D. (2012). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood (2nd Ed.).* Brookes Publishing. *(selected chapters are read in EDSP 201 and EDSP 212)*
* Find the curriculum-based assessment tool used at your fieldwork site such as HELP, AEPS, Carolina.
* Additional articles and handouts available from the instructor via Canvas course site: [www.canvas.csus.edu](http://www.canvas.csus.edu). Students are expected to check Canvas prior to class to download class handouts, etc.

Recommended Texts

* Mindes, G. (2015). *Assessing young children* (5th ed). Pearson.

# Method of Instruction

Class sessions will be online in a synchronous format such that candidates log on to Canvas and join the class session from their computers via Blackboard Collaborate at the designated class time. Students are expected to organize their time so that readings are completed prior to class. Class meetings will cover content and explore topics through engaging with colleagues in discussion in live discussions as well as online, watching film/videos, and presenting experiences in the field. Students are encouraged to think critically throughout the course and to challenge the ideas and concepts presented. Students are also invited to expand their personal educational philosophy and skill levels through the integration and synthesis of course readings, assignments, first-hand experience and other related information.

### Online Component

### Course Requirements

* Internet connection (DSL, LAN, or cable connection desirable)
* Access to Canvas

### Course Structure

This course is designed to provide a fully online asynchronous experience, which means contact time with colleagues and the professor will be: 100 % online

**Online sessions** will be a blend of self-paced and group activities using Canvas and other Web sites. Activities will consist of chat, blogs, discussion forums, email, journaling, Google Docs, and web posting. Some online sessions may be conducted using Collaborate whereby groups of students call into a video conference session with the instructor. To familiarize yourself with this platform, please visit the CSUS Academic Technology Center website and click on the “participant orientation” for Collaborate: <http://csus.edu/atc/tools//collaborate/index.html>

### Canvas Access

This course will be delivered online through a course management system named Canvas.

To access this course on Canvas you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the [Check Browser](http://www.csus.edu/sacct/BrowserCheck/) from your Canvas course. Refer to the Canvas Browser Tune-up page for instructions. To access a course on Canvas, you must login from the Canvas Login Page ([www.canvas.csus.edu](http://www.canvas.csus.edu) ). To learn more about Canvas visit the Student Resources webpage (<http://www.csus.edu/canvas/students.html>) where you can view online tutorials, FAQ’s and other help resources.

### Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

* Visit the Canvas [Student Resources Page](http://www.csus.edu/canvas/students.html)
* Review Webpage guides: [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701)
* Take an Online course: [Student Canvas Orientation Course](https://csus.instructure.com/courses/6431)
* Review the [Get started: Student FAQs](http://www.csus.edu/canvas/faqs/student/student-getstarted-faq.html)
* Contact Sac State’s [Academic Technology Center to seek help](http://www.csus.edu/atc/students.html)

# Expectations for Student Conduct

Online activities and field assignments are designed to connect theory presented in the course readings and lecture to practical application. The intent of the instructor is to assist students in learning how to collaboratively assess and develop curriculum and programs for children and students with disabilities. **Students will be equally responsible as the instructor for contributing to class discussions and are expected to come to each class prepared to raise questions, analyze, synthesize, and respond to questions and issues regarding the content of that session.**

*NOTE: If you are completing assignments for this course at a school site, all of our expectations and policies (as detailed in the Policies and Procedures Handbook and the Field Placement Handbook, available on the department website) are in effect.*

# Course Assignments

Classroom activities and field-based assignments are designed to connect theory presented in the course readings and lecture to practical application. The intent of the instructor is to assist students in developing a solid understanding of early development while considering the many factors influencing the family and child including disability, culture, family values, family system, socioeconomic status, race, and language. **Students will be equally responsible as the instructor for contributing to class discussions and are expected to come to each class prepared to raise questions, analyze, synthesize, and respond to questions and issues regarding the content of that session.** The specific course requirements are as follows.

*Clarification of, specific details, and grading rubrics for each assignment will be added as needed throughout the semester. Students should feel free to ask questions in class and/or make an appointment with the instructor to discuss any questions or concerns.*

1. **Assessment Interview and Plan (75 points)**
   1. Guidelines. You need to identify an infant, toddler, or preschool age child who has disabilities for the purpose of ongoing, informal and formal assessment. You will begin this assignment by gaining a sense of how your program or district conducts evaluations in your district for determining eligibility. This 20-30 minute interview with an ECSE provider in your district or program will give you critical information to draft your Assessment Plan for the Comprehensive Assessment Report (CAR) assignment (see below). You will then devise an Assessment Plan and post the draft to Canvas for peer review. In addition to posting your own Assessment Plan, you will compose and post a review of an assessment plan posted by another member of the class.
   2. Your final Assessment Interview and plan will include:

* Interview notes (scanned written notes is acceptable)
* Interview Summary
* Final Assessment Plan

1. **Comprehensive Assessment Report (CAR) (150 points)**
   1. Guidelines. You are required to assess an infant or young child with disabilities in a natural environment over the course of the semester by carrying out your Assessment Plan. This assignment requires ongoing involvement with the child and the assessment must be inclusive of at least 2 areas of development. A more detailed description of this assignment will be provided.
2. **ECSE Evidence-based Intervention Presentation (150 points)**
   1. Guidelines. Review the research on an ECSE evidence-based intervention (using both practitioner articles and research studies), and present information about that intervention to your colleagues. In your presentation, describe the steps in implementing the intervention and/or approach, the purpose of the intervention, any accommodations that students who have disabilities and/or English language learners might need in order to participate in the intervention, any modifications of the approach that might need to be made for the intervention to be accessible to students with disabilities and/or English language learners, associated progress monitoring methods, online resources for further information about the intervention, and evidence on the effectiveness of the intervention from research studies. Your 20-minute presentation will include a handout packet (i.e., a copy of your PowerPoint slides, and one article describing the intervention procedures), PowerPoint slides, a video demonstrating the implementation of the intervention, and an activity to engage colleagues in discussing or applying the intervention.
3. **Presentation of Intervention Video Clip (25 points).**
   1. Guidelines. Choose a 3-10 minute video clip that shows you implementing the intervention. (It doesn’t necessarily need to be implemented well.) Prepare a 3-5 minute introduction for the video clip. The discussion for each student’s video clip will be limited to 20-25 minutes.
      1. *Provide a brief introduction in which you describe your child, the challenging behavior, the target replacement behavior, and the intervention procedure.*
      2. *Play a segment of the videotape showing how you implemented the intervention with the target child.*
      3. *Facilitate discussion with colleagues in your team by focusing on: 1) the student, and 2) the intervention procedures. Your role is to listen while your colleagues discuss what they noticed about your interactions with the child, set up of the environment and implementation of the intervention.*

# Grading

Assignments will be graded according to the quality of work and participation. Quality is defined as follows: All elements of each assignment are to be addressed completely as stated, with work reflecting knowledge gained from material presented in lectures, readings, and class activities. Work should be neat, legible, and well-organized.

## All assignments are to be typed, double-spaced, except those completed on forms and/ or in-class. Spelling, typing, and grammatical errors are to be corrected before submission. It is expected that “People First" language will be used in all written work. Assignments are to be submitted on the stated due date, unless otherwise approved in advance by the instructor.

### Grade Distribution

| Assignment | Points for the Course |
| --- | --- |
| Assessment Interview & Plan | 75 points |
| Mini-Comprehensive Assessment Report (CAR) | 150 points |
| ECSE Evidence-based Intervention Presentation | 150 points |
| Presentation of Intervention Video Clip | 25 points |
| Total | 400 points |

**Grading Criteria for Course Grade**

Value is attached to all assignments, exams, attendance, and participation in class. Grades will be determined according to a scale, which the following is an approximation:

|  |  |  |
| --- | --- | --- |
| Percentage | Point Range | Letter Equivalent |
| 94-100% | 374-400 | A |
| 90-93% | 358-373 | A- |
| 87-89% | 346-357 | B+ |
| 84-86% | 334-345 | B |
| 80-83% | 318-333 | B- |
| 77-79% | 306-317 | C+ |
| 74-76% | 294-305 | C |
| 70-73% | 278-293 | C- |
| 67-69% | 266-277 | D+ |
| <59% | <265 | F |

**Access to Grades**

The instructor manages a gradebook on Canvas to post grades online. Students can access these via the Grades tab in their Canvas course.

# Course Schedule

| Week/  Day | Topic | Readings | Activity | Due |
| --- | --- | --- | --- | --- |
| 1  Monday  Aug 26 | Introduction & overview: Overview of assignments, tasks, & skills required for successful completion of the course |  | Finding a child/family for your assessment work |  |
| 2  Sept 2 | NO CLASS  Labor Day holiday, campus closed |  |  |  |
| 3  Monday  Sept 9 | What is assessment in ECSE from birth to age 6 and how is it related to instruction and intervention?   * What & how do we assess? * For what purpose do we assess? * What is the evaluation process? * IDEA’s PEP procedures | **Chapter (available on Canvas)**: Mindes & Jung, Ch. 1: A Comprehensive Assessment System for Birth Through Age 8  **Chapter**: Assessing young children blended practices- ch.1 (Introduction) |  |  |
| 4  Monday  Sept 16 | Determining baseline and involving families in the assessment process   * *Criterion-referenced tools: in-depth study of the AEPS* * *Family questionnaires and interviews*   *Partnering with infant/toddler vs. preschool families* | **Chapter**: Assessing young children blended practices- ch. 2 (Authentic Assessment)  **Chapter**: Assessing young children blended practices ch. 3 (Family involvement in the assessment process) |  |  |
| 5  Monday  Sept 23 | Assessment for eligibility and program planning: administering Curriculum-based assessments: the HELP, AEPS, Carolina: Data-based Decision making | **Chapter:** Assessing Young Children blended practices ch. 7 (Assessment for Program planning purposes) | *AEPSi exploration* | **Sign up for free AEPSi account by Monday, March 25** |
| 6  Monday  Sept 30 | Cultural and ability responsive assessment procedures for students with complex needs and Dual Language learners (DLLs)  *ELL assessment considerations including determining differential diagnosis: Case studies*  *Universal Design for Assessment principles and practices* | **Chapter**: Assessing young children blended practices- ch 4 (Recommended practices for assessing children with diverse abilities)  **Chapter:** Barrera, Kramer, & Macpherson. Ch.9 (Planning and conducting culturally linguistically inclusive assessments) |  |  |
| 7  Monday  Oct 7 | Comprehensive Assessment Report (CAR): Child Study Reports   * *Interpreting and writing evaluation results* * *From assessment data to IFSP and IEP goals*   *Linking assessment results to writing linguistically and culturally appropriate IFSP and IEP goals: Case Studies* | **Chapter (available on Canvas)**: Mindes & Jung, Ch.8. Building a Child Study  **Article**: Banerjee & Guiberson. (2012). Evaluating young children from culturally and linguistically diverse backgrounds for special education services. *Young Exceptional Children, 15*(1), 33-45. |  | **DRAFT Due**: Assessment Plan DRAFT for peer review (ensure you’ve completed your Assessment Interview as it informs your plan) |
| 8  Monday  Oct 14 | Evidence-based interventions in ECSE | **Article on Canvas**: Dunst & Trivette (2009) Using Research to Inform Evidence-based Practices | **Practice:** *Choosing an EBP in ECSE according to student needs* | **Due**: Final Assessment Interview & Plan |
| 9  Monday  Oct 21 | Designing Individualized Intervention Plans: bridging the gap between goals IFSP/IEP goals and implementation | **Article on Canvas**: Jung, Gomez, Baird, & Keramidas (2008). Designing intervention plans: Bridging the gap between individualized education programs and implementation. *Teaching Exceptional Children, 41*(1), 26-33.  **Chapter**: Blended practices ch. 3 (Identifying Outcomes for children in blended Early childhood classrooms) |  |  |
| 10  Monday  Oct 28 | Administering standardized assessment tools in early childhood including norm-referenced and criterion-referenced tools; understanding descriptive statistics to inform administration and interpretation of standardized data.  Progress monitoring in ECSE with families and in schools | **Article on Canvas**: Jarrett, Browne, & Wallin. (2006). Using portfolio assessment to document developmental progress of infants and toddlers. *Young Exceptional Children, 10*(1), 22-32.  **Chapter:** Assessing Young Children blended practices ch. 8 (Performance monitoring within a tiered instructional model) |  | **DRAFT DUE**: Mini-Cars report |
| 11  Monday Nov 4 | Administering the DRDP with students with disabilities: guest speaker, Debbie Duplantis  Exploring the impact of disability on development using a curriculum-based measurement tool | **None** | Practice using observation to score DRDP for students with disabilities | **Due:** mini-Comprehensive Assessment Report |
| 12  NO CLASS  Monday  Nov 11 | Veteran’s Day holiday, campus closed |  |  |  |
| 13  Monday  Nov 18 | Assessment and intervention with young children with autism | **IRIS module:** Autism Spectrum Disorder (Part 1): An overview for Educators (est. completion time- 2 hours): <https://iris.peabody.vanderbilt.edu/module/asd1/> |  |  |
| 14  Monday  Nov 25 | Sharing Assessment results with families & understanding their grieving process   * *Using the Skilled Dialogue approach with families in the context of assessment* * *Supporting them in receiving and using the evaluation results to advocate for their child* | **Chapter:** Barrera, Kramer, & Macpherson. Ch. 8 (Skilled dialogue and culturally linguistically respectful, reciprocal, and responsive assessment and instruction). | Guest Speaker: Dr. Jessica Moreno (CSUS Professor, Marriage & Family Counseling)  **Practice**: sharing results with families and responding to their needs to empower them | **DRAFT DUE:** ECSE EBP presentation |
| 15  Monday  Dec 2 | *ECSE Evidence-based Intervention Presentations* |  |  | **DUE**: ECSE EBP presentation |
| Finals Week  Thurs. Dec. 9 | *VIDEO CLUB: Student Presentations of Intervention Video clips for discussion* | None |  | **Due:** Intervention Video clip (upload to Canvas & be prepared to play in class) |

(Note: this is a tentative schedule and may be changed based on instructor’s discretion)

EDSP 210

Assessment in Early Childhood Special Education (ECSE)

***Assessment Interview & Plan Assignment***

**Assessment Interview (Part 1)**

You will schedule an informal interview with an ECSE provider in your district or program who is typically responsible for conducting assessments and evaluations of young infants, toddlers, or preschoolers with disabilities or suspected disabilities. This interview will take about 20-30 minutes. The goal of this interview is for you to gain a complete understanding of this assessment and evaluation process as well as to support the development of your Assessment Plan (Part 2). Guiding questions for your interview are provided below. You may handwrite your notes from the interview (or type) and then type a narrative summary of what you learned. Turn in both your interview notes (a picture is acceptable) and your typed summary.

Interview guiding questions:

* What is your current position in the program or district and your role in the assessment process for young children with disabilities? Specifically, for eligibility determination as well as annual IEP or semi-annual IFSP meetings?
* Describe the assessment tools you use in the evaluation process including formal and informal tools.
* Describe how you and your team include families in the assessment process.
* Describe the assessment tools and assessment process for collecting progress monitoring data on young children’s goals and progress.
* How does your team work together to collaborate on collecting assessment information and determining eligibility?
* How might the assessment methods be adapted for specific populations of students such as those who are dual language learners or those with multiple and/or severe disabilities?
* Describe your beliefs about this assessment process including strengths, weaknesses, and recommendations for improving it.

**Assessment Plan (Part 2)**

Your Assessment Plan is the roadmap to your work in assessing an infant, toddler, or preschool age child with disabilities this semester. Each element described here must be included in your plan. Organize and present the information in a way that provides clear understanding of the child & your plan to assess the child. Your assessment plan will be posted in Canvas. A peer in this class will critique your plan and provide you with feedback. These plans provide a great forum for discussion, ideas, & suggestions on assessment of young children with disabilities.

1. Child's first name (don't use last name), date of birth, chronological age. There's normally not a reason to change the child's first name - this does not violate confidentiality.
2. Brief **strengths-based description of the family and home** (living arrangements).
3. **Program information**. Description of early intervention service, current and previous.
4. **Strengths-based description of your child**. Your initial impressions of this child, including strengths,interests, areas of need, and if applicable diagnosis or categorical label. Include comments on developmental and social-emotional areas.
5. Describe the **purpose for this assessment**. What do you hope to learn?
6. **Timeline** for securing the assessment information & completing the mini-Comprehensive Assessment report (mini-CAR) (this will likely change during the semester)
7. Parent and agency **permission forms**, as needed. See samples; use the sample or develop your own form.
8. **Methods and Strategies**: Describe your plan for the assessment of this child in at least 2 areas of development. You may want to include specific assessment instruments, but this is not required in the plan. Describe how you will use of each of the following assessment strategies in your work this semester (all are required):

* Interview with staff that work with this child
* Interview with parents, guardian, other caregivers
* Review of cumulative record or developmental history
* Review of previously administered assessment tools
* Direct Assessment Instruments or types of instruments you plan to use. You must use AT LEAST two different assessment tools in your assessment work with this child. At least one tool must be the Curriculum-based Assessment (CBA) used in your district or program – either Infant/Toddler or Preschool version.
* Observation of child in at least 2 or 3 activity settings

**You need to get to work now!**

* Identify appropriate child for your assessment/case study project.
* Secure agreement from program or agency to assess this child, if needed.
* Secure family and/or agency/district permission for assessment.
* Gain an informal knowledge base about assessing young children
* Gain an informal knowledge base about this child (observe).
* NOTE: Your plan is a proposal and subject to instructor approval prior to implementation.

***Mini-Comprehensive Assessment Report (m-CAR)***

**Assignment Overview**

Your Comprehensive Assessment Report is the accumulation of your written work in assessing an infant, toddler, or preschool-age child with disabilities this semester. Typically, a CAR is completed when evaluating a child for eligibility for special education services. This is your first experience with evaluating a student so it’s been reduced to a smaller study of a child; you will complete a full comprehensive evaluation in your final semester. It is recommended that this assignment be used as ‘practice’ and not be reported to the family or used in instructional programming; however, if you are the teacher of record for the student then you may use this for program planning purposes. Each of the elements described below must be included in your final assessment report. Feel free to organize and present the information in a way that provides a full and clear understanding of the child, and of your assessment of the child. You will be provided with a template, which you may use.

1. Your final **Assessment Plan** is the 1st component of the report. Include original and any revisions of the Assessment Plan in your report. Include a copy of the peer review that was posted by your peer.
2. **Raw Data**. Your assessment report includes test protocols, interview notes, records from observations and assessment. A brief written summary or annotation should accompany presentation of each data source. Remember, you must use AT LEAST two assessment tools in your Assessment Report.
3. **Written report**

Includes the following sections:

* **Background information.** Strengths-based description of the whole child and family.
* **Placement Description.** If this child is already receiving early intervention or special education services, is the setting appropriate for current and future developmental needs? Why or why not? Is this child eligible for services? If not already placed, should the child be receiving early intervention services? Why?
* **Assessment Instruments.** List the tools you used including formal and informal approaches to collecting information about the child. Behavioral Observations: Materials used in the assessment that were useful or not useful. Description of your interaction with the child and helpful techniques used with the child.
* **Summary of findings from the family**. What information have you gathered from the family? Provide a summary of assessment findings drawn from the family, and a statement of family strengths, needs, & priorities as they relate to this child.
* **Developmental Summary**. Detailed narrative describing the child's strengths, skills, and deficits in each developmental area include:
  + Developmental and learning strengths
  + Developmental and learning weaknesses/needs
  + Specific goals to consider for areas of concern, particularly those that are a priority for the family
* **Global Summary.** A complete and condense summary of the child's developmental skills and needs, as drawn from the family and developmental summaries. Describe the child's strengths, limitations, and areas of need, including all areas of development.
* **Recommendations****.** Provide recommendations based on your assessment findings. These may pertain to any area related to this child's early intervention/education...placement, instructional approaches, educational goals, related services, changes to consider, family needs, transition to the next environment, or other suggestions.

1. **Reflection on the mini-CAR.** Your analysis of the accuracy and overall thoroughness of this assessment report as a full and accurate indication of this child's skills, abilities, deficits, strengths, and needs. Describe how you would use the report and time during the IEP meeting to advocate for the family’s rights and empower them with knowledge about the IFSP/IEP process, supports, and services. How do you believe this family would receive this information and would best be supported (be specific about their concerns, priorities, and interaction style.
2. **Developmental Profile handout.** This will be provided to the family as a way of summarizing the information in the mini-CAR in a parent-friendly way. *Note: a Developmental Profile was first taught and completed in your EDSP 216 course.*

A successful Comprehensive Assessment Report includes all of the required elements. In addition to fully completed assessment protocols, you must include your raw data -- your original notes, handwritten or transcribed, as a part of your report.

**Rubric - Comprehensive Assessment Report**

**Objective/Criteria Performance Indicators**

**Unacceptable Satisfactory Very Good Work Outstanding**

**(0-5 points) (6-10 points) (11-15 points) (16-20 points)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Raw Data**-Protocols,  Narrative notes, visual media. | (0-4 points)  the data are sketchy, incomplete, or missing in assessment report | (5-6 points)  The data provide an adequate foundation for the assessment report | (7-8 points)  The data form an important & useful part of the report | (9-10 points)  The raw data are clear, informative, real, & useful |
| **Data Sources** Reflects Multiple Sources · multiple, appropriate assessment tools and multiple informants | Not all required tools are used. | At least one required tool is missing. | Some information is missing that could capture a fuller understanding of the child. | The tools are varied and reflect the multiple perspectives of the child. |
| **Developmental Profile handout**:  1-2 page handout for families summarizing report | Handout is incomplete and/or is deficit focused using jargon that doesn’t summarize the report but states data and scores only. | Handout is missing some information or is not strengths-based; rather it is jargon-heavy and focuses on deficits only. | Handout is fairly well organized with some information presented using jargon OR some errors throughout. | Handout is organized, strengths-based, and clear with all key information included from the report in parent-friendly language. |
| **Written Report**: Background Summary, placement history, & family input summary | Narrative & summary don’t draw directly from data | Narratives and summary are acceptable, but not thorough or balanced | Narratives & summary are clear, well organized, descriptive and well- written | Narratives clearly tied to assessment findings & links to recommendations |
| **Written Report**: Developmental Summary | Information not present or not logically presented | May be missing one developmental area to summarize OR summaries are jargon-heavy and not translated into easy to understand language for families. | Summaries may not be fully strengths-based as they begin with describing deficits. | Narratives are well written using jargon-free language; both areas describe performance, including strengths, needs, and recommended goals. |
| **Written Report**: Global summary | Narrative & summary don’t draw directly from data | Narratives and summary are acceptable, but not thorough or balanced | Narratives & summary are clear, well organized, descriptive and well- written | Narratives clearly tied to assessment findings & links to recommendations |
| **Written Report**: Recommendations | Recommendations absent; summary diffuse or incomplete | Recommendations satisfactory. Summary provides information in all areas of development | Recommendations linked to findings & overall summary is clear | Recommendations follow directly from assessment findings and address family concerns/issues |
| **Overall Quality** of your assessment work in all areas required for the Comprehensive Assessment Report | Information not present or not logically presented with many errors throughout. | Information present but somewhat scattered; not easy to follow with errors. | Report is generally well organized with some errors. May be written in first person (using “I” statements). | Exceptionally well organized, clear, and edited for errors. Written about the student in 3rd person and in the past. |

**EC****SE Evidence-based Intervention PRESENTATION**

**Purpose**: To develop the ability to translate research about an evidence-based intervention into practice by (1) synthesizing and summarizing the research describing the intervention and its effectiveness, and (2) describing the procedures for using it to address the challenging behaviors or skill deficits of a young children with a disability.

**The Situation**: *You’re an early childhood special education teacher in a small early childhood center where you are part of a school-based problem solving team with four other staff including the school psychologist, an early childhood teacher, a speech and language pathologist, and the case manager. The team meets every Friday morning to discuss students across the classrooms that are struggling significantly either with regard to learning skills or regulating emotions and/or behavior. For each child that is discussed, the team conducts a Functional Behavioral Assessment (FBA) and then discusses the FBA data with the team. Based on the results of the FBA, the team then makes a plan for the child according to what replacement skills or behaviors will be taught and a subsequent evidence-based intervention that will be most effective for addressing the function of the behavior or underlying deficits. For any intervention that is chosen, the principal requires the team to establish an argument for the evidence base supporting the use of the intervention in the early childhood setting for that particular behavior or skill. This requires one team member to conduct research on the intervention in order to form an argument for why the intervention is the best approach to supporting the child’s learning as well as describe the procedures for implementing the intervention. If the team agrees that there is evidence that the intervention is effective and are clear on how to implement it, then they make a step-by-step plan for implementing it with the target student.*

***For this task****, your team has discussed a possible intervention to be used with one of the children who has persistent difficulties. You have volunteered to synthesize the research and procedures for this evidence-based intervention, which you will then present to the team. Your team members need to have a clear understanding of what the research says about the effectiveness of the intervention and the procedures for employing it. They will also need to consider whether they might need to modify the implementation procedure in one or more ways (or perhaps provide one or more accommodations) in order for the intervention to be effective with a particular student. Based on your presentation, the team will decide if they should proceed with the intervention for that target student.*

**Description**: You will have 20 minutes to help your colleagues gain an understanding of the following elements of the evidence-based intervention: (1) the purpose and use of the intervention; (2) findings from research studies regarding the effectiveness of the intervention; (3) step-by-step procedures for implementing the intervention; (4) data collection methods for measuring the effectiveness of the intervention; and (5) relevant resources (articles and websites).

To do this you will need to create **a PowerPoint presentation** and **present a video** demonstrating the intervention.

**Presentation Directions (20 minutes)**

Read the associated research articles on Canvas, do some of your own research (i.e., Google, library search, Google Scholar), and talk to your Triad team to gain an understanding of the intervention. You will be using the information you gather about the intervention to create a PowerPoint presentation that will include the following (in any order):

1. **Purpose** of the intervention such as what behaviors/skills it targets.
2. A summary of research on the **effectiveness of the intervention** in improving young children’s behaviors or skills (particularly students with disabilities):
   1. Be sure to cite specific research studies and provide references.
3. **A quick description** of the overall intervention approach:
   1. Highlight one or two key teacher-friendly, practical articles that provide a clear description of the intervention.
   2. Provide references for your articles.
   3. Include one of the articles in your packet for your colleagues.
4. **A step-by-step guide** for implementing the intervention:
   1. Depending on your intervention, there may be procedural steps for different approaches. to implementing the same intervention. Make it clear to your colleagues how this intervention will look when implemented in the classroom or early intervention settings.
5. **Modifications** of the implementation procedure (or **accommodations** that might be needed) when using the intervention with young children who have disabilities:
   1. Determine whether the implementation procedure might need to be modified (or whether one or more accommodations might be needed) in order for the intervention to be implemented effectively with different populations of children with disabilities (i.e., those who may have difficulty processing visual information, physically manipulating materials, understanding the concepts, verbally responding, recalling information, etc.)
6. **Progress monitoring assessment** ideas:
   1. Describedata collection methods that a teacher could use to track a student’s progress towards specific objectives that the intervention is targeting.
7. **Online resources** for your colleagues to access information about how to implement the intervention (e.g., websites, modules, webinars, etc.):
   1. Identify at least 3 online resources your colleagues might use.
8. **A video demonstration** of the intervention:
   1. Present an already recorded video such as one found on YouTube.

OR

* 1. Create a video of a teacher implementing the intervention with adults acting like children or with real children (NOTE: If real children are involved, make certain that you have permission from their parents to videotape them).

*Send your presentation files (e.g., PowerPoint slides, handout) to Cindy by 4:30pm on the date of your presentation (the instructor will upload these to the website)*

**Interventions used in Early Childhood Special Education Settings**

*You may choose one of these for your Intervention Presentation or propose your own*

*See Canvas for descriptions of each intervention & a list of references*

1. High Probability
2. Time Delay
3. Choice Making
4. Dialogic (Shared) Reading
5. Problem Solving Techniques
6. Peer Mediated Strategies
7. Social Stories
8. Visual Scripts
9. Visual Schedules
10. Structured Work Systems

**Intervention Presentation Rubric**

*You will be graded based on the following 3 criteria: Impact, Accuracy, and Process.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1. **– 37 points** | **36 – 24 points** | **23 – 11 points** | **10 – 0 points** |
| **Impact**:  On the audience | Highly effective use of technology, materials and packet to engage and inform the audience (including an organized set of online resources & annotated references to articles). The structure of the presentation led colleagues through a logical sequence that effectively engaged and informed them. | Generally effective use of technology, materials, and handout to engage and inform the audience (including resources & references but with minimal organization). | Somewhat effective use of technology, materials, and handout to engage and inform the audience (including resources & references but with no organization). | Ineffective use of technology, materials, and handout to engage and inform the audience. No resources or references provided. |
| **Accuracy**:  Intervention research | A thorough review of the research, integrating both practitioner articles and research studies that completely and accurately synthesizes the effectiveness of the intervention across research studies (citing appropriately) & describes specific research studies in order to paint a clearer picture of how to use the intervention in practice. | A generally accurate synthesis of the research; minor inaccuracies (e.g., did not address a variety of research approaches) that do not affect overall review and/or doesn’t describe a specific study. | An inaccurate representation of the intervention research; numerous errors (e.g., did not translate research into own words) that detract from the critique. | Major inaccuracies or did not incorporate the research; significant errors throughout. |
| **Process**:  Intervention procedures | An exceptionally clear description of the intervention procedures/steps that paints a picture of how to approach planning the steps to complete it, accommodations and/or modifications for students with disabilities and progress monitoring methods. | Generally clear; able to follow the presentation and understand the intervention approach. | Lacks clarity; difficult to follow and understand the intervention approach. | Unclear; impossible to follow and understand how to use the intervention approach. |

**California State University, Sacramento**

**College of Education**

**Teaching Credentials Department**

# EDSP 201: Developing Collaborative Partnerships with Families, Professionals, and Communities in ECSE

# FALL 2019

# (3 units)

|  |  |
| --- | --- |
| Instructor: | Cindy L. Collado, Ph.D. |
| Office & Hours: | Eureka Hall 322 & Zoom: Mondays & Thursdays 3:00-4:30pm. Zoom link: <https://csus.zoom.us/j/860884060>  And by appointment |
| Class Time & Location: | ONLINE course, Synchronous, Meets Thursdays 4:30-7:20 in Zoom: <https://csus.zoom.us/j/748868957> |
| Phone: | (916) 278-4616 (office) |
| Email: |  |
| Website: | Canvas Course (<http://canvas.csus.edu>) |
| Communication preferences: | The best way to contact me regarding this course is via Canvas email and if you’d like to speak to me call my office phone. You may also email me directly if you choose.  *NOTE: The program expects that you will use your Sac State email for all professional email communication (i.e., with professors, supervisors, school staff, etc.).* |

# Social Justice Defined

Social Justice encompasses educational, economic, and political, arenas. Social Justice is a commitment to equity and fairness in treatment and access to opportunities and resources for everyone, recognizing that all is not equal. Social Justice means that we work actively to eradicate structural and institutional racism, sexism, classism, linguicism, ableism, ageism, heterosexism, religious bias, and xenophobia. Social Justice means that we as educators are responsible for the collective good of society, not simply our own individual interests. (California Teachers’ Association)

# Course Description

Overview of the historical, philosophical, theoretical/empirical, and legal bases for family centered, relationship based special education services. Emphasis is on developing cross-cultural competence and a strengths-based, student-centered approach to empowering families and advocating for students with disabilities. Students will develop skills required to build and maintain collaborative relationships through effective communication and teaming with families, students, professional colleagues, and community members. These skills will be applied in the context of school-family-community partnerships, professional partnerships, person-centered planning/future planning, and IFSP/IEP development.

**Thirty hours of field-based experience are required**. Course will be a synthesis and application of lecture course content in home-based, center-based, and/or community-based settings serving infants and young children with disabilities and their families.

**Consent for Data Use**

As a part of evaluating the success of the pedagogical practices used in this class, the information, i.e. assignments and related analytics will be used in a research project to assess teaching practices in an Early Childhood Special Education foundational course and how it impacts student success. The analysis of the data will not occur until after the semester is over. Prior to being analyzed, all identifying information will be removed from the data, assigning each student an anonymous participant number so it will not be able to be connected to you. This will be performed by myself. If you would like to have your data removed from use in this assessment of the class, please email me and I will note this and remove your data from use in the analysis. Participation will have no impact on your grade. There will be no added work for participating in the project. Regardless of participation, all assignments need to be completed as part of requirements of the course. If you have any questions, please let me know. For questions about your rights as a research participant please contact the Sacramento State IRB at [irb@csus.edu](mailto:irb@csus.edu).

# Program Philosophy

This course reflects a departmental commitment to age-appropriate, integrated educational programs for students with disabilities. Special education means support services, not placement in special education classrooms. We recognize, however, that many schools/districts are still in progress as they move to provide inclusive education. This course is offered in the spirit and practice of inclusive education with a strong emphasis for providing quality special education services in the general education environment. Students are expected to develop skills in discovering ways for students to participate meaningfully and to be successful without being removed from their peers with or without disabilities.

# Course Objectives

*This course addresses the California Commission on Teacher Credentialing (CCTC) Education Specialist Program standards, Early Childhood Special Education specialty standards, and the Moderate/Severe specialty standards. Course content is directly related to the following standards for the California Education Specialist Teaching Credential: Program Standards* 2.2, 3.1, 3.3, 4.1-4.3, 5.3, 6.1, 6.3, 7.1, 7.3, 8.1, 9.1-9.2, 10.4-10.5, 10.7, 10.10-10.13, 10.17-10.18, 10.20, 11.3, 13.1-13.3, 14.1, 14.4-14.6*; Early Childhood Special Education Specialty standards1, 2.2, 2.3, 3.1-3.4, 4.1, 5.1-5.4, 6.1-6.4, 7.1, 7.3-7.4, 8.1-8.3, 9.2.*

*Upon completion of this course, students will be able to:*

* Discuss models and research on relationship-based, family-centered approaches to intervention, including the family systems framework. Specifically, address relevant research on the central role of families in early development, learning, and wellbeing, particularly for young children and students with disabilities or risk conditions.
* Apply knowledge of and research on family support in Early Childhood Special Education (ECSE), including family-professional collaboration, and development of family self-advocacy and empowerment. This includes developing and maintaining a collaborative partnership with families using a family-centered approach; supporting families in identifying concerns, priorities, and resources; partnering with families and communities in preparing for success in transitioning to any new environment; and utilize a collaborative process such as person-centered planning/future planning for developing IFSP and IEP outcomes based on family strengths, concerns, priorities and resources.
* Utilize knowledge of models of and research on cross-cultural competence, including the relationships of culture, language, disabilities, and family beliefs, values, and practices to understand one’s own culture and values as well as apply culturally appropriate strategies that recognize and support cultural beliefs, values, and practices of families.
* Utilize communication practices necessary for communicating, collaborating, problem-solving, and consulting effectively and that promote non-judgmental, collaborative relationships with 1) individuals with disabilities and their families, 2) general/special education teachers and co-teachers, related service personnel, paraprofessionals, and administrators, and 3) trans-disciplinary teams.
* Demonstrate professional ethics, including recognizing scope-of-practice parameters, confidentiality of information, appropriate boundaries in professional interactions and mandated legal responsibilities.

# Required Texts & Readings

Hanson, M. J., & Lynch, E. W. (2013). *Understanding families: Supportive approaches to diversity, disability, and risk* (2nd Ed.). Baltimore, MD: Brookes Publishing.

Barrera, I., Corso, R.M., & Macpherson, D. (2012). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood (2nd Ed.).*  Baltimore, MD: Paul H. Brookes Publishing Co. *NOTE: This textbook is required in future ECSE courses in this program: EDSP 210, EDSP 211, & EDSP 212.*

Harry, B., & Harry, M. (2010). *Melanie, bird with a broken wing: A mother's story*. Baltimore, Maryland; Paul H. Brookes Publishing Co.

**Recommended Reading:**

Grisham-Brown, J. & Hemmeter, M. L. (2017). *Blended practices for teaching young children in inclusive settings (2nd Ed.).* Baltimore, Maryland; Paul H. Brookes Publishing Co.  *NOTE: This textbook is required in future ECSE courses in this program: EDSP 212.*

Soloman, A. (2012*). Far from the Tree: Parents, children, and the search for identity.* New York, NY; Scribner/A division of Simon & Schuster, Inc.

Turnbull, A., & Turnbull, R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2014). *Families, Professionals, and Exceptionality: Positive outcomes through partnerships and trust (7th Ed.).* Upper Saddle River, NJ: Pearson.

Additional articles and handouts available from the instructor via Canvas course site: [www.canvas.csus.edu](http://www.canvas.csus.edu). Students are expected to check Canvas prior to class to download class handouts, etc.

# Method of Instruction

Class sessions will be online in a synchronous format such that candidates log on to Canvas and join the class session from their computers via Zoom at the designated class time. Students are expected to organize their time so that readings are completed prior to class. Class meetings will cover content and explore topics through engaging with colleagues in discussion in live discussions as well as online, watching film/videos, and presenting experiences in the field. Students are encouraged to think critically throughout the course and to challenge the ideas and concepts presented. Students are also invited to expand their personal educational philosophy and skill levels through the integration and synthesis of course readings, assignments, first-hand experience and other related information.

### Course Requirements

* Internet connection (DSL, LAN, or cable connection desirable)
* Access to Canvas

### Course Structure

This course is designed to provide a fully online asynchronous experience, which means contact time with colleagues and the professor will be: 100 % online

**Online sessions** will be live class meetings using Canvas and other Web sites. Activities will consist of chat, blogs, discussion forums, email, journaling, Google Docs, and web posting. Some online sessions may be conducted using Collaborate whereby groups of students call into a video conference session with the instructor. To familiarize yourself with this platform, please visit the CSUS Academic Technology Center website and click on the “participant orientation” for Collaborate: <http://csus.edu/atc/tools//collaborate/index.html>

### Canvas Access

This course will be delivered online through a course management system named Canvas.

To access this course on Canvas you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the [Check Browser](http://www.csus.edu/sacct/BrowserCheck/) from your Canvas course. Refer to the Canvas Browser Tune-up page for instructions. To access a course on Canvas, you must login from the Canvas Login Page ([www.canvas.csus.edu](http://www.canvas.csus.edu) ). To learn more about Canvas visit the Student Resources webpage (<http://www.csus.edu/canvas/students.html>) where you can view online tutorials, FAQ’s and other help resources.

### Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

* Visit the Canvas [Student Resources Page](http://www.csus.edu/canvas/students.html)
* Review Webpage guides: [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701)
* Take an Online course: [Student Canvas Orientation Course](https://csus.instructure.com/courses/6431)
* Review the [Get started: Student FAQs](http://www.csus.edu/canvas/faqs/student/student-getstarted-faq.html)
* Contact Sac State’s [Academic Technology Center to seek help](http://www.csus.edu/atc/students.html)

# Expectations for Student Conduct

Classroom activities and field-based assignments are designed to connect theory presented in the course readings and lecture to practical application. The intent of the instructor is to assist students in learning the legal, historical, philosophical, and social foundations of inclusive education and to support development of skills needed by inclusion facilitators. **Students will be equally responsible as the instructor for contributing to class discussions and are expected to come to each class prepared to raise questions, analyze, synthesize, and respond to questions and issues regarding the content of that session. During class, students are expected to have their Zoom video on.**

*NOTE: If you are completing assignments for this course at a school site, all of our expectations and policies (as detailed in the Policies and Procedures Handbook and the Field Placement Handbook, available on the department website) are in effect.*

# Course Assignments

Classroom activities and field-based assignments are designed to connect theory presented in the course readings and lecture to practical application. The intent of the instructor is to assist students in developing a solid understanding of early development while considering the many factors influencing the family and child including disability, culture, family values, family system, socioeconomic status, race, and language.The specific course requirements are as follows.

*Clarification of, specific details, and grading rubrics for each assignment will be added as needed throughout the semester. Students should feel free to ask questions in class and/or make an appointment with the instructor to discuss any questions or concerns.*

1. **Community Activity** (12.5% of final grade).

ELOs 1-2.

* 1. *Guidelines.*You will gain experience exploring resources available to families and professionals in their community. This experience will increase your knowledge and expertise within your local community as families view the early childhood education specialist as a good connection to resources. To do this, you will find an event either in their community or online to attend, propose your plan to the instructor, attend the event/training by immersing yourself in the experience, and write a blog posting reflecting on the experience. The activity can be any experience offered near you that is related to Early Childhood Special Education including events related to policy, advocacy, family support, fundraising, training. They may be in the form of meetings, talks, presentations, family meetups, fundraisers, and more.

*Blog post*. Following the activity, you will write your reflection in the format of a blog post about the resource and experience by sharing details about the activity (e.g., who hosted it, where it was, how to find out more information online or in person, etc.), who would benefit from the activity, the impact on families and professionals, what it was like, and personal reflections about the experience. If you attended an event with one or more colleagues, you may write the blog post together.

*Events*. You may join our Sac State ECSE team at the annual [Step Up for Down Syndrome walk](https://www.ds-stride.org/dsiastepup) on Sunday October 13, 2019 in Land Park, Sacramento. If not, then you must conduct your own exploration in your community to find an activity to attend. A good place to start looking for an activity offered this semester is through your local Family Resource Center. You can find information about Family Resource Centers throughout California and locate the one nearest you on this website: <http://www.frcnca.org/>. You can visit your local resource center’s website to see what events are posted as well as call the contact person to speak further about available opportunities or recommendations for activities in the area. Some other potential activities can be found through the following organizations, depending on your interest (but are not limited to these):

* + 1. *Events*:
       - Family Resource Center hosted events (for example, Warmline in the Sacramento area: <http://www.warmlinefrc.org/trainingsactivities.html>)
       - Disability Rights Council hosted events: <https://www.disabilityrightsca.org/news-events/events>
       - Community Technology Education Center (CTEC) hosted events: <http://www.ctecaac.org/events/>. Or simply visit their center to explore their resources.
       - UC Davis Mind Institute events (Distinguished Lecture Series & Minds Behind the MIND series) and parent support groups: <http://www.ucdmc.ucdavis.edu/mindinstitute/events/>
    2. *Policy meetings:* 
       - Attend a board meeting for a disability rights group such as ARC, Steinberg Institute, etc.
       - Attend a Disability Rights Council meeting at the Capitol (<https://www.disabilityrightsca.org/who-we-are/board-of-directors>)
    3. *Can’t find any local events this semester? Engage in an online event such as an archived webinar, presentation, or module.*
       - ADEP modules for families
       - UC Davis Mind Institute Distinguished lecture series & Minds behind the MIND Series: <http://www.ucdmc.ucdavis.edu/mindinstitute/events/dls/index.html>
       - Family Resource Center archived webinars: <http://www.frcnca.org/meetings-and-training-opportunities/>
       - California Autism Professional Training and Information Network (CAPTAIN) online modules and videos as well as events: <http://www.captain.ca.gov/news.html>

1. **Reflection Papers** (12.5% of final grade, 2 papers @ 25 points each).

ELOs 1-5.

* 1. Guidelines. Candidates will be assigned topics to reflect on at the beginning and end of the course in line with readings and topics discussed. A reflection prompt will be provided for each paper. Reflections will be 2-3 pages, double spaced, 12-point font. The expectation is that candidates will use this space to consider the connection between readings and course ideas with their own experiences working in the field of early childhood special education. Candidates are expected to move beyond summarizing readings and ideas by considering what those concepts mean for supporting families and young children with disabilities.

1. **Family Project** (75% of final grade)

ELOs 1-5.

* 1. Guidelines. Candidates will be richly describing a family/community/culture by becoming an informed participant observer in the context of that family's life. Over the course of this semester you will have many opportunities to interact with families. This assignment asks you to identify a family from a culture other than you own with whom you are working and to get to know them by joining their family on a couple of daily activities such as going to the playground, attending a cultural/community event, or playing at home. Once rapport is established with the family, create a plan to learn from them as you complete the three parts of this project. Candidates will need to show evidence of at least four contacts (one rapport building activity, and a meeting for each of the three parts of the project), other than what regularly occurs in their program. In return, candidates are expected to offer the family a service to thank them for their time, such as childcare, find a resource at their local Family Resource Center - be creative. Remember, you are not "diagnosing" them; they are teaching you about their family, their culture, their hopes and dreams for their children, their cultural practices. Your purpose is to get to know them. This will culminate in a Family story presentation sharing the impact of the disability on the family and the candidate’s personal reflection on the activity. Includes 3 parts that guide you in meeting with the family throughout the semester:
     1. Part 1: Person-centered planning meeting summary, person-centered planning meeting 5-10 min video/audio clip for in-class video club discussion (100 points)
     2. Part 2: IFSP/IEP projected PLOP and goals, map/timeline of projected transitions and supports (80 points)
     3. Part 3: Family Story Presentation and Reflection (120 points)

### Grade Distribution

| Assignment | Points | Percentage of final grade |
| --- | --- | --- |
| Community Activity Blog post | 50 points | 12.5% |
| Reflection Papers  (2 papers @ 25 points each) | 50 points | 12.5% |
| ***Family project***: Part 1- Person-centered planning | 100 points | 25% |
| ***Family Project***: Part 2 – IEP/IFSP goals/outcomes and transitions | 80 points | 20% |
| ***Family Project***: Part 3 – Family Story Presentation | 120 points | 30% |
| Total | 400 points | 100% |

***Grading Criteria for Course Grade***

Value is attached to all assignments, exams, attendance, and participation in class. Grades will be determined according to a scale, which the following is an approximation:

|  |  |  |
| --- | --- | --- |
| Percentage | Point Range | Letter Equivalent |
| 94-100% | 374-400 | A |
| 90-93% | 358-373 | A- |
| 87-89% | 346-357 | B+ |
| 84-86% | 334-345 | B |
| 80-83% | 318-333 | B- |
| 77-79% | 306-317 | C+ |
| 74-76% | 294-305 | C |
| 70-73% | 278-293 | C- |
| 67-69% | 266-277 | D+ |
| <59% | <265 | F |

***Access to Grades***

The instructor manages a gradebook on Canvas to post grades online. Students can access these via the Grades tab in their Canvas course.

# Course Policies

***Attendance.*** Class attendance in this online synchronous course is required. Students are expected to join the class via Zoom on time and participate in class discussions and activities as would be expected in face-to-face courses. After 2 absences, the student’s grade in the course will drop by one grade. After 3 absences, the student will not be able to earn a passing grade for the course. Students with medical or other justifications for absences should confer with the instructor as early as possible so that an appropriate adjustment can be identified.

***Make-Up Exams and Make Up Assignments.*** Students are strongly encouraged to submit drafts of assignments early and often for formative feedback. This ensures a deeper understanding of the material and strong coursework. Students can make-up an exam or assignment by discussing such arrangements with the instructor.

***Late Work.*** Complete all assignments and presentations by required **due dates**. All written work should be submitted at the *beginning of the class* on the designated due date. **Late assignments will *not* be accepted unless prearranged with the instructor with validation.** All work must ultimately be submitted in order to receive credit for the course (this means that even if a course grade can mathematically be computed as a passing grade, a student cannot pass the course with assignments missing). Students submitting late work forfeit the opportunity to receive feedback and forfeit the opportunity to resubmit improved work for a different grade.

***Revised Assignments and Feedback.*** Upon the discretion of the professor, candidates may be allowed to resubmit an assignment if the initial submission did not meet the stated criteria for a passing grade. Only ONE resubmission per assignment will be permitted.

***Credit.*** Opportunities for extra credit will be available and will be announced throughout the course of the semester.

***Incompletes.*** Incomplete grades are only given under extenuating circumstances. It is the student’s responsibility to request a grade of Incomplete. An instructor may or may not grant this request and will consider such factors as student’s work to-date and amount of work still to be completed in making a determination. This instructor may or may not grant this request and follows the details of the university’s grading policy for incompletes: <https://www.csus.edu/umanual/acad/UMG05150.htm>

***Advising.*** The instructor is available for individual advising throughout the semester. Candidates can also arrange for telephone advising and/or E-mail advising. Refer to preferred communication process on page 1.

# Course Schedule

| Week | Topic | Readings due today | Activity | Due Today |
| --- | --- | --- | --- | --- |
| #1  Thurs  Aug 29 | Course & Personal Introductions & Expectations; Review of Syllabus, Introduction to reading journal articles |  | **Watch**: Far From the Tree Documentary |  |
| #2  Thurs  Sept 5 | Family Systems theory and your family | 1. **TEXTBOOK CHAPTER**: Hanson & Lynch ch 1 *(Families in the 21st century, 22pgs)* 2. **OPTIONAL Chapter**: Solomon, *Son,* ch. I: pgs 1-48 (available on Canvas) | *Family-centered practices Exit Ticket (#1)* |  |
| #3  Thurs  Sept 12 | Families raising children with disabilities | 1. **TEXTBOOK CHAPTER**: Hanson & Lynch ch 5 *(Families with Children with Disabilities, 26pgs)* 2. **CHAPTER in Canvas**: Soloman, Ch. VII *pp. 355-375 (Disability) (on Canvas)* |  |  |
| #4  Thurs  Sept 19 | Family diversity in the 21st century:   * Poverty * Adverse Childhood Experiences (ACEs) | 1. **TEXTBOOK CHAPTER**: Hanson & Lynch ch 6 *(Families Living in Poverty, 19pgs)* 2. **TEXTBOOK CHAPTER**: Hanson & Lynch ch 7 *Family Life at Risk, 18 pgs)* | *Autobiographies* | **DUE: Community Activity proposal** |
| #5  Thurs  Sept 26 | The impact of culture and disability on learning and families’ funds of knowledge: strengths-based perspective | 1. **NOVEL**, Part 1 (pages 1-46): Harry, B. *Melanie:* *Bird with a Broken wing*. 2. **SKILLED DIALOGUE Book**. Barrera, Kramer & Macpherson ch 1 *(Culture: The Underlying Reality, 14pgs),* | *Activity: Funds of Knowledge* | **DUE: Reflection Paper #1 (Autobiography)** |
| #6  Thurs  Oct 3 | Communities as support systems: Eco-Mapping and advocacy  Finding resources for families (Family Resource Centers) | 1. **ARTICLE**: McCormick, Stricklin, Nowak, & Rous. (2008). Using eco-mapping to understand family strengths and resources. *Young Exceptional Children, 11*(2), 17-28 | *Guest Speaker: Cid Van Koersel from WarmLine Family Resource Center* |  |
| #7  Thurs  Oct 10 | Developing cross-cultural communication strategies: Person-centered planning: MAPS | 1. **NOVEL**, Part 2 (pages 47-102): Harry, B. *Melanie:* *Bird with a Broken wing*. | *Practice: Eco-Mapping & MAPS person-centered planning family interviews* |  |
| **Sunday, October 13, 2019: Step up for Down Syndrome walk. Land Park, Sacramento** | | | | |
| #8  Thurs  Oct 17 | Evidence-based Family-centered practices in ECSE | 1. **TEXTBOOK CHAPTER**: Hanson & Lynch ch 3 *(Families in Context: Conceptual Frameworks for Understanding and Supporting Families, 30pgs)* 2. **TEXTBOOK CHAPTER**: Hanson & Lynch ch 4 *(Traditional and Evolving Family Roles and Functions, 24pgs)* | *Family-centered practices Exit Ticket (#2)* |  |
| #9  Thurs  Oct 24 | Telling a family’s story: empowering by giving them a voice | 1. **NOVEL**, Part 3 (pages 103-207): Harry, B. *Melanie:* *Bird with a Broken wing*. | *In-class Video club discussion: Family Project Part 1* | **DUE: Family Project PART 1: Person-centered planning summary & video/audio clip** |
| #10  Thurs  Oct 31  ONLINE | ONLINE Class deliverables due by midnight- no meeting in ZOOM.  Partnering with families and professionals in the IFSP/ IEP process   * Learning how to communicate to families their legal rights | 1. **ARTICLE**: Jung & Grisham-Brown (*Family-centered IFSPs)* | ***Practice****: IFSP & IEP exploration and the rights of families in the process* |  |
| #11  Thurs  Nov 7 | Supporting families through successful transitions in ECSE   * Understanding the needs of families and learning to advocate for their needs | 1. **ARTICLE**: Branson & Bingham (*Interagency collaboration for transition)* | ***Practice****: Transition timelines and planning* |  |
| #12  Thurs  Nov 14 | Honoring a family’s identity and values: cultural humility and responsiveness | 1. **SKILLED DIALOGUE book**: Barrera et al ch 2 *(Cultural Linguistic Diversity: The Challenges, 20pgs),* 2. **SKILLED DIALOGUE book**: Barrera et al ch 3 *(Honoring Identity, Voice, and Connection: The Response, 14pgs)* | *In-class Peer feedback: Family project part 2* |  |
| #13  Thurs  Nov 21 | Engaging diverse families in tough conversations: active listening using the Skilled Dialogue approach   * Using conversations to build advocacy and empower families | 1. **SKILLED DIALOGUE CHAPTERS**: Barerra et al Part II: Dialogue Across Culturally Linguistically Based Differences *(chs. 4-7, 48pgs)* | *Using the Skilled Dialogue approach with families to practice advocacy skills and empowering families* | **DUE: Family Project PART 2: IFSP/IEP projected goals and transitions** |
| #14  Thurs  Nov 28 | No Class, Thanksgiving |  |  |  |
| #15  Thurs  Dec 5 | Engaging in challenging conversations with colleagues  Adult learning theory: collaborating with families, paraprofessionals, and colleagues | 1. **CHAPTER in Canvas**: Rush & Shelden, ch. 7 (*Coaching Families, 40 pgs)* | *Using the Skilled Dialogue approach with colleagues*  *Family-centered practices Exit Ticket (#3)* | **DUE: Reflection Paper #2 (Teaching philosophy statement)** |
| Finals Week  Thurs  Dec 12 | Family Presentations | No Readings due |  | **DUE: Family project Part 3: Family Story presentation**  **DUE Anytime in the semester: Community Activity** |

(Note: this is a tentative schedule and may be changed based on instructor’s discretion)

Reflection Papers

*12.5% of final grade, 2 papers @ 25 points each: 50 points total*

“Guiding Questions”

**Reflections**. These are intended to be a reflective feature of your professional development as a teacher. The expectation is that you will use this space to consider the connection between readings and course ideas with your own experiences working in the field of early childhood special education. You are expected to move beyond summarizing readings and ideas by considering what those concepts mean for supporting families and young children with disabilities. In writing your reflections, respond to the specific prompt by integrating readings, lectures, and experience.

Reflection # 1: Autobiography: Telling your story. Any format. Think back to your grandparents (or further back if it’s meaningful) and reflect on your family history with regard to family members’ employment, levels of education, living situation and location, story of immigrating to the United States, language and other information that is pertinent to how you view yourself as an individual within a family unit. Finally, based on these family trends, share your autobiographical story about some of the big values and ethics that have been passed down (i.e., work, education, social, etc.) in your family, which then establishes the lens through which you view the world, how children should be educated, and how children should be assessed. You may create this autobiography in any format that helps you share your story: song/rap, poem, video slideshow, story, diary entry, etc.

Reflection #2: Your Teaching philosophy statement. 2-3 pages, double-spaced. Construct your philosophical teaching statement that you can share with families with whom you work. A teaching statement is a reflective narrative that provides others insight into what you believe and value. It often includes concrete examples of what those values look like in your practice when working with young children with disabilities and their families. Write it in first person and convey your goals as an educator (for your students, families, self?), how you meet those goals in your practice (your strategies and teaching approaches that match those goals), and how you know you met your goals (in your practice, interactions with students and families, etc.). Finish up your statement by answering the big question: why do you teach?

Rubric for each paper (25 points total each paper):

*This is a formative assessment; therefore, I will be providing descriptive feedback on your reflections.*

|  |  |
| --- | --- |
| 10 points | Thoughtfulness and completeness regarding what was learned in the content area, making connections to theory and practice (citing and/or referring to readings/authors and personal experiences) |
| 10 points | Metacognitive awareness of your own understanding of the topic including further questions and challenges. |
| 5 points | Coherence and mechanics. |

**Family Story Project**

(75% of final grade, 300 points)

You will be richly describing a family/community/culture by becoming an informed participant observer in the context of that family's life. Over the course of this semester you will have many opportunities to interact with families. This assignment asks you to identify a family from a culture other than you own with whom you are working and to get to know them. Then establish with the family a plan to learn from them. You will need to show evidence of at least four contacts (one rapport building activity, and a meeting for each of the three parts of the project), other than what regularly occurs in the program. In return, candidates are expected to offer the family a service to thank them for their time, such as childcare, find a resource at their local Family Resource Center - be creative. Remember, you are not "diagnosing" them; they are teaching you about their family, their culture, their hopes and dreams for their children, their cultural practices. Your purpose is to get to know them. This will culminate in a Family story presentation sharing the impact of the disability on the family and the candidate’s personal reflection on the activity. Includes 3 parts that guide you in meeting with the family throughout the semester:

* + 1. Part 1: Person-centered planning meeting summary, person-centered planning meeting 5-10 min video/audio clip for in-class video club discussion
    2. Part 2: IFSP/IEP projected outcomes/goals, map/timeline of projected transitions and support strategies
    3. Part 3: Family Story Presentation and Reflection

*Source:* Kidd, J. K., Sanchez, S. Y., & Thorp, E. K. (2004). Gathering family stories: Facilitating preservice teachers’ cultural awareness and responsiveness. *Action in Teacher Education*, 26*(1),* 64-73.

This project will require you to meet with the family 4-6 times throughout the semester. These meetings may look like this sequence but can be adapted to your individual situation and family:

**Rapport Building.** Begin with 1-2 informal meetings to develop rapport in which you hang out with the family during typical routines or activities in the home or community (e.g., soccer practice, neighborhood walk with the dog, etc.). The goal is to develop comfort with one another by getting to know each other better. Your first meeting should be informal and focused on building a relationship with the family. Ask them if you can join them during an activity or routine during the typical day for an hour or two.

1. **Part 1: Person-centered planning**. Schedule a 1 to 2 hour meeting with the family for the person-centered planning meeting so you have the opportunity to practice completing an Eco-Map and a MAPS interview. You’ll submit the products (Eco-Map, MAPS), audio/video-clip if permitted, and a summary/reflection paper.
2. **Part 2: IFSP/IEP outcomes/goals & transition timeline**. Information about the family’s goals for their child will be collected during the person-centered planning meeting in Project 2; however, additional information about their child’s upcoming transitions will need to be gathered. A discussion about upcoming transitions could be completed during another meeting or over the phone.
3. **Part 3: Family Story Interview**. Schedule a 1 to 2 hour meeting with the family for the family story interview where they choose to have memorabilia to share their story.

*Further details about these meetings are shared below in the relevant project descriptions.*

**Family Project PART 1: Person-centered planning**

**100 points total**

After you’ve built rapport with your family, meet with the caregiver(s) for 1-2 hours to practice engaging in a person-centered planning meeting. You will practice two person-centered planning approaches: Eco-Mapping (often used as a best practice in early intervention) and MAPS (often used as a best practice with families of school-age children). Regardless of the age of the child, you will practice interviewing using both the Eco-Mapping approach and the MAPS approach. Keep in mind you’re not an expert yet in these processes so this is just practice at this point. You should offer to share the product created together with the family; however, it should not be used for program planning. Ask for permission to audio/video record and have the family complete the permission form. If not permitted to record, then write a narrative of the meeting using the guidelines below.

During the meeting, it is recommended you set a timer. As this is practice, we want to respect the time the family is giving you so in reality you typically would not set a timer. It may be a good idea to set the timer for 30-45 minutes for the Eco-Map interview/discussion and 30-45 minutes for the MAPS interview/discussion. You know the family best so agree on an amount of time that works best for you and them, then plan accordingly. Be flexible with the family too. For example, if they only have 30 minutes available to complete these two interviews then set the timer for 15 minutes for each and indicate in your summary and reflection that there were time constraints. Use the relevant lecture and readings posted in Canvas to guide you in completing the Eco-Map and MAPS. Follow the guidelines below on what is required for submission in the Canvas Family Story Project Part 1 drop box for this assignment.

|  |  |  |
| --- | --- | --- |
| Part | Description | Points |
| 1  **Eco-Map** | A picture or scan of your completed Eco-Map. | **20 points** |
| 2  **MAPS** | A picture or scan of your completed MAPS. | **20 points** |
| 3  **Audio/Video clip or Narrative** | If permitted, a 5-10 minute video or audio clip of your interview during a moment when we can see/hear you leading the interview. If not permitted, write a narrative step-by-step description of what happened in the meeting. **Include parent permission form.** | **10 points** |
| 4  **Summary & reflection** | A 3-4 page double-spaced summary of your experience engaging the family in a person-centered planning process.   1. Describe what you learned about the family through the Eco-Map interview (10 points: ½ to 1 page) 2. Describe what you learned about the family through the MAPS interview (10 points: ½ to 1 page) 3. Reflect on the experience overall, how it differs from other assessment approaches to learning about the child and family. Then discuss the impact of this process on your understanding of the family and their child with a disability, your relationship with the family, and your ability to support them. (30 points: 2-3 pages) | **50 points** |

**Family Project PART 2: IFSP/IEP recommended outcomes/goals AND map/timeline of projected transitions and recommended support strategies**

**80 points total**

For this project, you may use information gleaned from Part 2 of the Family Project to help inform your decisions with regard to projected Individualized Family Service Plan (IFSP) outcomes or Individualized Education Program (IEP) goals. You will determine if you are writing IFSP outcomes or IEP goals based on the child’s age. If the child is aged birth to 2 years 11 months old, you will write recommended IFSP outcomes and if the child is 3 years or older then you will write projected IEP goals. Then you will talk to the family in person or via phone about expected transitions and goals in the child’s life up through the transition from high school graduation into adult life. Some of this information may have been shared during Project Part 2, which can be used to inform this project. Finally, you will write/draw a timeline or map of the child’s upcoming transitions from present time to graduation from high school; along with these you will include recommended support strategies. See specific expectations below. You may use the Part 2 template available on Canvas if you choose (however, it is not required to follow this format).

|  |  |  |
| --- | --- | --- |
| Part | Description | Points |
| 1  **Strengths-based description** (Present levels of performance: PLOP) | Write a strengths-based description of the child’s interests, strengths, activities, challenges, needs, and supports. About 1 page long. | **20**  **points** |
| 2  **IFSP/IEP projected Outcomes/Goals** | Write 2 IFSP outcomes OR 2 IEP goals in the areas of priority for the family and areas of need. | **30 points** |
| 3  **Map/Timeline of Projected Transitions and support strategies** | Visually map out at least 2 of the expected transitions in the child’s life from present time through just after graduation from high school. This map should include at each transition goals for the family, barriers, and concerns. Then for each transition, provide at least 3 recommended strategies for easing the transition for the family and 3 recommended strategies for the child. Include the rights of the families in the transition and IEP/IFSP process. You may present this in a table or other visually clear format. | **30 points** |

**Family Project PART 3: Family Story Presentation**

**120 points total**

**Family Story Interview**

During this meeting with the family (potentially your last meeting with them), let them know you’d like to informally talk to them about their family’s story, so you can understand them better and their experiences raising a child with a disability or developmental delay. For this meeting, schedule a time and place that is relaxed for them with or without their children present (their choice). Invite them to bring artifacts like pictures, souvenirs, or memorabilia (e.g., photo album) that they would like to use to tell their family’s story (going as far back as they’d like in their family history). While you’re talking to them be sure to use open ended questions and guiding statements like “Tell me more” or “can you describe what that was like” or “what were you feeling in these moments?” You may also consider using some of the guiding questions below to help the family tell their story. Record notes as they tell their story. Then at the end of this sharing, relay back to the family a summary of what you heard to ensure you’re capturing their story accurately. Use this information to then construct your Family Story presentation (see guidelines below).

On the day of the final, you will present your family story to your classmates. Consider your role as a story teller. Decide on a format that will enable you to most effectively share what you have learned. You may take a role, use artifacts, play an instrument, read a poem, share pictures, share quotes, etc. Consider how you would like your own story to be told. You will have 5-7 minutes to present during our final class meeting in Zoom. If you’re sharing something from your computer such as a PowerPoint or Prezi, then you can share your screen with the class.

**Potential guiding questions when interviewing the family:**

1. What’s your favorite story or stories you like to tell about your child?
2. What’s the greatest celebration so far in your child’s life? What’s your greatest celebration since your child became a part of your life?
3. What’s the greatest challenge you’ve faced since your child became a part of your life?
4. What’s the greatest challenge your child has faced?
5. How do you feel about the word “disability” as one label or description of your child?
6. What is one thing that you have learned as a parent raising a child with a disability?
7. What has your child taught you that you find valuable?
8. With regard to raising your child(ren), what was the like dynamic between you and your partner as well as extended families?
9. We know you’ve been in touch with other families raising children with disabilities, which has provided you with a great deal of perspective. In your experience, how has your experience been similar to as well as divergent from their experiences? Did any of these similarities or differences surprise you or not surprise you?
10. In what ways do you feel your child is lucky to have you as a parent?
11. In our students’ reading, chapter 5, Marci Hanson said, “Clinicians have likened parents’ responses to those of people who experience the terminal illness or death of a loved one. Parental response has been described as mourning the loss of the expected child. Using stage models, typically based on the stages of grief described in the work of Kugler-Ross (1969), clinicians have speculated that parents go through a series of responses to the traumatic event that begins with shock and disorganization or disequilibrium (including feelings of denial, anxiety, guilt, anger, depression, fear, blame, and bargaining or shopping for another option or cure) and is followed by acceptance and reorganization” (p. 99-100). Can you share your experience with grief and how it has impacted your life?
12. While every family experiences some level of stress and it ebbs and flows throughout their journey, research has found that families of children with disabilities experience higher levels of stress in their relationships and greater demands in comparison to families with typically developing children. Given your family’s experience with raising a child with and maybe a child without disabilities, do you believe the stress you’ve experienced is different or of a greater magnitude?
13. You’ve spoken some about family structures influencing the experiences of those individuals within a family. Can you tell us more about how your family structure may have played a role in your family story?
14. Can you speak about your child’s sibling’s experience with growing up with a sibling with a disability?
15. Relationships are the foundation of our practice with families and central to a family-centered approach for Early Childhood Special Educators. What has your experience been like with the early interventionists and now Education specialists in his preschool? Has this been different than therapy-based services that take more of a medical model approach?
16. What type of advice would you provide to our Early Childhood Special Education candidates with regard to working with families?
17. What has empowered you as a parent? What has empowered your wife (is this different than you)? What has empowered your child? What has empowered your other children? What has empowered your family as a whole?
18. What resource has been the most beneficial to you? What resource do you wish you had earlier on?
19. Close your eyes and imagine someone is writing a story about your family’s life so far, what would be the theme and how would that story be told? For example, do you hear a theme song playing in the background, are there certain emotions associated with that story, is it a movie or a poem or a slideshow.

**Family Story presentation guidelines**

Presented in class during finals week (documents such as a PowerPoint, video, or picture submitted in Canvas in the assignment drop box). Presentations are limited to 5-7 minutes.

*Guidelines.* Choose a presentation format that best captures the family’s story. It may be helpful to write your reflection paper and then use this information to craft their story. The presentation should focus on themes that emerged in your work with the family then creatively shared. This should not be a comprehensive explanation of the family’s history or your work with the family; instead, it is a choice you’re making to focus on a single theme or idea that represents this family and their experience raising a child with a disability. The format for creating your presentation is your choice and can either be presented live or a pre-recorded video and played during class. You will be allotted 5-7 minutes to present your story; therefore, you must be choosy about what you want to share and how. Your presentation will include two parts: the family’s story and your reflection on the impact of this family’s story on you as a future/current ECSE professional. You may combine these in a single cohesive presentation or present separately (e.g., read a poem you wrote about the family’s story, then share your reflection). See the description of expectations for each part as well as examples below.

|  |  |  |
| --- | --- | --- |
| Part | Description | Points |
| 1  **The** **Family’s Story** | Tell their story related to raising a child with a disability. Consider the importance of birth stories, immigration stories, courtship stories, and intergenerational stories. What identity did you see emerge as they shared their story? What themes were evident? What has it been like for this family to raise a child with a disability?  Use these ideas to craft a creative story about this family in the format of your choice: poem, song, slideshow (of quotes or pictures), video, podcast, movie trailer, etc. You may present it live or present a pre-recording of it. If it’s a poem or story, you’ll read it aloud to the group like an open-mic night. | **80 points** |
| 2  **Your reflection** | Reflect on yourself as a gatherer/teller of a family story. What was easy, hard? Describe your process for learning about the family and identifying their family theme. How has this project impacted your perspective and understanding of families? Identify and describe 1-2 ways your work with this family has impacted your perspective and understanding of families as an early childhood special education professional.  This section may be separate or integrated into part 1, the family’s story. | **40 points** |

The following are examples that could spur ideas for you in how you’ll present the family’s story (this is not exhaustive and not meant to limit your creativity- please use these ideas or come up with your own):

* The family may share many stories about children asking them questions about their child who has autism. This family’s story could be told in a pre-recorded Adobe Spark video with music, narration, and pictures sharing these series of conversations that highlight the family’s experience raising a child with autism. The video will be played from the candidate’s computer (presented through Zoom using “share screen”); following the video, the candidate shares 1-2 major lessons learned from this family and their experiences.
* The family focuses heavily on the roller coaster ride of emotions experienced when first learning their child had a disability and described the cycles of grief they experienced throughout the years raising their child. In this case, the family’s story could be represented in a watercolor painting or drawing of a roller coaster ride with signage along the ride indicating the different emotions and experiences they have had. When sharing with the class, a picture of the artwork will be displayed on the candidate’s computer (presented through Zoom using “share screen”) and narrated by the candidate by describing the artwork. The candidate’s reflection is integrated with this artwork as represented by a tree next to the rollercoaster constructed entirely of words indicating the impact of the family’s story on the candidate’s perspective on working with families.
* The family shares repeatedly how lucky they feel to have a strong community support including their friends, neighbors, family, and early childhood related service providers. This story could be presented in a poem, read aloud in class (via Zoom). Following the poem, the candidate shares a quote from his/her work with the family that captures the shift that happened in his/her understanding of families and their experiences.