Course Description

Methods for adapting early childhood activities and environments that meet the needs of children at risk for having disabilities; screening, selection and utilization of appropriate diagnostic and referral procedures for infants, toddlers and preschoolers. Prescriptive program planning for young children, special emphasis on working with families, inclusion, and multicultural processes. Required participation in selected activities and field experiences.

Course Purposes

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge  (S)=Skill  (D)=Disposition
FAMU Professional Education Unit Conceptual Framework

THE CONCEPTUAL FRAMEWORK

The Conceptual Framework (CF) in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

FAMU PEU Conceptual Framework Measurable Outcomes

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Approved/Revised 10/30/07
DIVERSITY

• CF 1
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>Understand diverse backgrounds of individuals.</th>
<th>F: 5,7</th>
<th>I: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 (K)</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CF:</th>
<th>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</th>
<th>F: 5,7</th>
<th>I: 3,8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 (S,D)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CF:</th>
<th>Accept and foster diversity.</th>
<th>F: 5,6</th>
<th>I: 3,8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 (S,D)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CF:</th>
<th>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</th>
<th>F: 5, 6</th>
<th>I: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 (S)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CF:</th>
<th>Establish a comfortable environment in which all students can learn.</th>
<th>F: 5, 7, 9, 10</th>
<th>I: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 (K, S)</td>
<td></td>
<td></td>
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</tbody>
</table>

TECHNOLOGY

• CF 2
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>Use of available technology and software to support student learning.</th>
<th>F: 4,12</th>
<th>I: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 (S)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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VALUES

• CF3
• Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: 3.2 (S) | Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. | F: 11,6 | I: 9,10 |
| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |
| CF: 3.4 (D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |

CRITICAL THINKING

• CF4
• Through this focal area, the FAMU professional education candidate will:

| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students' development of critical thinking and performance. | F: 2,7 | I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | I: 4 |

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PROFESSIONALISM

- **CF 5**

- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>Know the content</th>
<th>F: 8</th>
<th>I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 (K)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F:7,9</td>
<td>I: 7</td>
</tr>
<tr>
<td>CF:</td>
<td>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
<td>F: 7</td>
<td>I: 5</td>
</tr>
<tr>
<td>5.5 (S)</td>
<td>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF:</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 9</td>
<td>I:5,9</td>
</tr>
<tr>
<td>5.7 (S,D)</td>
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**Academic Learning Compact**

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#1 FEAP Communication- Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to effectively communicate with all children age three through eight and their families.

#2 – FEAP Diversity-Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to effectively deal with diversity of all children age three through eight and their families.

#3 FEAP Ethics-Students will have the knowledge, skill, and disposition to adhere to the Professional Code of Ethics for Early Childhood Educators.

#4 FEAP Human Development and Learning Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to effectively plan and facilitate a positive learning environment that supports intellectual, personal, and social development.

#5 FEAP Learning Environments-Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self motivation.

#6 FEAP – Assessment-Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to assess students and use the data to plan and provide learning activities and evaluate outcomes.

#7 FEAP Critical Thinking-Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to support students in using higher level cognitive skills including problem solving and critical thinking.

#8 FEAP Knowledge of Subject Matter-Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to work with students in the content areas of math, science, social studies, reading, language arts, art, music, movement, and drama.

#9 Role of the Teacher- Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to

Overall Goals of the Course

At the conclusion of this course, the student will be able to:

1. demonstrate knowledge of the service delivery system for infants, toddlers, and preschoolers with special needs and their families, including those for whom English is not their native language
2. identify infant, toddlers, and preschoolers with special needs including ELL
3. demonstrate understanding of developmentally appropriate assessment, diagnosis and evaluation of infants, toddlers, and preschoolers with special needs
4. demonstrate developmentally appropriate instructional planning and

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implementation for children with special needs
5. demonstrate understanding of how exceptionality is viewed in various cultures
6. demonstrate an understanding of cultural response to intervention and the service delivery system

Specific Behavioral Objectives

At the conclusion of this course, the student will be able to:

1. define and identify the characteristics that contribute to the identification of a child with special needs including English language learner
2. delineate the processes of referral, assessment and identification
3. identify programs and resources for early identification and intervention
4. identify characteristics of varied cultural groups and the affect and response of culture on exceptionality including those who do not speak English as their primary language
5. demonstrate the ability to work with families of children with special needs, including those for whom English is not their native language
6. demonstrate the ability to develop program plans (IFSP)
7. demonstrate knowledge and skill in developing appropriate activities and programs for infants, toddlers, and young children including those who do not speak English as their primary language
8. demonstrate the ability to plan and manage the teaching and learning environment
9. identify laws, statutes, agencies, facilities and resources protecting and serving children with special needs including English language learners
10. demonstrate the ability to evaluate appropriate use of technology with young children and ELLs including assistive and adaptive.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral Objectives</th>
<th>CEC</th>
<th>NAEYC</th>
<th>FEAP</th>
<th>FTCE</th>
<th>Conceptual Framework</th>
<th>ESOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consent Decree</td>
<td>1,9</td>
<td>2</td>
<td>5</td>
<td>5,8</td>
<td>2.3,3</td>
<td>1,2,3</td>
<td>5</td>
</tr>
<tr>
<td>Iris Module: What Teachers Need to Know</td>
<td>4,7,8</td>
<td>4,6</td>
<td>1,3</td>
<td>5,8,9,12</td>
<td>4.1,7.4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Article Critique</td>
<td>4,5</td>
<td>2</td>
<td>2</td>
<td>5,8</td>
<td>7.6</td>
<td>4,5,5</td>
<td>5</td>
</tr>
<tr>
<td>IFSP Development</td>
<td>2,5,6</td>
<td>5,8</td>
<td>2,3,5</td>
<td>2,4,8,10,11</td>
<td>5.1,7.3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>DAP Lesson Plan and Instruction</td>
<td>7,8,10</td>
<td>3,4,5,6,7</td>
<td>1,4</td>
<td>2,4,7,8,9,10</td>
<td>4.5,4.6</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

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National, State and Institutional Standards Addressed in the Course

Professional Organization/Learned Society Standards

Florida Educator Accomplished Practices (FEAPs)

FEAP 1
ACCOMPLISHED PRACTICE #1: Assessment

FEAP 2
ACCOMPLISHED PRACTICE #2: Communication

FEAP 4
ACCOMPLISHED PRACTICE #4: Critical-thinking

FEAP 5
ACCOMPLISHED PRACTICE #5: Diversity

FEAP 7
ACCOMPLISHED PRACTICE #7: Human Development and Learning

FEAP 8
ACCOMPLISHED PRACTICE #8: Knowledge of Subject Matter

FEAP 9
ACCOMPLISHED PRACTICE #9: Learning Environments

FEAP 10
ACCOMPLISHED PRACTICE #10: Planning

FEAP 11
ACCOMPLISHED PRACTICE #11: ROLE OF THE TEACHER

FEAP 12
ACCOMPLISHED PRACTICE #12 TECHNOLOGY

4 Knowledge of effective practices
1. Identify developmentally appropriate practices that guide effective instruction.
2. Identify the components of effective organization and management, such as classroom rituals, routines, and schedules.

5. Identify strategies for short- and long-term planning to set instructional goals in alignment with standards for developing teacher objectives.

6. Identify strategies for designing appropriate objectives and developing and implementing lesson plans.

7. Identify activities that enrich and extend active learning through the selection and use of developmentally and age-appropriate instructional materials.

10. Identify characteristics of play as it relates to children's social, emotional, and cognitive development.

5 Knowledge of issues with and strategies for family and community involvement
1. Apply strategies for encouraging and facilitating family and community partnerships in all phases of school programs.

6 Knowledge of developmentally appropriate curricula
2. Select developmentally appropriate curricula that provide for all areas of child development (i.e., physical, emotional, social, linguistic, aesthetic, cognitive).

7 Knowledge of the diverse needs of all children and their families
1. Identify strategies to adapt curricula for children with diverse needs.
3. Select resources and procedures that support children with diverse needs and their families.
4. Identify programs, curricula, and activities that provide for the language needs of children and their families with limited English proficiency.
5. Identify characteristics of children at risk for school failure and select appropriate intervention strategies for these children.
6. Identify major trends in the education of children with exceptionalities and the application of such trends in an early childhood setting.
7. Identify strategies for working with children who are in foster care and children who are migrant, abandoned, or homeless.

8 Knowledge of diagnosis, assessment, and evaluation
1. Select developmentally appropriate, reliable, and valid formal and informal screening, progress monitoring, and diagnostic instruments and procedures that measure specific characteristics.
2. Identify procedures for accurately establishing, maintaining, and using formal and informal student records.
3. Interpret formal and informal assessment data to make instructional decisions about the educational needs of children.
5. Identify procedures and legal requirements that provide for appropriate and effective family conferences or home visits, in accordance with due process and confidentiality, regarding the assessment, education, growth, and development of children.

FAMU PEU Conceptual Framework (CF)

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FL-FAMU-CF.1
Diversity. The exemplary professional understands diverse student backgrounds and has the skills, and disposition
to employ this understanding to support student learning. He/she accepts and fosters diversity. The candidate
practices strategies such as acceptance, tolerance, resolution and mediation, and establishes a comfortable
environment in which all students can learn.

FL-FAMU-CF.2
Technology. The exemplary professional makes use of available technology to support student learning and uses
technology to manage, evaluate and improve instruction. The candidate knows, understands, and uses
fundamental concepts in technology and facilitates access to the use of electronic resources for students. The
candidate uses technology to manage, evaluate and improve instruction.

FL-FAMU-CF.3
Values. The exemplary professional values the worth and dignity of every person. He/she works with colleagues in
a professional manner and interacts with students, families and other stakeholders in a manner that reflects ethical
and moral standards. The candidate shows respect for varied talents and perspectives and is committed to
individual excellence. The candidate values the role of the students in promoting each other’s learning and
recognizes the importance of peer relationships in establishing a climate for learning.

FL-FAMU-CF.4
Critical Thinking. The exemplary professional understands and uses a variety of instructional strategies to
encourage students’ development of critical thinking and performance. The candidate values critical thinking and
self-directed learning as habits of mind.

FL-FAMU-CF.5
Professionalism. Exemplary professionals know the content and uses appropriate pedagogy to provide all students
with the opportunity to learn. The exemplary professional is committed to professional growth and development.
The candidate uses major concepts, principles, theories, and research related to development of children to
construct learning opportunities that support students’ development and acquisition of knowledge and motivation.
The candidate displays effective verbal and nonverbal communication techniques to foster valuable interaction in
the classroom.

Topical Outline

I. Historical Overview FASAC, CEC
II. Philosophies of Early Childhood and Early Childhood Special Education FASAC, CEC, NAEYC/NCATE
III. Identification FASAC, CEC, FEGC, PEAP, ESOL
   A. Children/Families/Culture
   B. Incident and Prevalence
   C. Risk Factors
IV. Research and Efficacy of Early Intervention NAEYC/NCATE
V. Legal Mandates FASAC, CEC
VI. Individual and Family Rights FASAC, CEC, NAEYC/NCATE, ESOL
VII. Individual and Family Assessment FASAC, CEC, FEGC, ESOL
VIII. Methods for Intervention FASAC, CEC, NAEYC/NCATE, FEGC, PEAP, ESOL
    A. Planning, Delivery, Managing
    B. Technology
IX. Strategies for Intervention in the Developmental Areas FASAC, CEC, SSS, NAEYC/NCATE, PEAP, FEGC, ESOL
    Physical
    Cognitive

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Communication
Social/Emotional
Sensory, Adaptive

Teaching Methods

Lecture, discussion, individual and group presentations, demonstration, role playing, audio-visual, technology, observation

Field Experience

The preprofessional teacher will demonstrate an understanding of community programming and resources for young children by visiting the early intervention clinic. Field experience also includes observation of family assessment and collaboration, planning and implementing developmentally appropriate instruction at school or early intervention site.

Methods of Evaluation
Read all assigned readings.

Reflection on Consent Decree **

Download the ESOL Consent Decree from the Web DOE-Consent Decree
http://www.fldoe.org/aala/lulac.asp
-Read Section III: Equal Access to Appropriate Categorical and Other Programs for ELL Students, Part C Exceptional Student Education,
Exceptional student education and prepare a reflective statement guided by the following:
  • State the mandates or requirements of the decree in your own words as you understand them. There are several mandates or requirements included in the decree. Each must be addressed.
  • Download and review FEAP #9 Learning Environment and FEAP #10 Planning; State how this information relates each of them.
  • State how this information increase your competency in FEAP #9 Learning Environment and FEAP #10 Planning.
  • State how you as a teacher might use the mandates to benefit (increase learning outcome) English Language Learners that you will teach. Be Specific.

Web Module” “Culturally and Linguistic Differences: What Teachers Should Know”
http://iris.peabody.vanderbilt.edu_This module examines the ways in which culture influences the daily interactions including challenges that occur across all classrooms and provides practice for enhancing culturally responsive teaching. Complete in writing

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initial thoughts, work through each of the challenge activities. Follow through with the assessment questions by responding in writing to each. Submit as directed by course calendar.


The resource manual must be of any ringed binding. Tabbed sections should include available agencies and services, articles, notes from videos shown in class or on reserve in the media center or curriculum lab, etc. **Do not use sheet protectors.** Grading will assess content and organization.

Content:

I. Provider Agencies and Services

II. Articles

   Current News Articles
   Article Critiques
   Article Summaries

III. Program Models

IV. Video and Web reviews

V. Technology Lab Survey Visit FDLRS technology Research and describe five assistive tech aids for ELL

I. Provider Agencies and Services

Available agencies and services—Research the availability of services to **infants, toddlers, and preschoolers** in Leon County, Tallahassee, or Florida (minimum of five). Provide the following descriptors:

   - Name of agency, location, and funding source
   - Exceptionality served
   - Ages served
   - Cost to participants
   - Nature of services provided
   - Involvement of family

   **Services for English language learners and/or families for whom English is not their primary language**

II. Articles

A. Currents articles from newspapers, magazines, newsletters that focus on some aspect of early identification and/or early intervention (birth -age 5) and a brief reflection on each. Minimum of 2.

B. Critique the following article using the critique guide provided.

   Banks, R., Santos, R., & Roof, V. (2003). Discovering Family concerns, priorities, and resources: Sensitive family information gathering.

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Young Exceptional Children 6(2),11-19.

C. Two-paragraph summary of reserve articles on working with children and families who are ELL.


III. Program Models* Minimum of 5 each
A. Assessment Instruments
Address all of the following questions: name, author or developer; publisher; age range; screening or diagnostic instrument; what developmental areas it assesses (give three examples of assessment items for each age group); what data it yields; how assessment results can be used; who can administer; is the family involved in the assessment, if so, how; was it designed for children with disabilities; is the instrument culturally and linguistically appropriate and bias-free?
B. Curriculum
Address the following: name, author or developer, publisher; age range or developmental level; what developmental areas are covered (give three examples of curriculum items for each age group); is it for a specific population; what approach does the curriculum take; is the family involved, if so how? Adaptation for English language learners?

IV. Web assignments
Complete video review forms of videos shown in class, on reserve in the media center or curriculum lab, or on Web. Submit via Blackboard

V. Technology Lab Survey
Visit FDLRS technology lab and complete the Assistive Technology Overview form. In addition, research and describe five assistive and instructional technology aids for ELL

Observations/Field Experience
Ten (10) hours of field experience are required for successful completion of the course. The experience will consist of two parts: observation at a medical clinic for young children and observing and interacting with students with exceptionalities.

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Part I  You will observe the assessment and planning process for a young child and family (IFSP). Following the visit you are to complete the assigned field experience form found on Blackboard.

Part II  You will be assigned to a center or school that provides services to young children with special needs. You are expected to work with children individually or in small groups as directed by the classroom teacher. Activities you may be involved in include developing lesson plans for a child or group of children, instructing, supervising on playground, in classroom, assisting with meals or snacks or assisting children with self-care or adaptive skills. You are expected to schedule a specific time (day and time) with the cooperating teacher and follow through with assigned task that includes weekly lesson planning with the teacher. Each week you will complete and submit the lesson plan and field experience content area form (refer to Developmental Instructional Plan form found on Blackboard).

Refer to calendar for due date of observations.
Technology Lab (during class period, hence, will not be counted in required field hours, Complete FDLRS Assistive Technology Overview form. Special attention should be paid to assistive and adaptive materials for ELL.

Refer to calendar for due date of observations.

IFSP Family Assessment
IDEA requires individualized educational planning (IFSP) for children with special needs. P.L. 99-457 mandates (if family agrees) a statement of family priorities, concerns and resources, as they relate to the enhancement of their child’s development. This plan is known as an Individualized Family Service Plan (IFSP). Read the article “Discovering Family Concerns, Priorities, and Resources: Sensitive Family Information Gathering by Banks, Santos & Roof. Prepare a written critique of the article. Then provide a videotape of a mock assessment of a family and individualized planning for the child in the case study provided. You may use the interview process or any other formal or informal method. Submit video of a maximum length of twenty minutes. This assigned will be assessed for your ability to develop relationship (rapport) with the family, enhance participation of the family members as stimulated by open-ended questions, their statements of their concerns, needs, priority and goal setting for the child. Complete a family assessment and develop individualized plans utilizing the case history and forms provided by instructor. Write a narrative statement that describes strategies that you would utilize with the family for whom English is not the primary language. Refer to calendar for due date.

Lesson Plans and Mock Teaching and Clinical Teaching
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Integrated Lesson Plans: Use the COE lesson plan format to develop plans for each of the following areas: Communication, Cognitive, Physical, and Social/Emotional and Adaptive. Each lesson plan must show how you would adapt it for a specific disability in your assigned group and for an English language learner. Refer to instruction sheet for further details.

Mock Teaching and Clinical Teaching

Mock Teaching-Develop a lesson plan related to your exceptionality (area) and be prepared to teach it when that content area is covered in class.

Clinical Teaching-In consultation with the teacher of your assigned site, determine what developmental area your lesson will cover. Present the lesson to the instructor for approval prior to teaching. You are to use the Florida School Readiness Performance Standards, VPK or the Next Generation Sunshine State Standards (NGSSS), Language Arts Through ESOL, Chapter VIII. where appropriate.

Use of Technology
All assignments must be word processed. Technology, such as power point and transparency, must be used for all class presentations. Indicated assignments must be submitted via FAMU Blackboard.

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>59 &amp; below</td>
<td>F</td>
</tr>
</tbody>
</table>

*Grade of “I” (incomplete) must have met guidelines outlined in University Catalog, no exceptions.

Course Requirements Evaluation Procedure:
- Consent Decree: 2.5 % Points
- Article Critique: 2.5 % Points
- Instructional Plans/Mock Teaching: 20 % Points
- Observation/Field Experience: 10 % Points
- Resource Manual: 15 % Points
- Provider Agencies
- Articles
- Video and Web Assessment
- Technology Lab Survey
- IFSP/Family Assessment: 10 % Points

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Course Policies

**Dispositions** - As a component of student assess, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each instructor will fill an assessment instrument for each which will be tuned in to the department and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form, for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.)

1. CLASS ATTENDANCE IS COMPULSORY FOR ALL STUDENTS (SEE FAMU CATALOG, PP. 26-27).
2. ALL ASSIGNMENTS ARE DUE AT THE BEGINNING OF THE CLASS PERIOD.
3. STUDENTS ARE RESPONSIBLE FOR ALL ASSIGNMENTS, QUIZZES, AND EXAMINATIONS AT THE TIME THEY ARE DUE AND MAY NOT USE THEIR ABSENCE FROM CLASS AS A PLEA FOR EXTENSIONS OF TIME TO COMPLETE ASSIGNMENTS OR FOR PERMISSION TO TAKE MAKE-UP EXAMINATIONS OR QUIZZES.
4. ABSENCE FROM CLASS FOR CAUSE INCLUDES PARTICIPATION IN RECOGNIZED UNIVERSITY ACTIVITIES, PERSONAL ILLNESS PROPERLY CERTIFIED, OR EMERGENCIES (properly certified) CAUSED BY CIRCUMSTANCES OVER WHICH THE STUDENT HAS NO IMMEDIATE CONTROL. Assignments due during such absence must be submitted within one (1) week upon returning to class. EXCEPTIONS ARE RARE AND CARRY A 5 POINT PER DAY PENALTY
5. THE RESPONSIBILITY FOR PROMPT CLASS ATTENDANCE AND PARTICIPATION IS CONSIDERED AN IMPORTANT ELEMENT OF THE STUDENT’S DEVELOPMENT AND TRAINING AS AN EXEMPLARY PROFESSIONAL. PROMPT CLASS ATTENDANCE AND PARTICIPATION ARE IMPORTANT FOR THE SUCCESSFUL COMPLETION OF THIS COURSE. COURSE GRADE WILL BE NEGATIVELY AFFECTED BY ABSENCE, TARDINESS, EARLY EXIST FROM CLASS AND DISRUPTIVE BEHAVIOR. Disruptive behavior includes, but not limited to, use of profanity, verbal outburst, and conversations between students (verbal or written).
6. CELLULAR PHONES, PAGERS AND OTHER DISTRACTING COMMUNICATION

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DEVICES ARE DISRUPTIVE AND ARE NOT PREMITTED IN CLASS. USE WILL RESULT IN AN AUTOMATIC 20 POINTS FROM COURSE GRADE FOR EACH INFRACTION.

7. ACADEMIC DISHONESTY WILL RESULT IN NO VALUE FOR THE ASSIGNMENT OR COURSE WORK. INCLUDED, BUT NOT LIMITED TO, ARE PLAGIARISM, CHEATING ON EXAMS, SUBMITTING WORK DONE BY SOMEONE ELSE OR FROM THE INTERNET. ACADEMIC DISHONESTY WILL BE REPORTED TO THE DEAN OF THE COLLEGE.

8. ALL ASSIGNMENTS MUST BE TYPED UNLESS SPECIFIED BY THE PROFESSOR.

9. ASSIGNMENTS WITH MULTIPLE PAGES MUST BE SECURED TO EACH OTHER.

10. ALL ASSIGNMENTS WILL BE ASSESSED FOR CORRECT SPELLING, GRAMMAR AND NEATNESS. REPEATED ERRORS WILL BE PENALIZED.

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.
## Tentative Course Calendar

**Topical Calendar Spring 2011**  
Allen & Cowdery

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Reading/Research</th>
<th>Assignment Due</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction Early Childhood</td>
<td>Video: I Am Your Child</td>
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<tr>
<td>1/4</td>
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<tr>
<td>Week 2</td>
<td>Special Education:</td>
<td>Chapter 1</td>
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<tr>
<td>1/10</td>
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<tr>
<td>Week 3</td>
<td>Inclusion Legal and Historical Perspectives Culture and Diversity</td>
<td>Chapter 2</td>
<td>Reflective statement on Florida Consent Decree (BB)</td>
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<tr>
<td>Week 4</td>
<td>Inclusive Program Curriculum</td>
<td>Chapter 3</td>
<td>Test 1</td>
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<td>Week 5</td>
<td>Family Partnership Culture and Diversity</td>
<td>Chapter 9</td>
<td>-Iris Module “Teachers at the Loom: Culturally and Linguistically Diverse Exceptional Students”(BB)</td>
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<tr>
<td>Week 6</td>
<td>Assessment: Child and Family</td>
<td>Chapter 10</td>
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<tr>
<td>Week 7</td>
<td>Assessment: Child and Family IFSP</td>
<td>Chapter 10</td>
<td>Article Critique #1 *Banks</td>
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<td>2/14</td>
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<td></td>
<td>Test 2</td>
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<td>Tech Lab</td>
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<tr>
<td>Week 8</td>
<td>Effective Inclusive Teachers</td>
<td>Chapter 11</td>
<td>Assessment &amp; Planning Project IEP/IFSP</td>
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<td>2/21</td>
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<tr>
<td>Week 9</td>
<td>Approaches to Teaching</td>
<td>Chapter 12, 13</td>
<td>Field Experience Report-Overview</td>
</tr>
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<td>2/28</td>
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</table>

**F=Florida Educator Accomplished Practices Standards (FEAPS)**  
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**(K)=Knowledge (S)=Skill (D)=Disposition**

*Approved/Revised 10/30/07*
<table>
<thead>
<tr>
<th>Week</th>
<th>Learning Environment</th>
<th>Content</th>
<th>Test/Activity</th>
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</thead>
<tbody>
<tr>
<td>10 3/7</td>
<td>Spring</td>
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<td></td>
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<tr>
<td>11 3/14</td>
<td>Physical and Motor Assistive, Adaptive Technology</td>
<td>Supplement</td>
<td>Test 3</td>
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4/25  Final Exam
Revised 1/10/11

*The instructor reserves the right to change dates when deemed necessary. When possible, students will be involved in the process.
Test Day: Monday
Assignment Due Day: Friday  All assignments are due at the beginning of the class period.

References

Garcia, E. (2005). Bilingualism is Not the Arithmetic Sum of Two Languages. In Teaching and
learning in two languages: Bilingualism & schooling in the United States (pp. 23-38). NY: Teachers College Press.


Lamorey, S. The effects of culture on special education services: Evil eyes, prayer meetings, and ieps. (2002). Teaching Exceptional Children 34(5), 67-71


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Russell-Fox, J. (1997 May). Together is better: Specific tips on how to include children with various types of disabilities. Young Children 81-83.


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Resources:
Websites
See Young Children 57(3), 42.

Early Childhood Research Institute on Culturally and Linguistically Appropriate Services: www.clas.uiuc.edu

Early Childhood Research Institute on Inclusion: www.inform.umd.edu/EDUC/Depts/ecrii

IDEA: www.idea.practices.org

National Early Intervention Longitudinal Study: www.sri.com/neils

 Exceptional Children Council: www.dec-sped.org/

United Cerebral Palsy: www.ucpa.org

NICHEY: www.nichey.org

No Child Left Behind: www.nochildleftbehind.gov

National Center for Educational Outcomes: www.education.umn.edu/nceo

National Early Childhood Technology Assistance Center: www.nectac.org/topics/families/families.asp

http://www.edutopia.org/technology-software-english-language-learners

DOE-Consent Decree www.fldoe.org/aala/cdpage2

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Artifacts

Artifact 1
DAP Instructional Plans and Teaching

Artifact 2
IFSP Development

Artifact 3
Exceptionality Report CHANGE SPRING 2011 FIELD EXPERIENCE

Professional Education Unit Conceptual Framework (CF)

FL-FAMU-CF.1
Diversity. The exemplary professional understands diverse student backgrounds and has the skills, and disposition to employ this understanding to support student learning. He/she accepts and fosters diversity. The candidate practices strategies such as acceptance, tolerance, resolution and mediation, and establishes a comfortable environment in which all students can learn.

FL-FAMU-CF.3
Values. The exemplary professional values the worth and dignity of every person. He/she works with colleagues in a professional manner and interacts with students, families and other stakeholders in a manner that reflects ethical and moral standards. The candidate shows respect for varied talents and perspectives and is committed to individual excellence. The candidate values the role of the students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate for learning.

FL-FAMU-CF.5
Professionalism. Exemplary professionals know the content and uses appropriate pedagogy to provide all students with the opportunity to learn. The exemplary professional is committed to professional growth and development. The candidate uses major concepts, principles, theories, and research related to development of children to construct learning opportunities that support students’ development and acquisition of knowledge and motivation. The candidate displays effective verbal and nonverbal communication techniques to foster valuable interaction in the classroom.

Florida Educator Accomplished Practices (FEAP)

FEAP.2  ACCOMPLISHED PRACTICE #2: Communication
FEAP.4  ACCOMPLISHED PRACTICE #4: Critical-thinking
FEAP.5  ACCOMPLISHED PRACTICE #5: Diversity
FEAP.7  ACCOMPLISHED PRACTICE #7: Human Development and Learning
FEAP.8  ACCOMPLISHED PRACTICE #8: Knowledge of Subject Matter
FEAP.9  ACCOMPLISHED PRACTICE #9: Learning Environments

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ACCOMPLISHED PRACTICE # 10: Planning

National Association Standards
CEC2002.EC.3
STANDARD: INDIVIDUAL LEARNING DIFFERENCES
CEC2002.EC.4
STANDARD: INSTRUCTIONAL STRATEGIES
CEC2002.EC.5
STANDARD: LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS
CEC2002.EC.6
STANDARD: LANGUAGE
CEC2002.EC.7
STANDARD: INSTRUCTIONAL PLANNING

Approved/Revised 10/30/07