Murray State University
COURSE SYLLABUS

Revised Fall 2009

DEPARTMENT: ACS    COURSE NUMBER: SED 653    CREDIT HOURS: 3

I. TITLE: Methods and Materials for Infants, Toddlers, and Preschoolers

II. COURSE DESCRIPTION: This course explores the importance of understanding the nature of young children (birth through five years) and how they learn. The course will emphasize adaptation of curriculum and intervention approaches. The course includes teaching strategies and selection and use of materials.

III. PURPOSE: The course is designed to familiarize students with methods and materials adaptations when teaching infants, toddlers, and preschoolers in inclusive settings.

IV. COURSE OBJECTIVES:
The behaviors listed below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are roman numerals, which reference the Kentucky IECE Teacher Standards (IECE), Kentucky Early Childhood Educator Core Competencies (ECCC). As a result of participation in this course, the student will:

A. Correlate major learning characteristics of young children with disabilities with programming needs for growth and development. (IECE II, IV) {ECCC 1,4,5}
B. Knowledge of methods of appropriately collaborating with, scheduling, and supervising teacher aides, volunteers, and paraprofessionals. (IECE I, VI) {ECCC 6}
C. Knowledge of linked systems of intervention, including methods of monitoring student performance and reporting performance to teachers, parents, or students. (IECE IV, VIII) {ECCC 5}
D. The ability to select and use a variety of instructional materials, strategies and techniques appropriate for infants and preschool children with disabilities. (IECE III) {ECCC 4}
E. Create developmentally appropriate learning environments, including the ability to schedule and group children for instruction using different criteria such as levels of development, learning needs, and interest. (IECE I, II) {ECCC 4}
F. Knowledge of Federal and state regulations regarding development of IFSP’s and IEP’s. (IECE IV) {ECCC 2,5,4}
G. Knowledge of collaboration techniques for collaborating with and interacting with parents and other colleagues to ensure mutual respect and cooperation. (IECE VI, VII) {ECCC 6}
H. The ability to operate, modify, and evaluate various technology and software programs, including public domain software, designed to assist in providing instruction, record-keeping, etc. (IECE III, IX){ECCC 3,4}
I. Knowledge of organization and management of adaptive technology for effective use in the classroom and or lab situation. (IECE III, IX) {ECCC 3}
The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on lesson plans they design and implement, outcomes of child assessments, and Professional Growth Plan.

The EPSB Themes of Diversity, Assessment, Literacy Education, and Closing the Achievement Gap are explored in the course through various chapters within the text and, more specifically, through students’ selection and implementation of intervention and methods for children with disabilities and for children at-risk, use of assessment within authentic settings, and development of family literacy activities.

V. COURSE CONTENT:
   A. Overview of selected federal and state regulations
   B. Family-centered practices
   C. Home visiting
   D. Natural environments
   E. Infant/toddler environments
   F. Preschool environments
   G. Thematic units
   H. Developmentally appropriate practices
   I. Instructional strategies
   J. Monitoring progress
   K. Activity-based instruction
   L. Dealing with challenging behaviors

VI. INSTRUCTIONAL ACTIVITIES:
The class is designed as an on-line course. On-line activities will include mini-lectures and discussion forums. Activities will be related to identified course objectives.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

VIII. RESOURCES:
Resources include sources such as the COE Computer Lab, MSU Waterfield Library, COE Curriculum Materials Center, and Internet sites.

IX. GRADING PROCEDURES:
   A. The following grading scale will be used for this course:
      A= 90-100% of total points
      B= 80-89% of total points
      C= 70-79% of total points
      D= 60-69% of total points
      E= Below 59% of total points
   B. Course Requirements:
      Students are expected to stay current with all class assignments and to submit all assignments by due dates. The following is a list of major assignments for the course. At times during the semester, there may be shorter assignments connected to the texts and other readings.
      A reflection should accompany all required activities listed below:
1. Students will develop two standards based thematic units (one unit for a toddler group and one unit for a preschool group) that would be taught for at least a two-week period. These units should include all components of the IECE Standards Based Unit of Study plus all appropriate activities for all appropriate learning centers and KTIP lesson plans that would be needed to accompany the units. Activities and objectives should be aligned with the Kentucky Early Childhood Standards. See unit and lesson plan formats on Blackboard. A reflection should be submitted for each unit. (40 points for each thematic unit)

2. Students who teach all or part (at least 5 hours) of the activities developed for one of the thematic units and document through reflection of their own growth and their effect on children’s learning can earn an additional 20 points. If you are not currently teaching in a birth-preschool setting, you will need to work with an early childhood educator to implement the activities. (This is an extra credit assignment.)

3. Students will develop a parent-child literacy activity for toddlers and a parent-child literacy activity for preschoolers that families can carry out as part of their natural day to day activities. Activities should be aligned with the Kentucky Early Childhood Standards and should be written in “family friendly” terms. Students will submit the activity plans that they would give to families. One combined reflection should be submitted for both activities. (20 points)

4. Students will monitor a child’s progress through systematic observation for at least two weeks (8-10 days) on at least 2 curriculum goals, IFSP outcomes, or IEP goals/objectives. Child must be from birth to preschool age. If you are not currently teaching in a birth-preschool setting, you will need to work with an early childhood educator to accomplish this activity. (Suggestions for observing and a list of systematic observation recording methods can be found in the Cook, Klein, & Tessier text (pg. 102-104) and at the KY Early Childhood Continuous Assessment Guide—pg. 4 of Classroom/Instructional section.

   a. Write a report that briefly describes the observed child (do not use the child’s name), clearly explains your process for observing and monitoring (e.g. what technique you chose and why, how often you monitored, etc.), and your conclusions about the child’s progress. Also, submit a copy of your completed monitoring record. (20 points)

   b. Based on the two weeks of observations, develop an activity matrix for this child’s day embedding the IFSP outcomes/IEP objectives into natural activities of the child’s day. (20 points)

   c. Develop a plan to teach parents/caregivers how to work with the child during the naturally occurring opportunities in his/her day. The plan should include your part in helping the parents/caregivers and any information that you would provide the parents/caregivers to help them. (20 points)

5. Students will complete a Professional Growth Plan identifying one goal for growth this semester. Goal should be related to course topic and connected to IECE Teacher Standards. Ideas for the goal include developing activities to encourage early literacy at home, school or both, developing family materials for parents for whom English is a second language, implementing behavior management strategies, or documenting a child’s progress. Formal assessment is
not an appropriate goal for this PGP. Early in the semester, students should submit a draft of their projected goals to the instructor for approval (5 points for submitting draft). Documentation that approved goals were accomplished should be submitted along with a copy of the Professional Growth Plan near the end of the semester. (Documentation may not be a required class assignment for this course or any other course you are taking.) (20 points for final submission)

6. Mid-term and final quiz (50 points)

7. Self-Assessment (10 points)

8. KY Early Childhood Standards Review (10 points).

X. ATTENDANCE POLICY:
This class adheres to the attendance policy stated in the current MSU Graduate Bulletin. Students are expected to keep current with assignments on Blackboard and participate in discussions on Blackboard.

XI. ACADEMIC HONESTY POLICY:
The course adheres to the academic honesty policy stated in the current MSU Graduate Bulletin. Note: Faculty reserve the right to invalidate any examination or other evaluative measures if substantial evidence exists that the integrity of the examination has been compromised.

XII. TEXT AND REFERENCES:
Required texts


Web Resources
>KY IECE Teacher Standards are being revised: See draft of revisions posted on BlackBoard

>Kentucky Early Childhood Standards—Click on Building a Strong Foundation for School Success link. Then click the pdf for the revised KY Early Childhood Standards. http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development

>Kentucky Early Childhood Core Content----See pdf on the following web page: http://education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Professional+Development.htm
>Division for Early Childhood http://www.dec-spied.org/

>DEC Code of Ethics: Click on DEC Code of Ethics-In Revision link http://www.dec-spied.org/About_DEC/PositionConcept_Papers/Ethics

>NAEYC Code of Ethical Conduct: Click on Code of Ethical Conduct and Statement of Commitment link http://www.naeyc.org/positionstatements/ethical_conduct

>NICHE http://www.nichcy.org/

>Zero to Three http://www.zerotothree.org/

>Head Start http://www.acf.hhs.gov/programs/ohs/

>IDEA http://www.fape.org/idea/How_it_works/index.htm

>First Steps http://chfs.ky.gov/dph/firststeps.htm

XIII. PREREQUISITES: None

XIV. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XV. FLAG SYSTEM/CONTINUOUS ASSESSMENT:
Student progress through the program is continually assessed. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to the admissions committees for those IECE graduate students working on initial certification. Negative flags are reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress toward program completion. Negative flags may be grounds for denial of admission to Teacher Education and/or practicum, or reversal of admitted status.

THIS SYLLABUS MAY BE CHANGED BASED ON DISCRETION OF THE INSTRUCTOR.