



EDTP 4315 Advanced Methods for EC Special Populations (2-2)
Second Semester

Instructor Information

<i>Instructor:</i>
<i>Email:</i>
<i>Office Voice Mail Line:</i>
<i>Campus office hours:</i>
<i>Virtual Office Hours:</i>

Course Description

This course delineates evidence-based instructional theories and practices for early childhood students with disabilities (i.e. autism, speech delays, developmental delays, and behavior disorders) and targets curricular and instructional design for students who need specialized methods for successful learning. Topics include curriculum-based measurement and progress monitoring, evidence-based strategies matched to presenting characteristics, and evidence-based inclusion models. This course includes field-based experiences.

Student Learning Outcomes

Upon successful completion of this course the student will:

1. Employ a variety of strategies to differentiate instruction for students who have difficulty in social emotional, academic, cognitive, physical and behavioral development for students from diverse cultural and language backgrounds.
2. Use instructional technology and assistive devices.
3. Use assessment data to plan ongoing instruction, monitoring the performance of each student and devise instruction to enable students to grow and develop across all content areas.
4. Identify presenting characteristics and design learning strategies for those characteristics to scaffold instruction.

Pedagogy and Professional Responsibilities:

Knowledge	Skills	EC-3	<u>STR</u>	TEKS	<u>PKG</u>
Standard 1 1.1, 1.2, 1.3, 1.7, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17, 1.18, 1.21, 1.24	Standard 1 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17,			Candidates will utilize the TEKS appropriate to their grade	Candidates will utilize the PKG for identified needs of the

Knowledge	Skills	EC-3	<u>STR</u>	TEKS	<u>PKG</u>
	1.18, 1.19, 1.20, 1.21, 1.24, 1.28, 1.29			level and the identified needs of the students that they will be working with	students that they will be working with
Standard 2 2.1, 2.2	Standard 2				
Standard 3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.12, 3.13, 3.15, 3.16	Standard 3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.18, 3.19, 3.20				
Standard 4 4.1, 4.2, 4.3, 4.4, 4.5, 4.13, 4.15, 4.16, 4.17, 4.18	Standard 4 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.16, 4.17, 4.18, 4.19				

Textbook

Winter, S. M. (2007). *Inclusive Early Childhood Education: A Collaborative Approach*. Pearson. ISBN: 0-13-042335-1

Course Evaluation

Course evaluation is determined by the following ratings:

Letter Grades & Percentages	Points
A = 100% - 90%	400-360
B = 89% - 80%	359-320
C = 79% - 70%	319-280
D = 69% - 60%	279-240
F = 59% and below	239-0

Points are awarded as follows:

- IDEA/IEP/IFSP – 100 points
- Community Resource Brochure – 100 points
- Functional Behavior Assessment – 100 points
- Field Experience Reflection Journal – 100 points

Unless students are informed otherwise, assignments will be graded within 7 days of due date.

Professional Dispositions for Educators

Over the course of their preparation program, students are evaluated to ensure they are upholding the standards spelled out in the Professional Dispositions for Educators. This policy will apply to those students pursuing the Bachelor of Applied Science (BAS) in Early Childhood Education (ECE).

The Midland College (MC) Education Division focuses on preparing educators who respect differences, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments. Dispositions are a vital component of teacher preparation and are defined as the “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.” (InTASC Model Core Teaching Standards and Learning Progressions for Teachers (2013), p.6). Prospective educators are expected to develop and practice these attitudes, values, and beliefs throughout their preparation.

Please refer to the Midland College Professional Dispositions for Educators for additional information.

Ethics

The MC BAS in ECE expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators ([19 TAC Chapter 247](#)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

Resources

- TExES Preparation Manuals: [Certification Preparation Materials](#)
- 161 [Pedagogy and Professional Responsibilities EC-12](#)
- [Science of Teaching Reading](#)
- [EC-3 Content](#)
- [State Board of Educator Certification](#)
- APA format for written work: [APA format](#)
- TEKS: [Texas Essential Knowledge and Skills](#)
- PKG: [Texas Prekindergarten Guidelines](#)

Course Technology

Consistent with the State of Texas Standards for Texas Teachers and International Society for Technology in Education (ISTE), this course will emphasize “Technology Applications Standards I-IV. See [Educator Standards for Technology Applications](#). Students should be able to

- Use Canvas Management System
- Create Word and PowerPoint files using Microsoft Office Software

- Use email with attachments
- Use of appropriate antivirus utilities
- Have access to a media player

All interactions with other students and the instructor should be professional and courteous. See [Core Rules of Netiquette](#).

For additional information regarding course technology and resources, please go to your Candidate Toolkit.

Course Communications

MC provides each student an email account to be used in communication with College personnel. This is the default e-mail used in Canvas unless changed by the student. Student are responsible for checking their e-mail, Canvas messaging and announcements.

The instructor will provide feedback on assignment submissions. Students are responsible for reviewing instructor feedback.

Student Responsibilities and Class Policies:

Attendance

Attendance is expected. Excused absences and make-up work require instructor approval. Excessive absences, even if excused, may result in course failure.

Assignment Submissions

Assignments must be submitted in Canvas. Students are responsible for ensuring that assignments can be read in Canvas.

Late Work

Late work will not be accepted without instructor approval. The instructor may deduct points from late work.

Scholastic Dishonesty

Students are expected to maintain high academic standards, including being responsible for submitting original work. Information on scholastic dishonesty and the discipline process is in the *MC Catalog and Student Handbook*, [Scholastic Dishonesty section](#).

The instructor may use a tool called Turnitin to compare a student's work with multiple sources. The tool itself does not determine whether or not a paper has been plagiarized, that judgment will be made by the instructor.

Field Experiences

State law requires a background check for all individuals who work, volunteer, or have contact with children in a public school. The link is provided in the Canvas course. Students will not be able to schedule their field experiences until the background check is completed and approved.

After approval, students are responsible for scheduling appointments for field experiences. Students may schedule experiences only where assigned. During field experiences, students must wear an MC ID and follow all site rules and guidelines.

For additional information regarding Field Experiences, please refer to the Field Experiences and Student Teaching Manual.

Title IX: Non-Discrimination Statement

MC does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following individual has been designated to handle inquiries regarding non-discrimination policies:

Wendy A. Kane, Dean of Student Life, Title9@midland.edu

Natasha Morgan, Human Resources/Payroll Director, nmorgan@midland.edu

For further information on notice of non-discrimination, visit the ED.gov Office of Civil Rights website, or call 1 (800) 421-3481.

Americans with Disabilities Act (ADA) Statement

MC provides services for students with disabilities through Student Services. In order to receive accommodations, students must visit www.midland.edu/accommodation and complete the Application for Accommodation Services located under the Apply for Accommodations tab. Services or accommodations are not automatic, each student must apply and be approved to receive them. All documentation submitted will be reviewed and a "Notice of Accommodations" letter will be sent to instructors outlining any reasonable accommodations.

Support Our Students

The Support Our Students (SOS) program helps MC students enrolled in credit courses stay in school by assisting them with emergency non-academic needs. For more information on SOS services see the web site: <https://www.midland.edu/services-resources/student-services/sos.php>

Cell Phone Rules

All cell phones must be silenced during class. Students may not text during class. Instructor permission is required for audio or video recording of classes.

Grade Appeal

Procedures for grade appeal can be found in the MC *Catalog & Student Handbook*, [Grievances and Complaints](#) section.

Course Schedule

This course is offered over 16 weeks. This is an estimate and is subject to the instructor's discretion and may be changed.

Week/Student Learning Outcome(s) (SLO)	Readings and Preparation for This Week's Class:	In Class Activities:	Assessment (Points)	Due Date:
1	<ul style="list-style-type: none"> • Introductions • Ch 1: Teaching All Children 	<ul style="list-style-type: none"> • Syllabus • Course Expectations • Ethics and Dispositions • Field Experience Assignments • Legal, social, and historical contexts • IDEA • Collaborative approach to inclusive education • IFSP Treasure Hunt 		
2 SLOs 4	<ul style="list-style-type: none"> • Ch 2: A Professional Educator 	<ul style="list-style-type: none"> • Characteristics of proficient teachers • Cultural Competence • Co-teaching • Advocacy 	<ul style="list-style-type: none"> • Inclusive Activity: IDEA/IEP/IFSP (100 pts) 	Monday by Midnight
3 SLOs 1, 2, 3, 4	<ul style="list-style-type: none"> • Ch 3: Collaborating with Families and the Community 	<ul style="list-style-type: none"> • Families' needs • Effective communication with families • Family partnerships • Cultural and community influences on children and families 	<ul style="list-style-type: none"> • Community Resource List for Families with Children with Disabilities (100) (Collaborate with group to create a comprehensive brochure for families) 	Monday by Midnight

Week/Student Learning Outcome(s) (SLO)	Readings and Preparation for This Week's Class:	In Class Activities:	Assessment (Points)	Due Date:
4 SLOs 3, 4	<ul style="list-style-type: none"> Ch 4: Diversity and Inclusive Classrooms 	<ul style="list-style-type: none"> Compare and Contrast typical early childhood classroom Referral and Diagnostic processes Early intervention settings 		
5 SLOs 1, 4	<ul style="list-style-type: none"> Ch 5: Planning Differentiated Curriculum and Instruction 	<ul style="list-style-type: none"> Theoretical foundations and practices for curriculum development in inclusive early childhood classrooms 		
6 SLOs 1, 4		<ul style="list-style-type: none"> Rationale for differentiated instruction Evidence-based practices 		
7 SLOs 1, 2, 3, 4	<ul style="list-style-type: none"> Ch 5: Planning Differentiated Curriculum and Instruction Continued 	<ul style="list-style-type: none"> Inclusive Activity: Planning Team Professional Learning Communities (PLCs) 		
8 SLOs 1, 2, 3, 4	<ul style="list-style-type: none"> Ch 6: Creating a Positive Social and Emotional Climate 	<ul style="list-style-type: none"> Personalized learning environments Cultural Competence Identifying potential behavior problems and preventing them 	<ul style="list-style-type: none"> Functional Behavioral Assessment (100) 	Monday by Midnight
9 SLOs 1, 2, 3, 4	<ul style="list-style-type: none"> Ch 7: Designing an Inclusive Physical Environment 	<ul style="list-style-type: none"> Adaptive equipment and assistive technology devices research Flexible learning environments 		
10 SLOs 1, 2, 3, 4	<ul style="list-style-type: none"> Ch 8: Managing, Guiding, and Organizing Your Classroom 	<ul style="list-style-type: none"> Structuring the classroom for inclusion Classroom organization and its impact on learning 		
11 SLOs 2, 4	<ul style="list-style-type: none"> Ch 9: Identifying Effective Teaching Strategies and Practices 	<ul style="list-style-type: none"> Variety of instructional strategies and practices to accommodate individual children Differentiate between implicit & explicit teaching strategies 		

Week/Student Learning Outcome(s) (SLO)	Readings and Preparation for This Week's Class:	In Class Activities:	Assessment (Points)	Due Date:
12 SLOs 2, 4	<ul style="list-style-type: none"> Ch 10: Differentiated Instruction with Individually Appropriate Support 	<ul style="list-style-type: none"> Embedding teaching strategies Different levels of intensity 		
13 SLOs 1, 4	<ul style="list-style-type: none"> Ch 10: Differentiated Instruction with Individually Appropriate Support Continued 	<ul style="list-style-type: none"> Cognitive learning strategies Opportunities for children to practice cognitive learning strategies Effectiveness of inclusive teaching strategies 		
14 SLOs 1, 4	<ul style="list-style-type: none"> Ch 11: Assessing the Effectiveness of the Inclusive Classroom 	<ul style="list-style-type: none"> Difference between assessment and testing Importance of assessment 		
15	<ul style="list-style-type: none"> Ch 11: Assessing the Effectiveness of the Inclusive Classroom continued 	Processes and tools to help measure children's progress		
16 SLOs 1, 4	<ul style="list-style-type: none"> ePortfolio 		<ul style="list-style-type: none"> Field Experience Reflection Journal (100) 	Monday by Midnight

Please note that the instructor reserves the right to change the syllabus.