

SPED 532: ECSE Curriculum and Instruction (3 credits)**Instructor:****Email:****Office Hours:****Class Day/Time:****Class Location:****CONCEPTUAL FRAMEWORK**

Michael D. Eisner College of Education, California State University, Northridge
(Approved May 2018)

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Important Notice: The department office cannot take messages for professors. If you need to contact me, please email me directly. I will try my best to get back to you within 24 hours of receiving your message. I am rarely online during weekends due to other commitments. Do your best to plan the timing of your questions accordingly. All official communication will be by e-mail to your CSUN email account.

Students with Disabilities

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination. Students with disabilities are encouraged to register with the Disability Resource and Educational Services (DRES) at <https://www.csun.edu/dres>. Registration and completion of a services agreement must occur each semester. Reasonable and effective accommodations and services will be provided for students that register with DRES in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. DRES can be reached at (818) 677-2684 and is located in Bayramian Hall, room 110.

Course Description







This course may be taken prior to admission to the Preliminary Education Specialist Credential Program. The purpose of this course is to provide individuals with knowledge of program models, instructional methods, and curriculum in early childhood special education from preschool through kindergarten. Primary emphasis will be placed on tiered instruction, developmentally appropriate practices, and embedded instruction in preschool to kindergarten settings. Information pertaining to designing environments, technology use, and positive behavior support will also be discussed. This course serves to prepare exemplary, reflective practitioners to serve a global community.

Course Objectives:




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

1. Identify components of appropriate and effective individualized intervention for young children with disabilities (i.e., high-leverage practices, DEC Recommended Practices, etc.) across early childhood content areas and developmental domains.
2. Identify program models in ECSE including service delivery and methods for team collaboration as well as co-teaching.
3. Apply knowledge of the Early Start Personnel Manual, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices.
4. Plan and use embedded instruction across developmental domains using an activity-based approach.
5. Use naturalistic teaching techniques with young children with disabilities to facilitate integrated growth and learning in all developmental domains.
6. Identify methods to facilitate interaction between children with and without disabilities.
7. Design appropriate and inclusive learning environments to support students' social-emotional learning and physical development.
8. Implement data-driven decision-making process to support instruction.
9. Facilitate effective collaborative transitions between the stages of schooling and educational settings (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).

Required Texts

	<p>California Preschool Curriculum Framework (Volumes 1-3) https://www.cde.ca.gov/sp/cd/re/psfoundations.asp</p>
	<p>Division for Early Childhood. (2014). <i>DEC recommended practices in early intervention/early childhood special education</i>. https://divisionearlychildhood.egnyte.com/dl/v7NSuEwqYX</p>
	<p>California Department of Education (2013). <i>Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers</i>. Retrieved from https://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf</p>
	<p>California Department of Education (2013). <i>California Common Core Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects</i>. Retrieved from https://www.cde.ca.gov/be/st/ss/documents/finalesccsstandards.pdf</p>
	<p>California Department of Education (2014). <i>California Common Core Standards: Mathematics</i>. Retrieved from https://www.cde.ca.gov/be/st/ss/documents/ccsmathstandardaug2013.pdf</p>
	<p>Other required readings will be posted on Canvas.</p>

Recommended Texts

	<p>Grisham Brown, J. L. & Hemmeter, M. L. (2017). <i>Blended practices for teaching young children in inclusive settings</i> (2nd ed.). Baltimore, MD: Paul Brookes Publishing Company.</p>
	<p>Noonan, M. J., & McCormick, L. (2014). <i>Teaching young children with disabilities in natural environments</i> (2nd edition). Baltimore: Paul H. Brookes.</p>
	<p>Copple, C., Bredekamp, S., Koralek, D., & Charner, K. (2013). <i>Developmentally appropriate practice: Focus on preschoolers</i>. Washington, DC: National Association for the Education of Young Children.</p>

Simulator Voucher: This course will have a SIMPACT simulation activity. Students will need to buy a voucher at the bookstore for \$25 for the simulation exercise, and turn it in prior to the simulation.

To buy a voucher: <https://www.bkstr.com/csunorthridgestore/shop/textbooks-and-course-materials>

Under "Get Your Textbooks," Choose "Shop by Course"

Select: Department: EDUC Author: SIMPACT
 Course: 999 Title: SIMPACT Simulation Voucher
 Section: 1

Student Conduct Code: All students must abide by CSUN Student Conduct Code. Detailed information can be found at <http://catalog.csun.edu/policies/student-conduct-code/>. Plagiarism and cheating will not be tolerated. It is not the role of the instructor to judge the intent behind copied work or other dishonest conduct but only to report it to the University. If you are not clear on what constitutes plagiarism, see this resource from the Oviatt Library: <https://libguides.csun.edu/journalism/plagiarism>

People-First Language: Please use People-First (or Person-First) Language in your speaking and writing. Examples of people-first language are “child with a disability” instead of “disabled child”; “child with autism” instead of “autistic child”; “child with language impairments” instead of “language-delayed child”; “child who has an intellectual disability” instead of “mentally retarded child.” For more information, please see the following website: <https://www.cdc.gov/ncbddd/disabilityandhealth/materials/factsheets/fs-communicating-with-people.html>

Course Requirements

Curriculum Web	15
Instructional Sequence Plan	20
DEC Recommended Practices Reflection	10
IEP Simulation Reflection	10
Final Project: Instructional Plan	30
Attendance & Participation	15
Total Possible Points	100

Grading

It is important that each student set professional goals for achievement, and pursue reading, and assignments with his/her professional development as the focus. However, this class is graded per Department of Special Education policy.

A	96-100	Outstanding: Performance indicates high level of competency attainment, and demonstration
A-	90-95.9	
B+	88-89.9	
B	82-87.9	
B-	80-81.9	Very good: Performance surpasses a basic level of competency attainment, and demonstration
C+	78-79.9	
C	72-77.9	
Note: The ECSE program requires that candidates obtain a grade of C or better in each course and maintain an overall GPA of 3.0		
C-	70-71.9	Below average: Performance meets attainment of some competencies
D+	68-69.9	
D	62-67.9	
D-	60-61.9	
F	≤ 60	Fail

Assignments

Read the assigned readings by when the topic will be discussed in class. Reflect on the information discussed. Note key points that will be useful in your professional role and questions or concerns that the readings raised. Share these ideas and questions in class. Written assignments should reflect integration of the key concepts presented in reading assignments.

Assignment #1: Curriculum Web

ECSE: 4.3

ECSE 1.1, 1.2, 1.3, 3.1, 3.3

Students will determine a theme/topic and develop a curriculum web on the topic to organize instruction across content areas (e.g., math, literacy, science, etc.) and/or developmental areas (e.g., communication, social, motor, cognition, adaptive skills). Students will identify California learning foundations and standards that will be addressed and include fun and meaningful activities that address the foundations. Students may work individually or in small groups with no more than four students in a group.

- Watch the video of children playing and enter a theme in the middle based off of the children's interests.
- In each box, label with the content or developmental area and identify the targeted standards
- In each circle, label with the activity title and list the activity objective(s)
 - Include at least **five** content or developmental domains and **eight** activities
 - Draw the relevant arrows to connect the boxes and circles.
- Describe the components of the curriculum web on a separate page.
 - Describe the theme, how it was determined, and why it would be meaningful to children, ages 3-5.
 - For each content/developmental area, copy the entire standard, including the section title and number from the CA learning foundations &/or standards.
 - For each of the **eight** activities, provide a brief description (2-3 sentences) of what will happen in the activity.

Assignment #2: Instructional Sequence Plan

ECSE 1.7, 2.1, 2.6, 3.5, 3.8, 3.9, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 5.6

ECSE 1.1, 1.2, 1.3, 3.2, 3.3, 3.4

Students will write specific IEP goals that can be addressed by one of the activities from Assignment #1: Curriculum Web. The students will then expand on that activity to provide information about common and individualized outcomes to address different needs of children in an early childhood classroom. Students will also include procedures for collecting data to monitor progress for each IEP goal. Students may work individually or in small groups with no more than four students in a group.

- Pick a learning activity from Assignment #1: Curriculum Web
- Read through the two case examples of the young children with IEPs that are in the class.
- Complete the Intentional Instructional Sequence Plan, completing the following information:
 - General information about the activity
 - Common outcomes & universal instruction
 - Targeted outcomes & focused instruction

- Individualized outcomes & systematic instruction

Assignment #3: DEC Recommended Practice Reflection

ECSE 1.1, 2.1, 6.1, 6.10, 6.18

ECSE 6.1, 6.6

Students will review the Division of Early Childhood (DEC) Recommended Practices and provide detailed examples of how they will use those practices in their own early childhood classroom.

- Take a good look at DEC Recommended Practices (<https://divisionearlychildhood.egnyte.com/dl/v7NSuEwqYX>), which were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities.
- Take a good look at the Practice Guides for Practitioners, including the videos (<https://ectacenter.org/decrp/type-pgpractitioner.asp>).
- Use the 7 topic areas of DEC Recommended Practices (not including leadership) as headings, and identify 2-3 recommended practices of each area and provide detailed examples of how that you will use in your own preschool classroom.

Assignment #4: IEP Simulation

ECSE 1.1, 1.2, 1.3, 4.8, 6.3

ECSE 1.5

Students will participate in a one-hour IEP simulation session to practice communicating with a parent/guardian of a young child with a disability to collaboratively come up with a plan to address concerns during the IEP.

- Reflect on the simulation IEP experience, commenting on how well your group conducted the IEP and discussing what went well, what did not, and what you might pay closer attention to in the future when you participate in an IEP.

Assignment #5: Instructional Plan

ECSE 1.6, 2.4, 2.6, 3.5, 3.8, 3.9, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.6

ECSE 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 4.10

Students will prepare a week-long instructional plan for young children with IEPs in an early childhood classroom, reflecting their understanding of ECSE curriculum and instruction. One day will be expanded to include an instructional matrix/embedding schedule and one activity will be expanded to include a detailed lesson plan. Students will complete this final project individually but will have an opportunity to share their drafts.

- Pick a theme and complete a weekly lesson plan.
- View videos of the three children with disabilities in the case study. Write one IEP goal for each child based on the information you have.
- Pick one day from the weekly lesson plan and use it to complete an embedded learning matrix that targets the individual goals of the three children.
- From the matrix, pick one lesson activity that includes individualized instruction for all three children and expand it to write a detailed lesson plan for how to implement the activity and record data.

Attendance/Participation

A critical aspect of any learning experience is the active and sustained participation by the learner. This class will meet once a week. Students are expected to attend and participate in the class activities which review the content of the class session. If students are unable to attend class, they can check in with classmates, review the presentation slides, and complete the class activities afterwards.

Submission of Assignments

- Assignments are submitted by uploading them to Canvas. Feedback and grades will be provided through Canvas. Please make sure you are giving yourself enough time to complete and submit the assignments for the course to minimize any unforeseen challenges.
- Unless otherwise specified, all assignments must be typed, have one-inch margins, font size 12, and be submitted as Microsoft Word documents (.doc or .docx). CSUN provides all students with free access to Microsoft Office, which includes Word, PowerPoint, and Excel. Here is a link to the CSUN free Microsoft Office site:
<https://www.csun.edu/it/microsoft-office>
- **Writing:** Students are expected to turn in papers and assignments of high quality. All work should represent your reflections upon and the integration of information covered in class in an organized way. References should follow APA guidelines (<http://owl.english.purdue.edu/owl/resource/560/01/>). Additionally, written assignments are to be clear in sentence construction and should be proofread before submitting. If you need additional assistance with writing, please visit the University Writing Center at:
<https://www.csun.edu/undergraduate-studies/learning-resource-center/university-writing-center>
- **Early Assignment Drafts:** Students may submit a draft of an assignment early for quick feedback notes if submitted two weeks before the deadline.
- **Resubmission of Assignments:** Students will have a chance to revise and resubmit assignments based on feedback with an opportunity to raise their grade if initially turned in before the due date and if the revision is submitted before Finals week.

Withdrawal and Incompletes

It is the students' responsibility to monitor their performance as they will not be automatically dropped for absences or poor performance. **Incomplete grades** are granted only in extreme and unavoidable situations. Fifty percentage of classwork must be completed with a passing grade before incomplete can be considered.

Additional Campus Resources and Support

CSUN has a range of resources to support your academic goals, engagement with campus activities and physical and mental health. Look through the links that are posted on our Canvas site throughout the semester and the rest of your time at CSUN. If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>).

SPED 532 Course Schedule

Date	Topic	Readings & Assignment Due Dates
Class 1	Introduction, Inclusion, Tiered instruction ECSE: 2.1, 2.2, 2.6, 3.9, 4.4	DEC NAEYC (2009) Early Childhood Inclusion Buisse & Peisner-Feinberg (2013) Response to Intervention
Class 2	Curriculum, Environmental supports ECSE: 1.1, 1.2, 1.3, 1.7, 2.3, 2.6, 3.3, 3.9, 4.1 ECSE: 1.1, 1.2, 1.3, 2.3, 3.3	Animal School IRIS Designing Effective Classrooms
Class 3	Universal Design for Learning (UDL), Curriculum modifications ECSE: 1.1, 1.2, 1.3, 1.7, 2.1, 2.3, 2.6, 3.3, 3.5, 3.8, 3.9, 4.1, 4.4 ECSE: 1.1, 1.2, 1.3, 1.7, 2.1, 3.3, 3.9, 4.1	Center for Applied Special Technology (CAST) UDL Guidelines
Class 4	Curriculum Web Share ECSE: 1.1, 1.2, 1.3	Curriculum Web Due
Class 5	Small group instruction, IEP goals, progress monitoring ECSE: 1.1, 1.2, 1.3, 1.6, 1.10, 3.1, 3.4, 3.5, 3.7, 4.2, 4.3, 4.5, 4.6, 4.7, 4.9, 4.11, 5.6 ECSE: 1.10, 3.1, 3.4, 4.6, 4.8	CA Preschool Learning Foundations CA TK Implementation Guide CA Common Core Kindergarten Standards
Class 6	Embedded learning/Activity-based intervention ECSE: 1.1, 1.2, 1.3, 1.6, 1.11, 2.1, 2.6, 3.3, 4.10 ECSE: 1.1, 1.2, 1.3, 1.6, 2.1, 3.3, 4.10	Johnson (2015) Activity-Based Intervention Horn (2009) Embedded Learning
Class 7	Instructional Strategies: Behavioral ECSE: 1.6, 2.4, 3.3, 4.7 ECSE: 3.3	Instructional Sequence Plan Due
Class 8	Instructional Strategies: Naturalistic, Supporting communication ECSE: 1.1, 1.2, 1.3, 1.6, 1.9, 2.1, 2.5, 3.2, 3.3, 3.6, 4.1, 4.7 ECSE: 1.1, 1.2, 1.3, 1.9, 2.1, 3.3, 3.4, 4.3	
Class 9	DEC Recommended Practices ECSE: 6.1, 6.6, 6.10	DEC Recommended Practices
Class 10	Promoting social and emotional development ECSE: 1.6, 2.4, 3.2, 3.6, 4.1, 4.7, 6.5 ECSE: 1.1, 1.2, 1.3, 2.4	DEC Recommended Practices Reflection Due
Class 11	Collaboration with other professionals & co-teaching ECSE: 1.5, 1.11, 2.2, 3.8, 4.5, 4.9, 4.13, 6.11, 6.12, 6.13 ECSE: 1.5	Murawski (2015) Co-Teaching Checklist

Class 12	SIMPACT Simulation Session: IEP Development ECSE: 1.1, 1.2, 1.3, 1.5, 2.2, 4.5, 4.8, 6.3	
Class 13	Early literacy, STEAM ECSE: 3.2, 3.6	CONNECT: Dialogic Reading National Center on Early Childhood Development Teaching & Learning- STEAM IEP Simulation Due
Class 14	Technology use ECSE: 2.5 Transitions, Kindergarten ECSE: 6.4, 6.8	
Class 15	Review	
Finals	Final Exam Week	Final Instructional Plan Due

**Schedule, topics, & assignments subject to change with notice*

Revision Date:

SPED 532 Syllabus linking page

Instructions requested that only the "I" will be linked:

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TPE2-ECSE:

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TPE3-ECSE:

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TPE4-ECSE:

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TPE5-ECSE:

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TPE6-ECSE:

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