Course Description

This course is one of the core courses required for ECU (Early Childhood Unified) licensure. This course promotes the critical thinker, while demonstrating skills of the creative planner, in order to create the effective practitioner, by emphasizing developmentally appropriate/responsibly inclusive practices and environments in the field of early childhood education, for children with and without special needs and/or diverse cultural or socioeconomic backgrounds, from birth to five. Students will demonstrate integration knowledge across and within disciplines and use of instructional strategies to meet the widely-diverse needs of the students they educate (CF:P2:B). They will engage in early childhood and creativity theory-based effective practice and decision making (CF:P3). Assignments will include observations, assessment and individualized planning / implementing learning experiences, IEPs/IFSPs, Rehab 504 plans, and transition plans for children with special needs. Curriculum areas of language, music/movement, outdoor play and art/creativity, are included. The transition from child observation to reflection on curriculum planning is emphasized.

Prerequisites: CD 836 with a grade of "B" or better; or by permission of the instructor.

Texts:
Required:

Required:

Recommended:

Instructor:
Dr. Carol L. Russell
Professor, Division of Early Childhood/Elementary Teacher Education
Office: VH 232
Phone: 341-5904 or 341-5445
Email: crussell@emporia.edu
Email is the best way to contact me. 
Online Office Hours: Tuesdays and Thursdays 9:30 – 11:30 AM, however, I’m online the majority of the day.

Student Outcomes:
* Students will demonstrate knowledge and application of early childhood theories, major components of current early childhood program models, and accreditation standards/procedures for quality early childhood programs for all young children. (KS:2.:K. 1.) (KS:2.:K. 3.) (KS:3.:P. 1.)

* Students will demonstrate knowledge about the foundations of ECE and ECSE and Responsible Inclusion, and how these influence current though, research and practice. (KS:2.:P.1.) (KS:3.:K.1.)

* Students will demonstrate knowledge about laws, regulations and current issues that affect practices in ECE and ECSE. (KS:1.:K.5.) (KS:2.:K.2.) (KS:6.:K.1.)

* Students will demonstrate the understanding and value of early childhood program/self evaluation. (KS:2.:K. 4.)


* Students will demonstrate knowledge of developmentally appropriate, anti-bias, inclusive integrated curriculum content, materials and strategies. (KS:3.:P. 5.)

* Students will demonstrate skill to individually and collaboratively plan, implement, and evaluate developmentally appropriate, anti-bias, inclusive learning experiences for all young children in all domains and curricular areas. (KS:3.:P. 5.) (KS:4.:K. 2.) (KS:4.:K. 1.) (KS:4.:K. 3.)

* Students will demonstrate skills стратегии to support families, knowledge of family culture and societal impact on all areas of child development, and sensitivity to family diversity by demonstrating skill in culturally responsive communication and collaboration with families of young children. (KS:1.:P. 1.) (KS:1.:P. 2.) (KS:3.:K. 4.)

* Students will explain the importance of family involvement and partnership in the assessment process of young children. Students will explore various methods and tools to assist families in identifying their resources, priorities and concerns within the context of their child. (KS:6.:K.3.)
* Students will demonstrate understanding about the importance of teaming/collaboration in assessment, planning, program implementation for Inclusive ECE programs (KS:1..K.6.) (KS:4..K.3.)

**Course Content:**

* This course is aligned with ECU standards 1, 2, 3, 4, 6, & 7
* This course will also align with Proficiencies #2 – “Applies Interdisciplinary Scholarly Knowledge” and #3 – “Engages in Effective Practice” of the Teachers College Conceptual Framework

Theoretical basis of curriculum model
Inclusion
Components of developmentally appropriate, anti-bias, inclusive programs
Regulations/standards/procedures impacting Inclusive ECE
Review of typical development and basic characteristics of disabilities, by domain
Foundations of ECSE overview and review of related laws
Formal / informal assessment, assessment purpose, basics of administration, scoring, validity/reliability, ongoing assessments
Teaming / collaboration in assessment, planning, program implementation
TPBA
Screening
IEP/IFSPs and 504 Plans
Goal/objective/outcome writing
Linking assessment to IEP/IFSPs and planning curriculum
adaptations/modifications for children with special needs
Basics of transition of children with special needs
Parent/professional partnership, supporting families, sensitivity to family culture/diversity
Developmentally and Age-appropriate curriculum planning in all curricular areas
Guidance techniques
TWSM: Context of setting

**Assignments:**

BE SURE TO CHECK DOCUMENTS FOR EACH WEEK AND PLAN AHEAD FOR ASSIGNMENTS TO FIT WITHIN YOUR SCHEDULES.

* 1 Exam: There will be one exam, evaluating the understanding of readings, class lecture and discussions, and experiences. This will be arranged, with directions given prior to the exam date. The instructor does reserve the right to give quizzes if there appears to be a lack of completion of weekly readings. (See assignment bar for dates. You will have a week to work on the exam.)

* Final group project: Teams will collaborate to complete simulated IEP process Friday, April 15 – Postmarked or Emailed (or sooner), Postmarked or emailed.
The following assignments are to be sent by email to the instructor, some are also to be posted on the Discussion Board on the following due dates. Note that the Assessment Assignment #12 must be mailed or scanned, so the original copy of the assessment is included. The Final Group Project can be mailed or emailed.

Introduction: Please introduce yourselves to each other on the Discussion Board. Tell a bit about yourself, your family, and your professional life. You can view my introduction under "Staff Information". (Participation points will be given for your introduction.)

* Introductory Discussion Board (not email) Assignment
Due: Friday, Jan. 14

1) Philosophy paper: A personal philosophy relating to Inclusive Early Childhood Education will be developed and written, with reference to theories and program models. Written philosophy should be 2 - 3 pages. This assignment will be emailed to the instructor, as well as posted on the Discussion Board. Please comment on at least three other students' statements. Participation points will also be given for your comments. (10 points)

* Email AND Discussion Board Assignment #1
Due: Wednesday, Jan. 19
Email to: crussell@emporia.edu
Post Assignment and make comments on Discussion Board

2) MAP #1 (on self): MAP (Making Action Plans) is a tool to assist teams in planning for children with special needs and their families, and with IEP development. You will complete a MAP on yourself, and have another person (family member or close friend) also complete a MAP on you, to give two perspectives. Be sure to include specific answers from each, and a reflection on the process. (10 points)

NOTE: If you recently completed this for CD 837, you may update that one.

* Email Assignment #2 (email only)
Due: Wednesday, Jan. 26
Email to: crussell@emporia.edu

3) IEP Goal/Objectives/Benchmark writing; IFSP Outcome writing: Students will practice writing IEP Goal/Objectives/Benchmark and IFSP Outcomes, based on a case scenario. This will be done in small groups or pairs (to be determined when class begins). (15 points) A final project will also include writing a sample IEP or IFSP. This assignment can be added to the final project.

* Email Assignment #3 (email only)
Due: Wednesday, Feb. 2
(Note: Assignment #4 also due Wednesday, Feb. 2)
Email to: crussell@emporia.edu

4) Observation of anti-bias curriculum and environment and suggestions for your future classroom (Total 15 points):
   A) Observe an EC or ECSE classrooms (other than your own). Note (and describe) at least 10 specific examples of anti-bias curriculum / environment. Simply listing items will not be given full credit. Descriptions of each should be included. (5 points)
   B) In thinking of your own or future or current classroom, list and describe at least 10 specific strategies you might utilize to assure an anti-bias approach when planning the environment and all aspects of the curriculum. Simply listing items will not be given full credit. Descriptions of each should be included. (10 points)

* Email AND Discussion Board Assignment #4
Due: Wednesday, Feb. 2
Email to: crussell@emporia.edu
Post Assignment on Discussion Board. Comments not required.

5) Inclusion strategies/AT and strategies for effective supervision of paraeducators (Total 15 points):
   A) List and describe 10 specific strategies with children which enhance inclusion. Simply listing items will not be given full credit. Descriptions of each should be included. (5 points).
   B) List and describe at least 10 strategies for optimum use of para-educators help in the classroom. Simply listing items will not be given full credit. Descriptions of each should be included. (5 points).
   C) Assistive Technology: Review 4 types of assistive technology, discussing how it might be integrated into theme plans and routines. Include pictures if possible. (5 points)

* Email AND Discussion Board Assignment #5
Due: Wednesday, Feb. 9
Email to: crussell@emporia.edu
Post Assignment on Discussion Board. Comments not required.

6) Observation of therapy session at an ECSE/ Inclusive Early Childhood Program: Observe and record a therapy session (e.g. PT, OT or speech therapy) with one child with special needs in this program. This can be done in or out of the classroom (depending on where the therapist is working with the child). Also include a reflection of your observation. A signed verification from the program
must be mailed to instructor. Simply have the therapist write a note stating the date and time you observed, along with his/her signature. (10 pts.)

* Email Assignment #6 (only email)
Due: Wednesday, Feb. 16
(Note: Assignment #7 also due Wednesday, Feb. 16)
Email to: crussell@emporia.edu

7) Day in a wheelchair, with written reflection: Each student will spend one day in a wheelchair, write (a) a detailed summary of the day (list, with times, each part of your day and activities), and (b) a reflection of how you felt about this experience. Your paper should be at least 2 – 3 pages in length. (15 points)

* Email AND Discussion Board Assignment #7
Due: Wednesday, Feb. 16
Email to: crussell@emporia.edu
Post, to share Assignment, on Discussion Board. Comments not required.

** Exam available only Feb. 16 – Feb. 23
(You have a week to complete)

8) Special needs awareness activity: Plan an awareness activity that you might use in your classroom to increase awareness of special needs (whether or not you have children with special needs in your classroom. You do not have to implement this activity, this is only the plan. Use the lesson plan format included later in the syllabus. Examples will be given in documents. (10 points)
Due: Wednesday, Feb. 23

Email AND Discussion Board
Email to: crussell@emporia.edu
Post, to share Assignment, on Discussion Board. Comments not required.

9) Plan/implement adapted inclusive activity at an ECSE/ Inclusive Early Childhood Program: Plan and implement activity for all children at this program, adapting for specific needs of all children, with detailed adaptations for children with special needs. Use the lesson plan format included later in the syllabus. The plan must be discussed and approved by the classroom teacher at least one week prior to implementation. You may complete this in your own classroom, if you are in an Early Childhood Program, but must provide a signature and feedback from an observer. A signed, dated verification from the classroom teacher/observer must be mailed to instructor or scanned and emailed, in addition to comments from this teacher/observer. (15 points)

* Email Assignment #9 (email only)
Due: Wednesday, Mar. 2
Email to: crussell@emporia.edu
10) MAP #2 (with a family of a child with special needs): You will complete a MAP involving at least two people regarding a child with special needs. You may not be one of the individuals. More details for this assignment will be discussed in class. (15 points) 
NOTE: If you completed one recently for CD 837, please complete one with a different family.

* Email Assignment #10 (email only)  
Due: Wednesday, Mar. 9  
Email to: crussell@emporia.edu

11) Design the process of teaching a skill to an individual child with special needs: This assignment involves designing a plan to teach a specific skill to a child who has specific special needs. This plan does not have to be implemented. Please use the lesson plan format listed later in the syllabus. Examples and more details for this assignment will be discussed under Documents and readings for this week. (10 points)

* Email Assignment #11 (email only)  
Due: Wednesday, Mar. 16  
Email to: crussell@emporia.edu

12) Assessment practice: Several formal and informal assessments will be reviewed/discussed. You will need to locate assessments within the district where you are observing. Complete one formal assessment with one child (with or without special needs), under the age of eight, and within the age of the tool you will be using. This assignment will include a written copy of the results (tool used), summary and recommendations regarding this child. Examples and more details for this assignment will be discussed under Documents for this week. (15 points)

* Mailed or scan and Email Assignment #12  
Due: Wednesday, Mar. 30

Scan & email  
or  
Mail to: Dr. Carol L. Russell  
Professor of Early Childhood/Elementary Teacher Education  
Box 4037  
Emporia State University  
1200 Commercial  
Emporia, KS 66801
13) Transition plans: Students will practice writing transition plans, with case scenarios. This will be done in small groups or pairs, and will be incorporated into the final project. Ideas should be shared with your group.

* * Final Assignment: Friday, April 15 – Postmarked or Emailed

FINAL:
The final for this class will be completed in teams (small groups or pairs). MORE DETAILS WILL BE GIVEN UNDER THE DOCUMENTS. It will consist of:

A) Developing an IEP (brief form, based on a case study), and

B) A thematic unit for an Inclusive Early Childhood Classroom, integrating the needs, goals, etc. for the child for whom you’ve written an IEP.

Your project will include:
Thematic unit, with DAP plans in:
* Social Awareness Activities: Self Esteem, Inclusion & Social Studies
* Language and Literacy Activities: Speaking, Listening, Reading & Writing
* Discovery Activities: Mathematics, Science & Technology
* Health, Physical Education & Sensory Motor
* Creativity Arts Activities: Visual Arts, Music, Creative Movement & Dramatic Play

* See Chapters in Deiner, Part II, # 1- 5 (pp. R-2 - R-156) for ideas.

Your final project should reflect all the principles reviewed in the class. Using the format below: Complete two plans in each of the curriculum areas listed above, for a total of 10 plans. Your group will choose and collaborate on a 2 day plan for a 3-5yr. age group, integrating the 10 plans (five activities for each day). Please use the lesson plan format listed later in the syllabus. More details will be presented throughout the Documents.

FINAL DUE: Friday, April 15 – Postmarked or Emailed

Dr. Carol Russell
Box 4037 the Teachers College
Emporia State University
1200 Commercial
Emporia, KS 66801

** PLEASE NOTE THAT ALL WRITTEN AND VERBAL ASSIGNMENTS WILL BE EVALUATED ON PERSON FIRST LANGUAGE. POINTS WILL BE DEDUCTED IF PERSON FIRST IS NOT UTILIZED.

* If you need to review Person First Philosophy and Language, see:
*** LATE WORK: TWO POINTS PER DAY (INCLUDING WEEKEND DAYS) WILL BE DEDUCTED FROM ANY ASSIGNMENT TURNED IN LATE.

Class Participation:
Class participation is a significant component of this web class as it contributes to a better understanding of course topics. Active participation in sharing assignments is required, through emails and discussion board.

Course Evaluation:
* Exam 100 points
* Final group project: Teams will collaborate to complete simulated IFSP/IEP process. Includes:
  - IEP Goal/Objectives/Benchmark writing
  - Transition plans
  - Thematic plans
  100 points

Email & Discussion Board Assignments:
Introduction (Participation points)
  1) Philosophy paper (10 points)
  2) MAP #1 (on self - yours and someone close to you - both done about YOU)
  3) IEP/IFSP Practice
  4) Observation of anti-bias curriculum and environment and suggestions for your future classroom (15 points)
  5) Inclusion strategies/AT and strategies for effective supervision of paraeducators (15 points)
  6) Observation/reflection of therapy session at ECSE practicum site (10 points)
  7) Day in a wheelchair, with written reflection (15 points)
  8) Special needs awareness activity (plan only) (10 points)
  9) Plan/implement adapted inclusive activity at ECSE site (15 points)
  10) MAP #2 (with a family of a child with special needs) (15 points)
  11) Design process of teaching a skill to an individual child with special needs (10 points)
  12) Assessment practice (15 points)
  13) Transition plan practice Part of final

TOTAL POINTS 355 POINTS
Please remember FINAL DUE:
Friday, April 15, 2011 – Postmarked or Emailed

FINAL DIRECTIONS (more specifics than given above):
The final for this class will be completed in teams (small groups or pairs). It will consist of:
A) Developing an IEP (brief form, based on a case study), and  
B) A thematic unit for an Inclusive Early Childhood Classroom, integrating the  
needs, goals, etc. of the child for whom you’ve written an IEP.

Your project will include:  
Thematic unit, with DAP plans in:  
Social Awareness Activities: Self Esteem, Inclusion & Social Studies  
Language and Literacy Activities: Speaking, Listening, Reading & Writing  
Discovery Activities: Mathematics, Science & Technology  
Health, Physical Education & Sensory Motor  
Creativity Arts Activities: Visual Arts, Music, Creative Movement & Dramatic Play

* See Chapters in Deiner, Part II, # 1-5 (pp. R-2 - R-156) for ideas. 

Your final project should reflect all the principles reviewed in the class. Using the  
format below: Complete two plans in each of the curriculum areas listed above,  
for a total of 10 plans. Your group will choose and collaborate on a 5-day plan for  
either the 3-5yr. age group. More details will be presented throughout the  
Documents.

Lesson plan format:  
**Title of Plan/ Topic / Domain:**  

**Age /grade level:**  

**Setting:**  

**Goals/Objectives:**  
Be certain to include all components of objectives:  
1) Condition - under what conditions (where, when)  
2) Behavior - the behavior you are facilitating, what you want the child to do/  
learn  
3) Criterion - the measurement: how often (e.g.3 of 4) or percentage of the time  
or independence, etc. (work towards 100%)  

Note if objective:  
• needs to be adapted for your child with special needs.  
• Do these objectives align with any IEP goals/objectives/benchmarks?  

**Materials (equipment, resources, space, location of activity, etc.):**  
• Note if any assistive technology or special materials might  
be needed for your child with special needs.

**Procedure, instructions, teacher’s role** (what, specifically, will you do, how, what  
is the role of the teacher/special things to be aware of, special instructions crucial  
to this activity, etc.):  
• Note any specific adaptations /modifications for your child with special needs
**Adaptations:**
- Summarize your adaptations
- Link to specific IEP goals / objectives of your child with special needs
- State specific instructions you may have for a paraeducator to assist with this activity. Be sure to not just ‘assign’ the child with special needs to the para. The para can help all children, with both you and the para assisting the child with special needs as needed. What instructions (for paras or reminders for yourself) might there for interacting or group work, active engagement, level or participation or alternate work?
- What other team members (e.g. PT – Physical Therapist, OT – Occupational Therapist, SLP – Speech Language Pathologist, etc.) might you consult to include specific children?

**Assessment:**
How will you know what the children learned?
- This should relate DIRECTLY to your activity goal/objectives
- BE SPECIFIC about how you will DOCUMENT or RECORD the data you are noting in assessment of your activity. This does not mean you have to give a test after the activity. Observe and assess the children’s progress towards your goals/objectives DURING the activity.
- Note any adaptations / modifications in this assessment process for your child with special needs, if needed.

**Reflection:** (only if you have implemented the plan):

**Resources:**
List any curriculum books, teacher friends, articles or websites you used for your activity.

Plans could include some long-term projects. Plans MUST be typed, with sources listed. No photocopies or Internet copies will be accepted. (Internet sources are fine.)

**Adaptation:** As stated above, your theme and each plan should include adaptations for the child whose IEP you developed (information will be provided).

**FINAL DUE:** Friday, April 15 – Postmarked or Emailed
Dr. Carol Russell
Box 4037 the Teachers College
Emporia State University
1200 Commercial
Emporia, KS 66801
REMINDER - LATE WORK: TWO POINTS PER DAY (INCLUDING WEEKEND DAYS) WILL BE DEDUCTED FROM ANY ASSIGNMENT TURNED IN LATE. ASSIGNMENTS CAN BE TURNED IN AS LATE AS 12:00 MIDNIGHT ON THE DUE DATE.

Grading Scale:
A = 95-100 %
A- = 90-94 %
B+ = 86-89 %
B = 83-85%
B- = 80-82%
C+ = 75-79 %
C = 70-74 %
D = 60-69 %
F = below 60 %

Academic Honesty Policy:
In written papers and other class projects (including speeches / presentations) it is unethical and unprofessional to present the work done by others in a manner that indicates that the student is presenting the material as his/her original ideas or work. Cheating, assisting others, or plagiarizing on tests, quizzes, problems, research papers, or other assignments will not be tolerated. The division head will immediately be notified and further action taken.

Student Accommodation:
"Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disabilities Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential."

Course Tentative Schedule:
Friday, Jan. 14
Session 1:
Introduction to EC/ECSE Deiner: #1 & 2
& Inclusion
Review of Theories & Program Models
Historical & Legal Basis
Components of developmentally appropriate, anti-bias, inclusive ECE
Impact on Family Richey & Wheeler: #2
Parent/professional partnership,
supporting families, sensitivity to family
Deiner: # 2

* * * Introduction due on Discussion Board * * *

Wednesday, Jan. 19
Session 2:
Teaming, Interagency
Collaboration, Service
Coordination Deiner: #4 & 5 (cont.)
MAPS
PBS, ABI & DAP Richey & Wheeler:
Review Guidance Techniques/PBS #3,4 & 5

*** #1: Philosophy paper due ***

Wednesday, Jan. 26
Session 3:
Assessment, IFSP/IEP
Development & Inclusive
Program Planning Deiner: #3, 4,5
*** #2: MAP #1 (on self) due ***

Wednesday, Feb. 2
Session 4:
Assessment, IFSP/IEP (cont.)
Development & Inclusive
Program Planning Deiner: #3, 4,5
Respecting Cultural Diversity/
Anti-Bias Curriculum Richey & Wheeler: # 8
Special Needs Awareness
Environmental Adaptations/
Modifications (ADA)
*** #3: IEP/IFSP Practice ***
(in small groups or pairs)
*** #4: Observation/reflection of anti-bias curriculum
and environment due ***

Wednesday, Feb. 9
Session 5:
Standards for Inclusion Deiner: #4
Effective Supervision of See Documents
Paraeducators

** #5: Inclusion Strategies/AT, and Effective Supervision of Educators**

Wednesday, Feb. 16
Session 6:
Exam Review - study guide
Spend one day (approximately 12 hours) in a wheelchair
*** #6: Observation/reflection of therapy session
at ECSE practicum site due ***
*** #7: Day in a wheelchair, with written reflection due ***

Session 7:
Exam available only Feb. 16 – Feb. 23
(You have a week to complete)
See Course Documents #7 for instructions and to access exam.

Wednesday, Feb. 23
Session 8:
Educating Children with
Diverse Abilities:
Emotional/Behavioral Differences
Deiner: #9,
Gould & Sullivan: p. 14 & 18
* Suggested Self-study: Discussion Questions & Reflections. Deiner, end of chapter #9 (does not need to be handed in).
*** #8: Special Needs Awareness Activity Due ***

Wednesday, Mar. 2
Session 9:
Educating Children with
Diverse Abilities:
Learning Differences,
ADD/ADHD & Learning Disabilities
Deiner: #8 & 10
Gould & Sullivan: p. 14 & 19 & refer to # 2 - 10
Assistive Technology
* Suggested Self-study: Discussion Questions & Reflections. Deiner, end of chapters # 8 & 10 (does not need to be handed in).

*** #9 Plan and implement adapted inclusive activity in EC program****
(Plan and Implementation assignment of adapted inclusive activity at EC/ECSE program due. Plan, assessment & reflection, with supervising teacher’s signature due - mailed)
Wednesday, Mar. 9
Session 10:
Educating Children with
Diverse Abilities:
Communication / Language Differences
& Cognitive & Developmental Delays
English Language Learners
Deiner: #11, 12 & 14
Gould & Sullivan: p. 13 & refer to # 2 - 10
Teaching a Skill
* Suggested Self-study: Discussion Questions & Reflections. Deiner, End of
chapters #11, 12, 14 (does not need to be handed in).

*** #10: MAP #2 (with a family of a child with special needs, two different set of
responses – you cannot be one of the individuals) due ***

Wednesday, Mar. 16
Session 11:
Educating Children with
Diverse Abilities:
Advanced Cognitive Development
& Health Impairments
Deiner: #15, 16
* Suggested Self-study: Discussion Questions & Reflections. Deiner, End of
chapters #15, 16 (does not need to be handed in)
Teaching a Skill See Course Documents &
Richey & Wheeler, pp 191 - 192 for model to follow.

*** #11: Design the process of teaching a skill to an individual child
with special needs due ***

Week of March 21 – HAPPY SPRING BREAK

Wednesday, Mar. 30
Session 12:
Educating Children with
Diverse Abilities:
Orthopedic & Neurological Impairments
Deiner: #17
* Suggested Self-study: Discussion Questions & Reflections. Deiner, end of
chapter #17 (does not need to be handed in).

*** # 12: Assessment practice due ***
Wednesday, Apr. 6
Session 13:
Educating Children with
Diverse Abilities:
Visual & Hearing Impairments
Deiner: #18 & 19
Gould & Sullivan:
Hearing Impairments p. 13 & 20 & refer to #2-1
* Suggested Self-study: Discussion Questions & Reflections. Deiner, end of chapters #18 & 19 (does not need to be handed in).

Transition Planning
*** NO WRITTEN ASSIGNMENT ***

Apr. 7 – Apr. 13
Session 14:
Work on Final with partner

Friday, April 15 – Postmarked or Emailed
Group Final Due, Mailed to:

Dr. Carol L. Russell
Associate Professor
Early Childhood/Elementary Teacher Education
Box 4037
Emporia State University
1200 Commercial
Emporia, KS 66801
(620)341-5904

or Emailed to:
crussell@emporia.edu

The Fall 10/Spring 11 additional important dates can be found on the web at:
http://www.emporia.edu/regist/enroll/syll.htm

The Teachers College Conceptual Framework

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly
 Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

### Knowledge, Skills, and Dispositions for New Conceptual Framework

**Candidates exhibit knowledge of**
1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

Candidates demonstrate practical ability to
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. create learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

Candidates exhibit dispositions that exemplify
1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.