

## **Education Department Student Learning Assessment Plan**

### **Education Department Mission Statement**

Known for commitment to the highest quality liberal arts education, Juniata College is a community of learners whose mission is to provide an engaging personalized educational experience that empowers students to develop the skills, knowledge, and values that lead to a fulfilling life of service and ethical leadership in the global community.

As an integral part of the Juniata community, the Education Department's mission is to prepare highly qualified educators and human service professionals who are confident to face challenges, dedicated to improving education, sensitive to diverse learners, and committed to helping all students and families reach their goals.

Faculty and staff value mutual support, the active pursuit of both cooperative and individual achievement, and the free and open exchange of thought among peoples from diverse cultures.

The Juniata College community and the Education Department nurture the intellect and values that permit our students to realize their full potential as life-long learners, contributors to society, informed citizens, and caring and responsible adults.

### **Student Learning Outcomes**

In accordance with specific program guidelines written by the Pennsylvania Department of Education and learning outcomes specified in PA Chapter 395, the Education Department at Juniata College designed all teacher education programs to include academic courses and field experiences that address all required learning outcomes. All course syllabi identify objectives, and course goals and objectives are linked to specific program guidelines as well as the learning principles below. Outcome acquisition is assessed throughout the program with specially designed rubrics and assessment tools. Final performance is assessed during student teaching through weekly observations and the Student Teaching Evaluation Form. The following Education Department Learning Outcomes are required for all candidates who pursue Instructional I certification:

- (A) The teacher understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches, and can create learning experiences that make these aspects of subject matter meaningful for all students.
- (B) The teacher understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social, career, and personal development.
- (C) The teacher understands how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.
- (D) The teacher understands and uses a variety of instructional strategies, including interdisciplinary learning experiences, to encourage students' development of critical thinking, problem solving, and performance skills.
- (E) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- (F) The teacher uses knowledge of effective verbal, nonverbal and media communication techniques supported by appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

(G) The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

(H) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

(I) The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship, and actively seeks out opportunities to grow professionally.

(J) The teacher contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.

(K) The teacher demonstrates professionalism in a variety of ways.

Please note: Juniata College's Education Department added competency K. Competencies A-J are specified by the state as instructional competencies required for all candidates for all certification areas.

## Education Department Assessment Tools and Methods 2012

Initiated by:	Instrument Structure	Use Form	Purpose	How Administered	To whom? By whom?	When?	How often Administered	How assessment informs decisions. What has changed?	Additional Information
ED	Praxis Exams PPSTs  PAPA for all starting 2012	Yes  Yes	Assess basic skills	ETS  Pearson	ETS Schedule  Pearson Schedule	Must pass all by end of soph year to officially enter program	All year long	Assesses basic skills of candidate & informs advising when necessary	See PA testing requirements
ED	Praxis Exams or new PreK-4 SpecEd PreK-8 exams for all starting 2012	Yes  Yes	Assess teacher competencies in special areas	ETS  Pearson	ETS Schedule  Pearson Schedule	Must pass all to be recommended for certification	All year long	Assess specific teaching competencies required by state	See PA testing requirements
ED	Student Practica Evaluation Forms	Yes	Assess performance in field and competencies	Rubrics created by dept and aligned with A-J instructional competencies	Cooperating teacher & students complete	Mid-semester and End of semester	Each semester in which courses are taught	Used to assess student skills and competencies & to solicit input from teachers	See <i>Education Department Student Handbook</i>
ED	Student Teacher Evaluation Form	Yes	Summative Assessment of Student Outcomes	Evaluation Rubric	Cooperating teacher, supervisor & students complete	Mid-semester and end of semester	Each semester taught	Use to assess overall competencies, inform graduation decisions, & inform compliance with state guidelines	See <i>Education Department Student Teaching Handbook</i>



**Early Childhood Education Center [ECEC]  
Education Department Assessment for Middle States 2012**

Initiated by:	Instrument Structure	Use form?	Purpose	How?	To whom By whom	When ?	How often?	How assessment results inform decision making & what has changed?	Other information
ECEC	ECEC annual inspection by PA Department of Welfare	Use check-list to prepare for inspection	Facility & program evaluation for daycare license renewal	Visit, inspection	PA Department of Welfare Staff	Fall	Annually	Primarily physical changes: water temperature at sinks, window wells covered, safe storage of cleaning supplies, outdoor equipment safety, food safety, staff, student, & children's files, health trainings, & clearances.	
ECEC	ECEC Annual NAEYC Report	Yes	Program summary	Annual report	Completed by administrators & staff	Spring	Annually	Evaluates progress toward goals established by the NAEYC self-study	
ECEC	ECEC Developmental checklist	Yes	Evaluate children's progress at the center	Questionnaire	Completed by staff	End of semester	Annually	Guides curriculum: teach according to child's strengths & needs; provides developmental information to families	
ECEC	ECEC Internal course evaluation	Yes	Course evaluation	Survey	By staff to students	End of year or session	Annually	Annually adapt course [ED 121] according to students' input. Assignments have changed	
ECEC	May program evaluation survey	Yes	Program evaluation	Survey	By staff to parents	End of session	Annually	Annually adapt program to reflect parents' feedback	Program began in May 2002
ECEC	ECEC Parent survey	Yes	Parent evaluation of center & program	Survey	By staff to parents	End of year or session	Annually	Input from families affects program & curriculum: e.g., more communication with families, development of active Family Group, increased use of volunteers & community involvement	

ECEC	ECEC Program evaluation	Yes	Center & program evaluation	Survey	Completed by staff and/or members of ED department	End of year or session	Annually	Staff input impacts program & curriculum; similar to NAEYC self-study	
ECEC	ECEC self-study for NAEYC	Yes Program & classroom portfolios	Program evaluation & planning; accreditation renewal	Self-study	Completed by administrators and staff	By Spring 2014	Every 3 years	This self-study achieves national accredit: primarily teacher/ child interaction and use of developmentally appropriate materials	
ECEC	ECEC Team Profile	Yes	Evaluate ECEC staff	Survey	By directors to staff	End of year or session	Annually	Provides information to establish goals for the team to improve communication, cooperation, effectiveness, etc.	

## **Timeline for Implementation**

The assessments described in the above matrices are ongoing. A review of the attached exemplar syllabi will demonstrate both formative and summative assessment measures are conducted in coursework and applied field experiences. In order to progress through the certification programs, students must master skills and objectives in each course, as courses build upon one another to develop pre-service teachers' background theoretical knowledge, pedagogy, and applied practices.

## **Analysis of Results**

In addition to departmental formative and summative assessments in individual courses and field experiences, students are required to take exams mandated by the PA Department of Education. Pre-service teachers take basic skills competency exams in Reading, Writing, and Math (PPSTs or PAPAs), on which they must obtain a satisfactory scores in order to formally apply to the teacher certification program at the end of their sophomore year. Before student teaching begins, pre-service teachers are required to take state mandated specialty exams to demonstrate competence in their field of certification. Exams are administered by Pearson or ETS, depending on the certification area. Additionally, students are required to maintain a 3.0 GPA in order to remain in the program. Institutional and individual results of standardized tests are reviewed by faculty each semester and analyzed to determine areas of relative strength and weakness in departmental course content and for individual teacher candidates.

Dr. Valerie Park established a Facebook page for Juniata Education POE's. On this web page, graduates of the program and current students post and share information from their pre-service and in-service teaching experiences, and Education Faculty post and share ideas for on-going curricular development.

Professor Paula Beckenbaugh leads a mentoring program for graduates of the Education Department. Alumni are surveyed and asked to select a faculty mentor. Each member of the department serves as a mentor for graduates in an ongoing informal analysis of outcomes.

## **Program for Improvement**

The Education Department is continually improving course content and offerings in accordance with the PA Department of Education mandates. In addition weekly department meetings are opportunities to discuss and address areas of concern. The minutes of department meetings reflect the fact that assessment and improvement are an ongoing process in this department. Further, suggestions from external accrediting agencies are implemented as needed. The department is in the process of implementing several new certificate programs in Prek-4 and special education certification. This has resulted in revision of existing courses and the addition of at least eight new courses.

## Juniata College

### ED 120 Child Development Spring 2012

**Professor:** Fay Glosenger, PhD

Office: 306 Good Hall

Phone: 641-3645

Office hours: M W 1-3:00, T2-3:00 and by appointment

E-mail: [glosenger@juniata.edu](mailto:glosenger@juniata.edu)

#### **Required Text:**

Santrock, J. (2010). *Children* (11<sup>th</sup> ed.). Boston: McGraw Hill.

#### **Resources:**

Juniata College Early Childhood Education and Early Intervention Center

Community Agencies

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: Author.

Online source to APA guide is <http://www.apaguide.com/>

Juniata College Solutions Center for IT Assistance

Event Scheduler on Juniata Arch to Reserve Room for Practice

Beeghly Library for Research Materials and Professional Articles

National Association for the Education of Young Children (NAEYC) website [www.naeyc.org](http://www.naeyc.org)  
and Children's Defense Fund for Advocacy and National and Regional Initiatives in ECE

PDE Website: [www.pde.state.pa.us](http://www.pde.state.pa.us) for Early Learning and PA Academic Standards and PA  
Early Childhood Initiatives

#### **Course Description:**

ED 120 provides an in-depth introduction to child development, cognition, behavior, and learning from conception through middle childhood. Using an ecological approach, students examine characteristics of physical, social, emotional, cognitive and language development at each age; identify typical and atypical development; compare and contrast major theories of development and learning; and explore diverse issues in child development and early education, including gender, culture, language, ability, family, social policy, educational setting, and the influence of heredity and environment. Assignments include readings, research, presentations, and direct observation of young children.

Prerequisites: None. Education majors must take ED121 Child Development Lab with ED120.

#### **Professional Competencies Followed by Course Goals:**

*The teacher understands how all children learn and develop and can provide learning opportunities that support their intellectual, social, career, and personal development.* (Chapter 354 Competency B; Guideline I: A, B, C, D, E, H)

Students will:

- develop an understanding of major theories of child development and learning;
- examine typical and atypical human growth and behavior, including physical, social, emotional, cognitive, and creative development (prenatal through middle childhood);
- explore interacting influences of multiple contexts on child development and learning viewing development from an ecological perspective;
- apply course readings and class discussions to observations, interactions and activities in the ED 121 Child Development Lab field experience and discussion group.

*The teacher understands how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.* (Chapter 354 Competency C, Guideline I: H, I)

Students will:

- observe, identify, objectively record, and analyze both typical and atypical development and behavior of children enrolled in the Juniata College Early Childhood and TIU Early Intervention Program;
- understand individual needs of all children, including children with exceptionalities, language differences, and other familial or developmental concerns; and
- compare and contrast developmental stages, characteristics, and behaviors of children of various age groups and abilities, including children with developmental delays and disabilities.



*The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.* (Chapter 354 Competency E, Guideline I: A, F, G)

Students will:

- develop an understanding of developmentally, culturally, and linguistically appropriate practice for all children PreK-4<sup>th</sup> grade with a special focus on infants, toddlers, and preschoolers;
- examine best practices and constructivism in a play based, child-centered program;
- identify how various contexts, instructional practices, discipline strategies, and classroom environments influence behavior and learning; and
- identify ways to use PA Early Learning Standards to plan, guide, and inform instruction and promote development of the “whole child.”

*The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.* (Chapter 354 Competency F, Guideline I: A, B, C, I)

Students will:

- develop interpersonal communication and relationship enhancement skills,
- collaborate and successfully participate as a team member at the center and on group projects; and
- analyze personal strengths and weaknesses in communicating with children and other adults.

*The teacher contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.* (Chapter 354 Competency J, Guideline I: C, I)

- examine various family units and the related roles that families, teachers, and community service agencies play in promoting optimal development for all children;
- identify and analyze current issues related to child development and learning, including health and well being, gender, social policy, family structure, and education; and
- choose a topic of interest, and collaborate with peers and community agencies to develop a multimedia presentation for the class.

### **Requirements:**

Students will:

1. attend class and participate in class discussions and activities.
2. prepare a picture for the wall and a one page collage with a personal picture to introduce themselves to the children at the Center.
3. complete assigned readings prior to class and come to class prepared to discuss scheduled topics.
4. prepare a course notebook containing all class handouts, lecture notes, notes on readings, homework, etc.
5. complete quizzes. Quizzes are unannounced, and those missed may not be made up. Pop quizzes are open notebook and used to assess ongoing understanding of lectures and readings.
6. complete five exams.
7. collaborate with a team and prepare a group presentation on a topic of interest. All presentations must adapt information to address the diverse needs children and families, including children with disabilities, language differences, or varied cultural backgrounds. Students will receive additional information, guidelines, and grading criteria in class for this assignment.
8. prepare a summary and critique of one article from a professional journal that will support content for the group project.
9. demonstrate professional behavior and a positive attitude in class, in written work, and during visits to the Center.

### **Notes:**

- You must enroll in ED121 Child Development Lab: Observation and Assessment in PreK with this course if you plan to pursue teacher certification.
- I will follow Juniata College’s prescribed policies concerning incomplete grades and withdrawal from the course. You are responsible for reading pertinent sections in the [Juniata Catalog](#) and complying with them. I will give permission for a course withdrawal after midterm only in an emergency situation.
- All faculty members in the Education Department expect professional behavior and academic honesty in class, on campus, and in field experiences. The College Academic Integrity Policy is published in the *Juniata Catalog*. *The PA School Code of Ethics* and the *NAEYC Code of Ethics* are printed in the *Education Department Student*

*Handbook*. You are expected to be familiar with all of these documents. Any case of unprofessional behavior or academic dishonesty may result in a failing grade for the course or a portion of the course, and/or dismissal from the certification program.

- The *Education Department Student Handbook* also specifies all professional, course, and GPA requirements and expectations for certification candidates. Certification candidates must obtain satisfactory ratings in all field experiences and a letter grade of C or better for each course required for certification. If you receive an unsatisfactory rating in a practicum, even if the overall course grade is satisfactory, you must repeat the practicum. Also, you must repeat any course for which you receive a letter grade below a C. No more than two replacement or substitute courses may be used in a certification program.
- The Americans Disabilities Act mandates accessibility in all aspects of the learning environment. If you have an identified disability and are in need of specific accommodations, please contact Sarah May Clarkson in Academic Support Services and notify me at the beginning of the semester.
- The syllabus is not a contract. We will use it as a guide. If I need to change, add, or delete assignments or due dates, I will give you advance notice of all changes.

### Student Evaluation:

<i>Requirements</i>	<i>Value</i>
<i>Attendance and Class Participation</i>	5%
<i>Quizzes</i>	10%
<i>5 Exams (15% each)</i>	75%
<i>Article Summary and Critique</i>	5%
<i>Group Presentation</i>	5%

### Agenda:

#### Weeks 1 and 2 (January 16-27)

##### Topics:

Introduction to Cognition, Development and Learning  
The Study and Science of Child Development and Early Education  
Roles of Heredity and Environment; Issues in Child Development  
Criteria for Group Presentations  
Overview of Ecological, Psychoanalytic and Cognitive Theories

##### Readings and Assignments:

Personal collage with picture and one picture for the wall due in class January 18.  
Begin lab at the Center as announced.  
Chapters 1 and 2; Read Juniata ECE Interaction Guide and visit the center  
Skim text to identify topic of interest for group presentation; sign up for topics and form groups for presentations.  
January 27: No class; Meet at library with presentation group

#### Weeks 3 and 4 (January 30- February 10)

##### Topics:

Behaviorist Theory  
Biological Beginnings and Evolutionary Psychology  
Prenatal Development and Hazards to Prenatal Development

##### Readings and Assignments:

Chapters 3 and 4  
Copy of article and typed APA reference due January 30.  
*Exam 1 on February 6: Section 1 Nature of Children's Development (Chapter 1)*

#### Weeks 5 and 6 (February 13- 24)

##### Topics:

Birth  
Neonatal Assessment and Conditions Influencing Early Learning and Development  
Physical Development in Infancy, Motor and Perceptual Skills

##### Readings and Assignments:

Chapters 5 and 6

Group Presentation 1: February 20\_\_\_\_\_

*Exam 2 on February 24: Section 2 Beginnings (Chapters 2, 3, 4)*

**Week 7 (February 27- March 2)**

Topics:

Cognitive Development in Infancy

Language Development in Infancy

Readings and Assignments:

Chapter 7

***Spring Break March 3-11***

**Weeks 8 and 9 (March 12-23)**

Topics:

Social and Emotional Development in Infancy

Physical Development in Early Childhood

Play and the Early Childhood Curriculum; PA Early Learning Standards

Readings and Assignments:

Chapters 8 and 9

*Exam 3 on March 14: Section 3 Infancy (Chapters 5, 6, 7)*

Group Presentation 2: March 19\_\_\_\_\_

**Weeks 11 and 11 (March 26- April 4) *No classes Friday, April 6***

Topics:

Cognitive and Language Development in Early Childhood, English Language Learners

Social and Emotional Development in Early Childhood

Developmentally, Culturally and Linguistically Appropriate Practice

Gender Roles; Parenting Styles; Diversity Issues

Readings and Assignments:

Chapters 10 and 11

Group Presentation 3: April 4 \_\_\_\_\_

**Weeks 12 -14 (April 9-30)**

Topics:

Physical Development in Middle Childhood

Cognitive Development in Middle Childhood, Metacognition

Social and Emotional Development in Middle Childhood

Changing Families; Family and School Collaboration

PA Academic Standards

Readings and Assignments:

Chapters 12 and 13

*Exam 4 on April 11: Section 4 Early Childhood (Chapters 8, 9, 10)*

Group Presentation 4: April 13\_\_\_\_\_

*Exam 5: April 30: Section 5: Middle Childhood (Chapters 11, 12, 13)*

**Have a safe trip home and a relaxing and enjoyable summer!**

**See you next year.**

ED 121 Child Development Lab: Observation and Assessment in PreK  
Spring 2012

Professor: Fay Glosenger, PhD

Office: 306 Good Hall

Phone: 814- 641-3645

Office Hours: M W 1-3:00, T 2-3:00 & by appointment

Email: [glosenger@juniata.edu](mailto:glosenger@juniata.edu)

**Required Text:**

*Guide for interaction at Juniata College's Early Childhood Education Center* (Rev. Ed.).  
(1999). Huntingdon, PA: Juniata College.

**Resources:**

*Work Sampling System* on reserve in my office

Children, staff, and families from the Juniata College Early Childhood Education Center and Tuscarora  
Intermediate Unit 11 Early Intervention Program

**Course Description:**

ED 121 extends and enhances learning in ED 120 Child Development through authentic classroom opportunities to observe and interact with young children and early education professionals, apply knowledge and understanding of child development and theory, analyze and assess development using formal and informal assessment tools, examine portfolios and Individual Education Plans, monitor student performance, and adapt instruction and interactions to meet individual needs, scaffold learning, and guide behavior. Corequisite: ED 120 or permission of the instructor.

**Professional Competencies Followed by Course Goals:**

*The teacher understands how all children learn and develop and can provide learning opportunities that support their intellectual, social, career, and personal development. (Chapter 354 Competency B, PreK-4 Guideline III: C, F, L, N, P, Q; Special Education Guideline I: B 7; Guideline IV: A 9, D 4 ai4)*

Students will:

- apply course readings and class discussions in ED 120 to interactions and activities in the ED 121 Child Development Lab field experience and discussion group;
- observe and record developmental milestones;
- scaffold learning and promote development of the whole child through child-centered interactions and developmentally appropriate learning activities based on observations and assessments;
- promote early literacy, including concept of print;
- celebrate individual and family diversity and link activities to interests and cultural traditions; and
- share an interest or family tradition with a small group of children by creating a simple learning activity or area

*The teacher understands how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom. (Chapter 354 Competency C, PreK-4 Guideline III: C, D, N, P, Q, R; Special Education Guideline I: A 7; II: A 6,7; B 6; C 2 a i-v, b, c, d; IV A 9)*

Students will:

- observe, identify, objectively record, and analyze both typical and atypical development and behavior of children enrolled in the Juniata College Early Childhood and TIU Early Intervention Program;
- demonstrate an understanding of child development and observation through assessments made using anecdotal records and the *Work Sampling System* published by Pearson Education, Inc.;
- assist teachers in implementation of Individualized Education Plan (IEP) goals in the Least Restrictive Environment (LRE);
- explore a variety of ways of understanding young children and their behavior, including ability, age, gender identity, temperament, and learning style and rate; and
- create learning opportunities and activities that encourage and support development of the whole child.

***The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (Chapter 354 Competency E, PreK-4 Guideline III: C, F, R; Special Education PreK-8 Guideline IV: B 4, 5, 6, 7, 9, 11, 16, 17)***

Students will:

- develop an understanding of “developmentally appropriate practice,” apply that understanding to activities in the Center; and demonstrate sensitivity to individual learning differences;
- adapt physical environment and activities to provide optimal learning opportunities for all children, including children with disabilities;
- assist Center staff with setting up the environment and participate in daily routine activities to help establish, deliver, and maintain a safe, positive, secure and challenging learning environment for all young children, including those with disabilities; and
- use, analyze, and reflect on the effectiveness of variety of behavior management techniques.

***The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom. (Chapter 354 Competency F, PreK-4 Guideline III: C, F, R; Special Education PreK-8 Guideline VII: A, D, E, I, J)***

Students will:

- develop interpersonal communication and relationship enhancement skills, collaborate, and successfully participate as a team member;
- use individual and group assessment data to guide interactions with children;
- analyze personal strengths & weaknesses in communicating with children and adults at the Center; and
- collaborate effectively with all ECEC and Early Intervention staff, families, and peers in planning and delivering the program, in managing behavior, and in assisting with transition activities for children entering and leaving the programs.

***The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. (Chapter 354 Competency H, PreK-4 Guideline III: C, D, E, F, N, Q, R; Special Education Guideline I: C4)***

Students will:

- demonstrate skills in child study and developmental assessment;
- demonstrate an understanding of the PA Early Learning Standards;
- gain experience in the use of a variety of assessment tools, including the *Work Sampling System*;
- collaborate with other professionals and family members throughout the assessment process to develop comprehensive analysis and avoid biased assessments and judgments; and
- provide appropriate interventions for struggling learners.

***The teacher contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning. (Chapter 354 Competency J, PreK-4 Guideline III: D, O; Special Education PreK-8 Guideline I: A5, B4)***

Students will:

- assist the Center staff with the NAEYC Accreditation process, program evaluation and self-study, and DPW licensure;
- follow NAEYC Professional Code of Ethics and all Center policies of confidentiality and safety; and
- observe and assist a variety of professionals who provide specific services for individual children with disabilities; and
- interact positively with educationally, culturally, linguistically, and economically diverse children and families.

***The teacher demonstrates professionalism in a variety of ways. (Special Education Guideline VI: A-F)***

Students will:

- demonstrate an understanding of, and apply, FERPA (Family Education Right to Privacy Act) and other privacy laws requiring confidentiality in all educational interactions with students, families, and community;
- demonstrate effective advocacy procedures;
- promote positive relationships to support collaboration and partnerships in order to effectively implement the IEP;

- identify methods to increase knowledge and pedagogical skills through participation in meaningful professional development.
- demonstrate integrity, ethical behavior, and professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; local, state, and federal laws and regulations; and the NAEYC Code of Ethics;
- implement procedures and legal requirements for safeguarding student health and welfare.

#### Requirements:

1. Attend and actively participate in class discussions and all center visits. Your practicum will be three hours/week at the Early Childhood Education Center. You must arrange for a substitute if you are sick or cannot attend your practicum. You must also make up any missed time at the Center.
2. Think systematically about practice, learn from experience, seek the advice of others, draw upon educational research and scholarship and actively seek out opportunities to grow professionally.
3. Demonstrate professionalism in a variety of ways: dress appropriately; demonstrate dependability and enthusiasm, maintain confidentiality; communicate respect for individual children and families; and interact positively with children, families, peers and staff. Pictures of children are confidential and for center use only on anecdotes for the child's portfolio. You may not retain pictures or use them on Facebook or any other personal electronic devices or cell phones. Some families have not given permission for their children to be photographed for any reason, and we respect their wishes.
4. Help with Center responsibilities, involving the children when possible.
5. Engage in ongoing reflection about your performance in relation to best practices and maintain a weekly reflection log.
6. Observe specific children, analyze behavior and development, and write objective anecdotal observations that support assessments made using the *Work Sampling System*.
7. Prepare assessment data for portfolios and use assessment to guide interactions and instruction.
8. Complete and submit the 3 required clearance forms, money orders, and Tb test results. Tb results must be submitted to me by the third week of classes. Tb test results must be from within the last two years.
9. Demonstrate all competencies outlined in the Guide for Interaction at Juniata College's Early Childhood Education Center
10. Prepare a one-page description of the lab experience with a picture for the senior portfolio.

#### Notes:

- You must enroll in ED 120 when you take ED 121.
- **You must have current Child Abuse, Criminal, and FBI Clearances and a TB test on file with the Education Department to work in the Early Childhood Education Center.**
- I will follow Juniata College's prescribed policies concerning incomplete grades and withdrawal from the course. You are responsible for reading pertinent sections in the [Juniata Catalog](#) and complying with them. I will give permission for a course withdrawal after midterm only in an emergency situation.
- All faculty members in the Education Department expect professional behavior and academic honesty in class, on campus, and in field experiences. The College Academic Integrity Policy is published in the *Juniata Catalog*. *The PA School Code of Ethics* and the *NAEYC Code of Ethics* are printed in the *Education Department Student Handbook*. You are expected to be familiar with all of these documents. Any case of unprofessional behavior or academic dishonesty may result in a failing grade for the course or a portion of the course, and/or dismissal from the certification program.
- The *Education Department Student Handbook* also specifies all professional, course, and GPA requirements and expectations for certification candidates. Certification candidates must obtain satisfactory ratings in all field experiences and a letter grade of C or better for each course required for certification. If you receive an unsatisfactory rating in a practicum, even if the overall course grade is satisfactory, you must repeat the practicum. Also, you must repeat any course for which you receive a letter grade below a C. No more than two replacement or substitute courses may be used in a certification program.
- The Americans Disabilities Act mandates accessibility in all aspects of the learning environment. If you have an identified disability and are in need of specific accommodations, please notify the office of Academic Support Services and discuss your needs with me at the beginning of the semester.
- The syllabus is not a contract. We will use it as a guide. If I need to change, add, or delete assignments or due dates, I will give you advance notice of all changes.

**Student Evaluation:**

Requirements	Value
Attendance and Participation in Class Discussion	5%
Overall Enthusiasm, Initiative, and Learning Activity	20%
Competency Rubric	20%
Observations and Reflection Log	25%
Anecdotes and Work Sampling Assessment Reports	25%
Portfolio Page	5%

**Agenda:**

**Week 1: January 16:** Visit to the Juniata College Early Childhood Education Center, Leshner Hall 3:00 PM

Topics and Assignments:

Introduction to the Juniata College ECEC (Christine Breene, Director and Claire Miller, Master Teacher)

Expectations for Children and Staff

Professionalism and Confidentiality: Read *Guide for Interaction at Juniata College's Early Childhood Education Center* and *NAEYC Code of Ethics*

**Write Reflection 1: Reaction to the Orientation and Center:** Describe key ideas expressed in the Orientation that stimulated your thoughts or curiosity. How does what you have learned about the JC ECEC program, physical environment, or philosophy compare to other programs you have experienced? What are your questions? Fears? Concerns? Submit Reflection 1 next week in seminar on Monday.

**Table:** Also, prepare a 5 column table: 1 names, 2 birthdates, 3 ages of the children, 4 group, 5 date interaction with you. Include all of the children who are at the ECEC during your lab time. Submit the chart with your reflection each week.

**Submit clearances.** If you did not do these already, you must get two \$10 money orders this week, fill out applications and submit them to me for Criminal and Child Abuse Clearances; also do the FBI Clearance. Paula Beckenbaugh, Field Coordinator, has application forms in her office (Good Hall 317). In addition, you must get a Tb test at the JC Health Center or get a copy of results of your last test and give to me.

**Begin practicum as scheduled.**

**Week 2: January 23**

**Topics and Assignments:**

Positive Strategies for Guiding Behavior

Center Philosophy

**Write Reflection Log Entry 2: Behavior Management:** Describe an interaction with a child (or children) that required the use of behavior management strategies. Reflect on how a specific strategy worked or did not work, and then describe your reaction to the incident. Submit reflection 2 next week on Monday.

**Week 3: January 30:** Meeting Individual and Group Needs (Christine Breene, ECEC Director)

**Topics and Assignments:**

Working with Children from the Willows Group (Younger Children)

Individual Differences, Using Assessment Data to Guide Interactions and Instruction

Identifying and Strengthening Learning and Behavior with the Willows

**Write Reflection 3: Knowing the Children:** Choose two specific children from the Willows group, describe your interaction with them, and report what you have learned about them. Submit reflection 3 next week on Monday.

**Week 4: February 6:** Meeting Individual and Group Needs (Claire Miller, ECEC Master Teacher)

**Topics and Assignments:**

Working with Children from the Sycamore Group (Older children)

Individual Differences, Using Assessment Data to Guide Interactions and Instruction

Identifying and Strengthening Learning and Behavior with the Sycamores

**Write Reflection 4: Developmental Differences:** Describe and discuss specific developmental differences you have noted between a child in the Willows group and a child in the Sycamores group. Consider age and differences in ability. Submit reflection 4 next week on Monday.

**Week 5: February 13:** Using Assessment Data to Guide Interactions and Instruction

**Topics and Assignments:**

Observing and Assessing Children: Why? How?

Writing Objective Anecdotes, Informal and Formal Assessment

Observations and Questions from the Center

**Reflection 5: Write an Anecdote:** Describe a play episode between two or more children. Objectively record their behaviors and conversations. Identify the skills you noted after the anecdote. Submit this anecdote next week on Monday.

**Week 6: February 20:** Meeting Individual and Group Needs (Nalini Kowalski, Early Intervention Teacher and Karen Marter, Speech and Language Specialist)

**Topics and Assignments:**

Working with Children from the Dogwood Group (Children in the Early Intervention Program)

Inclusion, Early Intervention, IEPs, and Assistive Technology

**Write Reflection 6: Whole Child Development:** Observe a child (children) in a specific area and describe how the activity promotes development of the whole child (physical, social, emotional, cognitive, and creative). Submit reflection 6 next Monday.

**Week 7: February 27:** Developmentally Appropriate Practice and Child Centered Learning Activities

**Topics and Assignments:**

Observations on Themes, Lessons, Learning Areas

Planning and Sharing Your Cultural Traditions, Talents or Interests with the Children

**Midterm Reflection 7: Self-Assessment:** Discuss your learning and performance at the Center. What do you feel confident about? What challenges do you still face? Submit reflection 7 Monday after break.

**Week 8: March 12:** Assessment

**Topics and Assignments:**

Work Sampling System and Objective Jots

**Complete Jot and Work Sampling Documentation 1,** submit next week on Monday; load your work on the shared drive

**Week 9: March 19:** Sharing Successes and Challenges at the Center

**Topics and Assignments:**

Reflecting Feelings, Using Words to Express Feelings, Personal Messages, Scaffolding



Redirection, Setting Limits, Natural Consequences, Time Out, Conflict Resolution Strategies, Peace Table  
**Complete Jot and Work Sampling Documentation 2.** Submit next week on Monday; load your work on the shared drive.

**Week 10: March 26:** Sharing Your Talents with the Children

**Topics and Assignments:**

Possibilities

Portfolio Page

**Complete Jot and Work Sampling Documentation 3.** Submit next week on Monday; load your work on the shared drive.

**Week 11: April 2:** Families

**Topics and Assignments:**

Working with Families

Sharing Assessment Data with Families

**Complete Jot and Work Sampling Documentation 4.** Submit next week on Monday; load your work on the shared drive.

**Week 12: April 9:** Social Services

**Topics and Assignments:**

Child Abuse and Mandated Reporting

**Complete Jot and Work Sampling Documentation 5.** Submit next week on Monday; load your work on the shared drive.

**Week 13: April 16:** Careers in ECEC

Complete portfolio page and submit on Monday next week.

**Week 14: April 23:** Reflections and Comments, Course Wrap-up

**Have a safe trip home and a great summer!**

**Juniata College**  
**ED 240 Introduction to Students with Exceptionalities**  
**Fall, 2010**

**Prerequisites: ED 120/121 or ED 130**

**Instructor:** Kathleen R. Biddle, Ph.D.

**Email:** [biddle@juniata.edu](mailto:biddle@juniata.edu)

**Office phone:** 641-3411

**Office:** 305 Good Hall

**Office Hours:** as posted

**Home Phone:** 643-1711

**Required Text**

Hallahan, D.P., Kauffman, J.M., & Pullen, P.C. (2009). *Exceptional Learners: An introduction to special education*. Boston, MA: Allyn & Bacon.

**Additional Resources**

[www.pattan.net](http://www.pattan.net)

[WWW.CEC.SPED.ORG](http://WWW.CEC.SPED.ORG)

**Course Description**

This course provides an overview of exceptionality in children. Topics include categories of exceptionalities, characteristics and identification of children with special needs, early intervention services, procedural safeguards, relevant legislation and litigation, inclusion, family collaboration, professional and community resources, and other current issues.

**Competencies with course objectives**

**Professional Competencies and Course Goals**

*The teacher understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches, and can create learning experiences that make these aspects of subject matter meaningful for all students .[Chapter 354 Competency A; PreK-4 Guidelines I A, B, E Special Education Guidelines: IA1, 3,4,5,6, 7,8, 9, IB1,3; IIA5; IIC1 ]*

The student will:

- Demonstrate understanding of the legal rights and responsibilities of the teacher for special education referral and evaluation and the rights and procedural safeguards that students are guaranteed.
- Demonstrate an understanding of over-representation of minorities in special education so as not to misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems.
- Be educated in and apply the concept of disability culture as represented in the media
- Know current issues with historical and philosophical background including inclusionary practices.
- Examine the relationship between student needs and service delivery models in order to meet the least restrictive environment mandate
- Describe major considerations relating to identifying individuals with disabilities and assess the individuals properly,
- Summarize historical foundations, classic studies, major legislation & court cases related to IDEA.
- Demonstrate understanding of the impact of sensory impairments, physical & health disabilities & cognitive disabilities on individuals, families, & society.
- Demonstrate an understanding of the legal rights & responsibilities of the teacher for special education referral & the rights and procedural safeguards that students are guaranteed.
- Describe the relationship & organization of special education to organizations & functions of school systems and other agencies.

*The teacher understands how all children learn & develop, & can provide learning opportunities that support their intellectual, social, & career development. [Chapter 354 Competency B; Special Education Guidelines: IIC2, IVE2, VA12; VC9]*

The student will:

- Recognize patterns of typical physical developmental milestones & how patterns of students with disabilities may differ.
- Recognize patterns of typical behavioral milestones & how patterns of student with disabilities may differ.

- Review an annotated IEP on the PATTAN website.
- Demonstrate understanding of the purpose of the IEP.

*The teacher understands how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom. [Chapter 354 Competency C; PreK-4 Guidelines I B, C, D, E; Special Education Guidelines: IB5, 6; IIA1, IIB2, IVC12,13,14,IVD, VA10,11 ]*

The student will:

- Gain knowledge about creating classroom environments that are educationally-focused, respectful, supportive and challenging for all children.
- Gain knowledge of elements of classroom environments that are inclusive of diverse learners including differences in age, development, culture and language.
- Identify the components of authentic assessments for diverse learners.
- Gain knowledge of the definition, characteristics, incidence, causation, and education implications of intellectual disabilities, learning disabilities, speech and language impairments, hearing impairments, vision impairments, physical and health impairments, giftedness, autism spectrum disorders, and low incidence disabilities
- Identify the characteristics of dyslexia.
- Define multicultural and bilingual special education
- Distinguish between the culture & economic situation of families.
- Demonstrate an understanding of how poverty affects families.
- Identify how the family's culture & values affect how they view disabilities.
- Identify the etiologies & medical aspects of various diagnoses affecting individuals with disabilities.
- Identify characteristics associated with specific areas of disability & their impact on learning.
- Identify socio-cultural characteristics of ELL
- Describe how ELL's cultural communication styles & learning styles affect the learning process.
- Describe how ELL's cultural values may impact academic achievement & language development.
- Identify characteristics that suggest students are struggling with reading, writing or speaking.
- Describe the array of accommodations to support student learning across the curriculum.
- Know the definition, characteristics, and learning strategies used with students who are gifted and talented

*The teacher uses knowledge of effective verbal, non-verbal, & media communication techniques supported by appropriate technology to foster active inquiry, collaboration, & supportive interaction in the classroom. [Chapter 354 Competency D; Special Education Guidelines: IVB20,]*

The student will:

- Identify assistive technologies that support student participation.

*The teacher uses an understanding of individual & group motivation & behavior to create a learning environment that encourages positive social interaction, active engagement with learning & self-motivation. [Chapter 354 Competency E; Special Education Guidelines: IA2, IVB1, IVC8, 11, IVE1]*

The student will:

- Describe models & theories of behavior with respect to special education.
- Describe the process of developing effective behavioral intervention plans
- Define the scientific principles influencing academic & social behavior.
- Identify the impact of emotions on language & communication skills.
- Identify the difference between academic & social language
- Explain how to integrate academic instruction and behavior management for students with disabilities.

*The teacher understands formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.[Chapter 354 Competency H; PreK-4 Guidelines III B, P, Q, R; Special Education Guidelines: III L, M; VC3]*

The student will:

- Achieve an understanding of the purpose and use of assessment of students with disabilities
- Achieve an understanding of the use of assessment strategies to plan for instructional decision making

- Define and describe Response to Instruction & Intervention (RtII) as it related to assessment & service delivery in the general education classroom.
- Identify the screening, pre-referral, & classification process & procedures.
- Identify the timelines related to referral, evaluation, placement, & programming related to PA state regulations.
- Identify how PA Academic Standards apply with regard to disability.

*The teacher contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.[Chapter 354 Competency J; PreK-4 Guidelines I I, A5, G2, 4,5,6,7; Special Education Guidelines: IVB8, 12, 23; VIABC; VIIA, B, D,E,G,H, I, J]*

The student will:

- Define and apply the concepts of the Individualized Educational Program (IEP), the educational services, and supports available to students with disabilities as they relate to a standards-aligned system.
- Define and apply the concepts the Individualized Family Service Program (IFSP) process and the service and supports available to infants, toddlers, preschoolers, and young children with developmental delays and at-risk conditions and their families
- Understand the significance of networking and resource alignment with other professionals and agencies
- Understand the importance of team collaboration and effective communication
- Understand the current trends in special education and the implications on children and their families
- Understand the concept of transition throughout the life span
- Identify barriers to accessibility & acceptance of individuals with disabilities.
- Identify potential strategies to overcome potential barriers to access and acceptance of individuals with disabilities.
- Identify the contribution of families & students in identifying potential causes & preventions of inappropriate behavior.
- Identify skills in problem solving & conflict resolution that may be helpful in developing individual education plans.
- Demonstrate an understanding of FERPA & other privacy laws.
- Describe a variety of effective advocacy procedures.
- Describe a variety of ways to support collaboration and partnerships to implement IEP's successfully.

*The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship, and actively seeks out opportunities to grow professionally [Chapter 354 I ; PreK-4 Guideline: E; Special Education Guideline: VID] .*

The student will:

- Synthesize current educational research to respond to questions about special education topics.
- Gain an understanding of professional ethics and standards of the Council for Exceptional Children.
- Identify sources for professional development.
- Identify a variety of professional organizations as sources of information for individuals with disabilities, their families and teachers,

### **Course Format**

This class is a student- involved course. Although the majority of information will be presented in lecture format, the students will be encouraged to participate in class discussion about topics presented. The class will also include video presentations and guest lecturers.

**Class participation** – class participation grade is a culmination of 3 factors: 1) **creation** and **response** to questions asked/answered in class, including large and small group discussions; 2) individual, brief class presentation; and 3) attendance. Each individual enrolled in this course is expected to be a fully participating class member. This means attending each class and taking part in class discussions by answering questions thoughtfully and appropriately. Attendance will be taken each class period.

### **Student Evaluation**

The breakdown of the grading for this course is as follows:

Article review assignment	5%
2 essays	30%
5 tests	50%

Class participation	15%
<b>Total</b>	<b>100%</b>

100 – 94%	A	83 – 81%	B-	70- 68% D+
93 – 91%	A-	80 – 78%	C+	67- 64% D
90 – 88%	B+	77 – 74%	C	63- 61% D-
87 – 84%	B	73 – 71%	C-	<61% F

## GENERAL INFORMATION

### Students with disabilities

The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. If you have an identified disability and are in need of specific accommodations, please contact Sarah May Clarkson in Academic Support Services (X3161).

### Attendance

Due to the class discussions and group activities that are part of this course, attendance is essential. You are permitted two absences from class without penalty. Additional absences will be deducted from your class participation grade. You will follow the College's prescribed policies concerning incomplete grades and withdrawal from the course. You are responsible for reading those sections in the catalog or handbook and complying with them. I will give permission for a course withdrawal after midterm only in an emergency situation.

**Make-up policy** – tests will be given on the scheduled date except in the case of emergency.

**Late assignments** – assignments are due on the class day indicated on the course outline. Any exceptions must be discussed and approved by the instructor. Assignments that are late will lose one point for each day after the due date.

**Note** – Students involved in college-sponsored activities and who expect to miss class as a result of this involvement must submit to me a written document from their faculty/staff supervisor specifying the dates and time class will be missed. Students are responsible for arranging to complete missed work.

### Professionalism

All faculty in the Education Department expect professional behavior and academic honesty in class, on campus, and in practice. **The College Academic Integrity Policy is published in the Pathfinder and the College Catalog. Students are expected to be familiar with it. Any case of unprofessional behavior or academic dishonesty may result in a failing grade for the course or a portion of the course, and/or dismissal from the certification program.**

In addition, the Education Department Student Handbook specifies all professional, course, and GPA requirements and expectations for certification candidates. Certification candidates must obtain satisfactory ratings in all field experiences and a letter grade of C or better for each course required for certification. If you receive an unsatisfactory rating in a practicum, even if the overall course grade is satisfactory, you must repeat the practicum. Also, you must repeat any course for which you receive a letter grade below a C. No more than two replacement or substitute courses may be used in a certification program.

### A note about portable electronic devices

Please turn your cell phones to vibrate if you carry them to class with you. On exam days, all cell phones must be turned off and the use of I-pods or other portable electronic devices will not be permitted. For security reasons, the professor will have her cell phone on vibrate on exam days.

**NOTE:** This syllabus is not a contract. We will use it as a guide. If I need to change, add, or delete assignments or due dates, I will give you advanced notice of all changes

### Article Review

**25 points total (Due on 9/24/10)**

### Purpose

The media (i.e. **movies, magazines, TV, and newspapers**) presents individuals with disabilities in different ways – some positive, some negative. **Often the images are stereotypical.** The purpose of this assignment is to become aware of how the media presents individuals with disabilities.

## Tasks

- Locate a **newspaper or magazine** article that in some way presents a person with a disability. The article must be available to the general public (newspaper, magazine, etc.), **not** from a professional journal.
- The article must describe an individual or a group of individuals with a disability as he/she relates to other people or an issue they are facing.
- Read the article you have chosen.
- Write a reaction paper to the source you have chosen using the outline below. Included in this paper must be a discussion about what you have learned regarding society's awareness and perceptions of individuals with disabilities.

## Format

- Papers must be typed, double-spaced.
- Papers must be carefully proofread for spelling and grammatical errors. Points will be deducted for spelling and grammar errors.

## Outline and Grading Rubric

- Cite the article in APA format at the beginning or end of the paper. (1 point)
- Write a synopsis of the article in 1-2 paragraphs, using clear and concise language. This must be in your own words, not those of the author. (5 points)
- Describe the profile of the character or a group of individuals with disabilities in the article. How is the person(s) depicted? Is the profile accurate or stereotypical? Explain. (5 points)
- How do others in the piece react to this character? How is this person(s) treated? (5 points)
- Would you recommend this article to others who have little or no exposure to individuals with disabilities? Explain why or why not. (5 points)
- Grammar & editing (4 points)

### **ED 240 Essay Questions**

You will be required to respond thoughtfully and thoroughly to 2 essay questions during the semester. You may choose to respond to any one of the essay questions in each group. Please follow the grading rubric on the syllabus!

#### Directions

**Read the question carefully. Use your textbook and two additional professional sources in order to obtain the information you need to thoroughly address the question.** *When possible, please also use DVD's, case studies and other information from class to enhance/explain your ideas.* **You may use web sites and other on-line sources as additional resources but they can not be considered your two main professional resources. Utilize prewriting strategies such as brainstorming, goal-setting, identifying main themes, determining your point of view. Make an outline. State and support your ideas. Reread and revise your essay for clarity and thoroughness in responding to the question. Ask a friend to read your essay and provide constructive feedback. Remember to edit your work for content, as well as mechanics of writing.** *Finally, please refer to the grading rubric before turning in your final copy of the essay.*

#### Format

**Your paper must be at least 4 pages in length and no more than 7 pages. The assignment must be typed and double-spaced. Please provide a reference page. Please use APA (5<sup>th</sup> edition) style.**

#### Essay 1 Please choose one of the following questions. The due dates vary for the questions.

A1. Explain how early intervention professionals and early childhood education professionals can support the academic and social development of young children with disabilities. Please define inclusion and provide specific examples of inclusion of children with disabilities and successful strategies that were employed. **Due on 9/27**

**OR**

A2. Explain how elementary, middle or high school general education teachers can support the academic and social success of students with disabilities who are included in the general education curricula. (Please select either elementary, middle or high school). Please define inclusion and provide specific examples of inclusion of children with disabilities and successful strategies that were employed. **Due on 9/27**

B1. The Response to Intervention (RTI) Model is being utilized in schools to identify children at risk of reading and other disabilities. This model also reduces referrals for special education and provides intervention in a more timely fashion. Describe how teachers can address the needs of children at risk for developing reading disabilities. Please be specific and identify research-based programs that are beneficial in at-risk category of the RTI model. **Due on 10/11**

**OR**

B2. Many individuals with learning disabilities continue to struggle even after having completed high school. How might their learning disabilities impact their adjustment to college or vocational endeavors after graduation? What is meant by the changing nature of a learning disability? In other words, how do setting demands affect the manifestation of an individual's learning disability? Please address cognitive, social and emotional aspects of the individual when answering this question. **Due on 10/11**

C1. Discuss the benefits of early intervention for young children with emotional or behavioral disorders. Why intervene early? Provide examples of successful programs for children with emotional and behavioral disorders. Why have these interventions been successful? **Due on 10/11**

**OR**

C2. What are best practices for including children with emotional or behavioral disorders in the middle or high school classroom setting? Provide examples of successful programs for children with emotional and behavioral disorders. Why have these interventions been successful? **Due on 10/11**

**Essay 2 (due between 12/13 and 12/15) Please choose one.**

- a. What is the definition of "normalization"? How do transition services for students with intellectual disabilities affect the students' ability to achieve normalization? What are some of the challenges or difficulties faced by parents and teachers as they attempt to transition their young children from early intervention to preschool special education or from preschool to early childhood education? Please provide specific examples and any programs you discover in your research. **Or** If you are a middle or secondary level teacher, please address this question with transition to work or college.
- b. Define traumatic or acquired brain injury. How does age at injury potentially alter educational and social outcomes for children with TBI? Describe some ways in which special and general educators can support the student and his/her family with the return to school and successful readjustment for a student with TBI. For this question, **please limit your search/response to either mild/moderate TBI or severe TBI.**
- c. The prevalence of children diagnosed with autism spectrum disorders is on the rise. Please define autism spectrum disorder. How is autism different than Asperger Syndrome? **Choose either autism or Asperger Syndrome** and describe successful inclusion strategies for the early childhood educational setting or middle or high school setting.

**ED 240 Introduction to Students with Exceptionalities  
Class Schedule, Fall, 2010**

Week	Dates	Topic	Readings	Due Dates
1	8/30 9/01 9/03	Introduction to the class Landmark legislation & professional standards <u>DVD: Without Pity</u>	Chapter 1	FAQ's about IDEA CEC Standards
2	9/06 9/08 9/10	The IEP Process Universal design for learning & Inclusion <u>DVD-Including Samuel</u>	Chapter 2	Pattan Annotated IEP form
3	9/13 9/15 9/17	Early Intervention Multicultural & Bilingual Aspects of Special Education	Chapter 2 Chapter 3	PATTAN Annotated IFSP
4	9/20 9/22 9/24	<b>TEST 1</b> Parents & Families Parents & Families	<b>Chaps. 1, 2, &amp; 3</b> Chapter 4	Article Review
5	9/27 9/29 10/1	Learners w/ Intellectual & Developmental Disabilities Learners w/ Intellectual & Developmental Disabilities Review	Chapter 5	Essay A1 or A2 due
6	10/4 10/6 10/8	<b>Test 2</b> Children with Learning Disabilities Children with Learning Disabilities	<b>Chapters 4 &amp; 5</b> Chap. 6	
7	10/11 10/13 10/15	<u>DVD: Misunderstood Minds</u> Children with attention-deficit/hyperactivity disorder Children with attention-deficit/hyperactivity disorder	Chapter 7	Essay B1 or B2 due
8	10/18 10/20 10/22	Children with emotional or behavioral disorders Children with emotional or behavioral disorders Children with special gifts & talents	Chapter 8  Chapter 15	
9	10/25 10/27 10/29	Review <b>TEST 3</b> Children with communication disorders	<b>Chaps. 6,7,8,&amp; 15</b> Chapter 9	
10	11/1 11/3 11/5	Children with communication disorders Learners who are deaf or hard of hearing Learners who are deaf or hard of hearing	Chapter 9 Chapter 10	Essay C1 or C2 due
11	11/8 11/10 11/12	Learners with blindness or low vision Learners with blindness or low vision <b>Test 4</b>	Chapter 11 Chapters 9,10,& 11	
12	11/15 11/17 11/19	Learners with Autism Spectrum Disorders Learners with Autism Spectrum Disorders Learners with Traumatic Brain Injury	Chapter 12  Chapter 13	
13	11/22 11/24 11/26	Learners with Traumatic Brain Injury <b>Thanksgiving Recess No Class!</b> <b>Thanksgiving Recess No Class!</b>	Chapter 13	
14	11/29 12/1 12/3	Deaf-Blindness Learners with physical & other health impairments Learners with physical & other health impairments	Chapter 13  Chapter 14	
15	12/6 12/8 12/10	Learners with physical & other health impairments Review <b>TEST 5</b>	Chapter 14  <b>Chapters 12,13,&amp;14</b>	
16	12/13	Essay 2 due, discussion, summary <b>Happy Holidays Travel Safely!</b>		Essay 2



## ED 240 Essay Question 1 & 2 Writing Guide & Grading Rubric

What is the topic? Introductory paragraph and definitions if needed	5 points
What do I know about this topic? Synopsis of the issue known from text, lecture notes, prior knowledge, videos.	15 points
What have I learned further about this topic? Summarize the information you have from your two research articles.	15 points
How will this information relate to my role as a teacher? This is where you express your own opinion on the subject.	5 points
Have I answered all of the questions, including information that was specifically requested? (e.g., definition of disabilities, specific examples.)	10 points
Have I included a summary paragraph?	5 points
Have I used two additional <b>professional</b> resources? Have I followed <b>APA Format guidelines</b> in the text and in the reference sheet that is attached to the essay?	5 points
Have I proofread my essay for spelling, capitalization, punctuation and grammatical accuracy?	5 points