EDSE 538: Syllabus

College of Education & Behavioral Sciences
School of Special Education

EDSE 538
Practicum in EC/ECSE: 3 to 5

A. Course Description
In their practicum experience, students build on knowledge and competencies gained throughout their master’s program to synthesize their knowledge and apply recommended practices in EC/ECSE settings for children 3 to 5 years of age.

B. Prerequisites
- Successful passing of the ECSE PLACE/PRAXIS II test
- Successful passing of the Elementary Content PLACE or Praxis II OR provide documentation of elementary education licensure. (Please fax the results of both ECSE and Elementary PLACE to your advisor)
- Successful completion of the courses, if any, on your Professional Teacher Education Program (PTEP) plan
- Prior approval from your advisor
- Prior approval from the practicum supervisor
- Attendance in the Practicum Webinar Orientation

A. Relationship of this Course to the Program Knowledge Base
The faculty of the School of Special Education shall facilitate the development of educators who are able to implement professional standards, advocate for children and youth with exceptionalities and their families, and adhere to the following beliefs and values:
- Children and youth with exceptionalities are part of a larger community of diverse learners;
- Children and youth with exceptionalities can learn when provided with effective and/or differentiated instruction, the adaptation of the learning environment, and culturally responsive pedagogy and curriculum;
- Children and youth with exceptionalities excel when they are held to high standards and expectations;
- The larger mission of education is best served when special educators collaborate with families, general educators, and related services professionals.
- Children and youth with exceptionalities develop lifelong attitudes and behaviors when responsibility, self-determination, and ownership of their education are expected.

B. Professional Standards Met
[see Appendix A for details]
The knowledge base for Early Childhood Special Education Program (Generalist) license at the University of Northern Colorado relates to the following program standards:

- Colorado Department of Education (CDE), Section 9.08 (Early Childhood Special Education)
- Colorado Department of Education (CDE), Section 9.04 (Early Childhood Special Education Specialist)
- Colorado Department of Education (CDE), Section 8.01 (Early Childhood Education)
- Colorado Department of Education (CDE) Performance-based Standards for Colorado Teachers (5.01-5.08)
- Colorado Department of Education (CDE) Standards for Knowledge of Literacy (R-5.01)
- Colorado Department of Human Services, Large Child Care Director
- Council for Exceptional Children, Division for Early Childhood (CEC-DEC)
- National Association for the Education of Young Children (NAEYC), Advanced Standards

E. Course Goals and Student Learning Outcomes

At the end of this course you will be able to:

- Engage in professional and reflective collaborative practice with children 3-5 years of age receiving early intervention services in natural environments
- Apply recommended EC/ECSE practices to address assessment and intervention needs of children 3-5

As measured by the following student learning outcomes:

1. Engage in professional and reflective collaborative practice with children birth-3 years of age receiving early intervention services in natural environments

   a) Conduct individual assessment activities, selecting instruments appropriate to the purpose of the assessment, collaborating with other professional and the child’s family, and communicating results in an accurate and professional manner.
   b) Participate in the development and ongoing monitoring of an Individual Family Service Plan (IFSP) in collaboration with families.
   c) Embed targeted individual outcomes within planned group activities in an integrated format, adapting activities to accommodate individual needs.
   d) Address the full range of content knowledge with a strong emphasis on early literacy with consideration for developmental, individual, and functional appropriateness.
   e) Engage in collaborative, team-based service planning and delivery.
   f) Engage in ongoing professional development.
   g) Show a high level of professionalism in written and verbal communication, collaborative relations, and professional dispositions.

CDE 9.04: (1)(h, i), (3)(a, b, d, e, h, j), (4)(c, d, e, r), (5)(a, b), (6)(a-c, h, i, l, n), (7)(b)(vii))
CDE 9.08: (2)(d, e, g, h(i-iv)), (3)(a, b), (4)(a, d-f), (5)(e), (6)(a), (8)(a, b), (9)(a-c),
CDE 8.01: (2)(f (i-iv)), (3)(a), (4)(a), (5)(a-c)
PBSCT: 5.01 - 5.08
R: 5.01.1 – 5.01.5
2. Apply recommended EC/ECSE practices to address assessment and intervention needs of children 3-5

a) Complete an assessment that addresses all areas of development.
b) Plan and implement developmentally, individually, and functionally appropriate IFSP goals and outcomes in the practicum setting for at least one child/family, incorporating team and family input and priorities.
c) Plan and implement developmentally, individually and functionally appropriate intervention activities and program transitions to address IFSP outcomes in ways that are challenging and are developmentally, functionally, and individually appropriate for children, applying knowledge of factors that influence typical and atypical development.
d) Provide documentation of targeted child progress, modifying plans based on ongoing assessment.
e) Address literacy development as appropriate to the child’s age and developmental needs.
f) Engage in supportive, collaborative, and respectful relations with families of different cultural and linguistic backgrounds, recognizing their central role in their children’s development.
g) Apply knowledge of research in EC/ECSE to practice settings.
h) Engage in a strengths-based approach to intervention with children and families, building on existing resources, interests, and family-stated priorities.
i) Plan activities that maximize peer interaction among diverse learners.
j) Implement services with an understanding of and respect for applicable laws and standards.

CDE 9.04: (1)(a-e), (2)(a, d, e, f), (4)(a, b, e-p, s), (3)(a-j), (6)(a-i, k, l, n)
CDE 9.08: (1)(b), (2)(a-c, f, h(v-vii)), i), (3)(c-e), (5)(a-e), (6)(a-e), (9)(c), (10)(a-c)
CDE 8.01: (1)(b), (2)(a-e), (3)(c), (4)(a-f), (5)(a-c)
CRD: 5.01-5.10.5
PBSCT: 5.01 - 5.08

F. Content of the Course
- Individual assessment
- IFSP development and monitoring
- Curriculum and activity planning
- Embedding and individualizing instruction
- Collaborative, team-based collaboration
- Parent/professional collaboration
- Content instruction
- Professionalism in EC/ECSE practice
- Development of challenging and appropriate learning environments and activities
- Application of research-based practices in EC/ECSE settings
- Promoting peer socialization
- Application of laws, professional ethics, and standards in ECSE practice
G. Course Requirements

Guidelines are provided for each of these assignments under the Assignments tab in Blackboard: [www.blackboard.unco.edu](http://www.blackboard.unco.edu).

Refer to due dates in the Schedule in Appendix D. Refer to Appendix B for guidelines and rubrics.

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Standards Addressed</th>
<th>Points</th>
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<tbody>
<tr>
<td>Getting Started Paperwork:</td>
<td>CDE 9.04: (1)(e)</td>
<td>50</td>
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<td>• Request for Payment</td>
<td>CDE 9.08: (3)(b), (4)(a, b-f), (8)(a)</td>
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<td>• Request for Waiver Letter (if applicable)</td>
<td>CDE 8.01: (3)(a-i-ii), c(i-ii), (5)(a-c)</td>
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<td>• Student and Placement Contact Information Form</td>
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<td>• Pre-practicum Self-Assessment</td>
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<td>• Supervising Professional Interview Form</td>
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<td>Participation, communication and professionalism with Professional Supervisor,</td>
<td>CDE 9.04: (1)(a-c, e, i), (2)(d-f), (3)(a-e), (4)(b-f, n), (5)(a, b), (6)(a-n), (7)(b)(vii)</td>
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<tr>
<td>UNC Practicum Supervisor and families/children including:</td>
<td>CDE 9.08: (1)(b), (2)(f-h(i-vii)), (3)(a, b), (4)(a, d-f), (5)(c, d), (6)(a, e), (8)(a,b), (9)(c(i-ii)), (10)(a-c)</td>
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<tr>
<td>• Meeting timelines set forth by UNC Practicum Supervisor</td>
<td>CDE 8.01: (2)(b-d, f (i-iv)), (3)(a-c), (4)(c, d), (5)(b)</td>
<td>Included in grades for Due Date #1 and #2</td>
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<td>• Engage in supportive, collaborative, and respectful relations with Supervisors, other</td>
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<td>professionals and families/children</td>
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<tr>
<td>• Engage in a strengths-based approach to intervention with children and families,</td>
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<td>building on existing resources, interests, and family-stated priorities</td>
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<td>• Developmentally appropriate practice; Evidence of Natural Environments</td>
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<td>• Apply knowledge of research in ECSE to practice settings; if no previous experience a</td>
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<td>clear improvement over the semester, including adaptations</td>
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<td>• Accountability</td>
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<td>• Professionalism with families</td>
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<td>• Upholds legal and ethical standards; Implement services with an understanding of and</td>
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<td>respect for applicable laws and standards.</td>
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<td><em>(Teacher Candidate Evaluation Form as well as communication with UNC Practicum Supervisor will inform this item)</em></td>
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<tr>
<td>Due Date #1</td>
<td>CDE 9.04: (1)(d), (2)(a, d, e, f), (3)(a-j), (4)(a-s), (5)(a, b),</td>
<td>100</td>
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<tr>
<td>• Teacher Evaluation Form (20 pts)</td>
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</table>
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- Video Tape #1 (25pts)
- Reflective Journal #1 (25pts)
- Work Samples: Assessment Summary (25pts)
- Record of Practicum Hours #1 (5pts)

**Conduct and submit work samples to include:**

Pre-assessment and plan and implement developmentally, individually, and functionally appropriate IFSP outcomes or IEP goals & objectives in the practicum setting for at least one child/family, incorporating team and family priorities and knowledge of factors that influence typical and atypical early development. Modify plans based on ongoing assessment. Address literacy development as appropriate to the child’s age and developmental needs. Provide documentation of targeted child progress with follow-up assessment data.

**Due Date #2**
- Teacher Evaluation Form #2 (20pts)
- Video Tape #2 (25pts)
- Reflective Journal #2 (25pts)
- Work Samples: Lesson Plan and Daily Transitions Plan (25pts)
- Record of Practicum Hours #2 (5pts)

**Conduct and submit work samples to include:**

Lesson plan addressing IFSP goals and/or assessment outcomes; Plan activities that maximize peer interaction among diverse learners. Address transitions to and from planned activities.

**IWebfolio – Assessment/Intervention Plan Summary**
- Journal Summary
  - Student Engages in continuous, reflective learning.

**Discussion Board - 14 weeks**

*(In the summer you will get week 13 and 14 free since there are only 12 weeks)*

**NOTE:** CREDIT IS ONLY GIVEN IF PARTICIPATION OCCURS WITHIN THE REQUIRED WEEK!

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Reference</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDE 9.04</td>
<td>(1)(d), (2)(a, d, e, f), (3)(a-j), (4)(a-s), (5)(a,b), (6)(a-i, k, l, n), (7)(b)(vii)</td>
<td>100</td>
</tr>
<tr>
<td>CDE 9.08</td>
<td>(2)(a-h(i-vii)), (3)(c-e), (5)(a-e), (6)(a-e), (8)(b), (9)(a-c), (10)(a-c).</td>
<td>40</td>
</tr>
<tr>
<td>CDE 8.01</td>
<td>(1)(b (i-v)), (2)(a, b, e, f (i-iv)), (3)(a(i-iii)), (4)(a-f)</td>
<td>40</td>
</tr>
</tbody>
</table>

| CDE 9.04    | (1)(h), (7)(b)(vii) |        |
| CDE 9.08    | (3)(b), (4)(a(i-ii)) |        |
| CDE 8.01    | (3)(a(i-iii)) |        |
| PBSCT: 5.08(5) |                  |        |

| CDE 9.04    | (1)(a-c) |        |
| CDE 9.08    | (1)(b), (4)(a, d-f) |        |
| CDE 8.01    | (3)(a(ii), (4)(f), (5)(b) |        |
| PBSCT: 5.08(5) |                  |        |

**Total:** 400
H. Grading Criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>380 or more</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>372-379</td>
<td>93-94</td>
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<td>B+</td>
<td>364-371</td>
<td>91-92</td>
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<td>B</td>
<td>352-363</td>
<td>88-90</td>
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<tr>
<td>B-</td>
<td>344-351</td>
<td>86-87</td>
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<tr>
<td>C+</td>
<td>336-343</td>
<td>84-85</td>
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<td>C</td>
<td>320-335</td>
<td>80-83</td>
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<tr>
<td>C-</td>
<td>312-319</td>
<td>78-79</td>
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<tr>
<td>D+</td>
<td>304-311</td>
<td>76-77</td>
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<tr>
<td>D</td>
<td>288-303</td>
<td>72-75</td>
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<tr>
<td>D-</td>
<td>280-287</td>
<td>70-71</td>
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<tr>
<td>F</td>
<td>279 or less</td>
<td>Less than 70</td>
</tr>
</tbody>
</table>

I. Required Readings (any two):

Additional Readings:

Electronic portfolio subscription ($35.00 per year) is also required for students who enrolled in the ECSE program. You will receive information on how to subscribe to iWebfolio at the start of the ECSE program.

Suggested Readings [See Appendix C]

J. Accommodations Statement
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.
K. Academic Honesty
Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at http://www.unco.edu/dos/docs/StudentHandbook.pdf. Also see guidance related to plagiarism at http://www.unco.edu/dos/student_plagiarism.html.

L. Inclusivity Statement
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

M. Liability Statement pertaining to field experiences:
UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims.

In addition, the teacher candidate, during her/his practice teaching in a school is deemed an employee of the school district for the purposes of workers’ compensation and liability insurance as provided for other school employees.

N. Personal Liability
It is each teacher candidate’s choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal – professional liability insurance that can be purchased by the teacher candidate at her/his expense.
APPENDIX A

Professional Standards Met in the Course
### Course: ECSE 538 Practicum

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Standards</th>
<th>Readings &amp; Assignments including Pg #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Engage in professional and reflective collaborative practice with children birth-3 years of age receiving early intervention services in natural environments</td>
<td>501 - 5.08 (2)(f (i-iv)) (2)(d,e g, h(i-iv)) (1)(h, i)</td>
<td>READINGS:</td>
</tr>
<tr>
<td>i. Conduct individual assessment activities, selecting instruments appropriate to the purpose of the assessment, collaborating with other professional and the child’s family, and communicating results in an accurate and professional manner.</td>
<td>(3)(a) (3)(a, b) (3)(a, b, d, e, h, i)</td>
<td>• Cook &amp; Sparks (2008) - Art of Home Visiting</td>
</tr>
<tr>
<td>ii. Participate in the development and ongoing monitoring of an Individual Family Service Plan (IFSP) in collaboration with families.</td>
<td>(4)(a,i,ii) (4)(a, d-f) (4)(c, d, e, r)</td>
<td>ASSIGNMENTS:</td>
</tr>
<tr>
<td>iii. Embed targeted individual outcomes within planned group activities in an integrated format, adapting activities to accommodate individual needs.</td>
<td>(5)(a-c) (5)(a-e) (5)(a, b)</td>
<td>• 14 Discussion boards</td>
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<tr>
<td>iv. Address the full range of content knowledge with a strong emphasis on early literacy with attention to developmental, individual, and functional appropriateness.</td>
<td>(6)(a) (6)(a-c, h, i, l, n)</td>
<td>• Getting started paperwork</td>
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<tr>
<td>v. Engage in collaborative, team-based service planning and delivery.</td>
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<td>• Professional collaboration</td>
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<td>vi. Engage in ongoing professional development.</td>
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<td>with Supervising professional, and Early Intervention team, including families</td>
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<td>vii. Show a high level of professionalism in written and verbal communication, collaborative relations, and professional dispositions.</td>
<td>(8)(a, b) (7)(b)(vii) (9)(a-c)</td>
<td>• Reflective Journal entry</td>
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<td>• Videotape #1</td>
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<td>• Assessment Summary</td>
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<td>• IWebfolio - Assessment/Intervention Plan Part 1:</td>
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<td>Pre-assessment and plan and implement developmentally, individually, and functionally appropriate IFSP outcomes or IEP goals &amp; objectives in the practicum setting for at least one child/family, incorporating team and family priorities and knowledge of factors that influence typical and atypical early development. Modify plans based on ongoing assessment. Address literacy development as appropriate to the child’s age and developmental needs. Provide documentation of targeted child progress with follow-up assessment data.</td>
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</tbody>
</table>
### Course: ECSE 538 Practicum

#### Course Objectives

<table>
<thead>
<tr>
<th>Standards</th>
<th>Literacy - CO</th>
<th>PBSCT-CO</th>
<th>ECE- 8.01</th>
<th>ECSE- 9.08</th>
<th>ECSE Specialist- 9.04</th>
<th>Readings &amp; Assignments including Pg #</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Plan learning environments, IFSP goals &amp; objectives / outcomes, intervention activities, and program transitions in ways that are challenging and are developmentally, functionally, and individually appropriate for children, applying knowledge of factors that influence typical and atypical development, and modifying plans based on ongoing assessment.</td>
<td></td>
<td>(2)(a-e)</td>
<td>(2)(a-c, f, h(v-vii))</td>
<td>(2)(a, d-f)</td>
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<tr>
<td>ii. Engage in supportive, collaborative, and respectful relations with families of different cultural and linguistic backgrounds, recognizing their central role in their children’s development.</td>
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<td>(3)(c)</td>
<td>(3)(c-e)</td>
<td>(4)(a, b, e-p, s)</td>
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<td>iii. Apply knowledge of research in EC/ECSE to practice settings.</td>
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<td>(5)(a-c)</td>
<td>(6)(c, e)</td>
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<td>iv. Engage in a strengths-based approach to intervention with children and families, building on existing resources, interests, and family-stated priorities.</td>
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<td>v. Plan activities that maximize peer interaction among diverse learners.</td>
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<td>vi. Implement services with an understanding of and respect for applicable laws and standards.</td>
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#### ASSIGNMENTS:

**Participation Assignments:**

A. 14 Discussion boards
B. Professional collaboration with Supervising professional, and Early Intervention team, including families
C. Reflective Journal entry
D. Videotape #2 (Lesson Plan and Daily Transitions Plan)

**IWebfolio - Assessment/Intervention Plan Part 2:**

Conduct and submit work samples to include:

Lesson plan addressing IFSP goals and/or assessment outcomes; Plan activities that maximize peer interaction among diverse learners.
Course: ECSE 538 Practicum

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Standards</th>
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<tbody>
<tr>
<td></td>
<td>Literacy - CO</td>
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<td>3. Conduct a pre-assessment and plan and implement developmentally, individually, and functionally appropriate IFSP outcomes in the practicum setting for at least one child/family, incorporating team and family input and priorities. Provide documentation of targeted child progress. Address literacy development as appropriate to the child’s age and developmental needs.</td>
<td>501 -5.08</td>
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Colorado Department of Education (CDE) Early Childhood Special Education Generalist Standards, Section 9.08
(1) The early childhood special education (ECSE) teacher is knowledgeable about child development and learning, and is able to articulate:
   (a) theories of and research on typical and atypical child development, and to integrate them into cognitive, physical, social, emotional, language/communication, and aesthetic development.
   (b) the importance of recognizing, and addressing in planning, the individual strengths of all children, including those with special needs.
   (c) how all children, including those with special needs, learn, as related to the stages of cognitive, physical, social, emotional, language/communication, aesthetic development, and play; and the construction of knowledge, leading to literacy, e.g., language, reading, writing, the arts, and math.
   (d) the conditions which affect the development and learning of all, including children with special needs, as related to the effects of physical, biological and environmental factors; and family, culture, society, and economics.

(2) The early childhood special education teacher is knowledgeable about curriculum development and is able to:
   (a) apply knowledge of how all children, including those with special needs, develop, to provide opportunities that support cognitive, physical, social, emotional, language/communicative, aesthetic development, and play of all young children, including those with special needs.
   (b) apply knowledge of how young children differ from one another in their development, and utilize a wide variety of approaches to promote student learning; to mitigate developmental delays; and to take advantage of the special abilities individual children may manifest, including those with special learning needs.
   (c) address, in planning for students, conditions that may affect the development and learning of all children from diverse populations including addressing how learning may be affected by physical, biological, environmental, familial, cultural, societal, and economic influences, to optimize child development, especially for the special needs learner.

Colorado Department of Education (CDE) Early Childhood Special Education Specialist Standards, Section 9.04
(2) The early childhood special education specialist is knowledgeable about advanced child development and learning, and is able to:
   (a) incorporate a wide-variety of proven-effective child development and learning theory and practice, typical and atypical, with an emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in education, family, and community contexts.
   (b) identify pre-, peri-, and postnatal development, and factors such as biological and environmental conditions, that affect children’s development and learning.
(c) identify specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children, and articulate specific implications for development and learning in the first years of life.
(d) apply knowledge of cultural and linguistic diversity, and the significance of socio-cultural and political contexts, for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.
(e) identify and apply strategies which address conditions that affect the development and learning of children, including the effects of biological and environmental factors, family, culture, society, and economics.
(f) apply knowledge of current research and theory related to stages of development of content areas include, but not limited to: English language arts, reading, writing, the arts, and math.

*Colorado Department of Education (CDE) Early Childhood Education Standards, Section 8.01*

1. The early childhood educator is knowledgeable about early childhood education; its multiple historical, philosophical and social foundations; how these influence current thought and practice; and be able to demonstrate the ability to utilize such knowledge in the instruction of students. In planning for and implementing instructional delivery, the early childhood educator is able to incorporate:
   (a) proven concepts related to typical and atypical traits of child development which can affect the acquisition of knowledge, skills, and abilities by students, including, but not limited to:
      (i) characteristics, stages, and styles of learning, as related to cognitive, physical, social, emotional, language/communicative, play, and aesthetic development.
      (ii) the effects of biological and environmental factors, culture, society, family, and family economics, on learning.

*Council for Exceptional Children*

*Council for Exceptional Children, Knowledge and Skill Base for All Beginning Special Education Teachers of Early Childhood Students: EC:*

2K (1) Theories of typical and atypical early childhood development
2K (2) Effect of biological and environmental factors on pre-, peri-, and post-natal development.
2K (3) Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children
2K (4) Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.
2K (5) Impact of medical conditions on family concerns, resources, and priorities
2K (6) Childhood illnesses and communicable diseases

National Association for the Education of Young Children

*National Association for the Education of Young Children, Core Standards*

1. Promoting Child Development and Learning:
   - 1a: Knowing and understanding young children’s characteristics and needs
   - 1b: Knowing and understanding the multiple influences on development and learning
   - 1c: Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments

2. Building Family and Community Relationships
   - 2a: Knowing about and understanding family and community characteristics

4. Teaching and Learning
   - 4c. Understanding content knowledge in early education

5. Becoming a Professional
   - 5b: Knowing about and upholding ethical standards and other professional guidelines
   - 5c: Engaging in continuous, collaborative learning to inform practice
   - 5d: Integrating knowledgeable, reflective, and critical perspectives on early education
Discussion Board

General Directions: Each week you will be required to participate in a Discussion Board topic. I will post a topic or question and you can respond according to your experience at your site. PLEASE NOTE: Not only do you need to tell us about your site, you are also required to participate in the DB discussion by responding to your colleagues' posts as well.

The weekly DB opens at 5 pm on Sunday and closes at midnight on the following Sunday night. If you have not posted by midnight on Sunday night you will received 0 points for that week. It would be best for you to post in the first part of the week. If you wait until the weekend, you may not be able to participate in this discussion.

APPENDIX B
Suggested Readings


Online Resources:

http://catdir.loc.gov/catdir/samples/cam032/99025362.pdf

http://www.nap.edu/openbook.php?isbn=0309069882

IDEA (Individuals with Disabilities Act) 2004 (P.L. 108-446), Part C at  

National Early Childhood Technical Assistance Center (NEC-TAC). http://www.nectac.org  
Division of Early Childhood (DEC). http://www.dec спed.org

Zero to Three http://zerotothree.org