I. **Course Prefix & Number:** ESP 781 (3 units)

II. **Course Title:** Field Experience in Early Childhood Special Education - Preschool/Kindergarten

III. **Course Credit Hours:** 3 hours

IV. **Semester:** Spring 2016

V. **Instructor:** Dr. Catherine Lyons

VI. **Office Location:** CEB 124  
**Class Location:** CEB 118B

VII. **Office Hours:** Wednesdays and Thursdays from 12:30 – 3:30pm by Appointment (others by appointment)

VIII. **Telephone:** 895-1112 (Voice Mail)  
Catherine.lyons@unlv.edu (Email)

IX. **Prerequisite(s):**

Students must have the consent of the instructor. Consent will not be given unless a) the student has either completed ESP 774 - Curriculum Development in Early Childhood Special Education or ESP 775 - Strategies for Early Childhood Special Education, or is simultaneously enrolled in one of these courses. In addition, the student must be able to do the fieldwork in an approved setting. Minimal requirements for an approved setting include:

1. Appropriate age children who are eligible under Part B of P. L.108-446 for Special Education and Related Services.

2. The district responsible for the program has agreed to the placement and recognizes that the student is expected to fulfill the requirements of this fieldwork.

3. There must be an approved master teacher willing to provide supervision. This means, at a minimum, an appropriately credentialed individual approved by both the University supervisor and the relevant agency.

4. The placement must be close enough to the University to not place an undue hardship upon the department in providing on-site visits.

X. **Course Description:**

A 20 hour per week supervised teaching experience with preschool age children with disabilities (between the ages of three and eight years) and their families. During the summer this means that you will begin your field experience at the end of the spring semester and continue until the end of Summer Session III at which time the final grade for the course will be filed. The experience includes working with multicultural children in individual, small, and large group activities as teacher assistant, teacher and/or teacher coordinator; planning and implementing family education; and exploring and utilizing community
resources to meet the individual needs of children and their families. This 20 hour per week summer-long experience builds upon and extends the activities and experiences of didactic coursework

**InTASC Standards Addressed:**

- Standard 1.0 Learner Development
- Standard 2.0 Learning Differences
- Standard 3.0 Learning Environments
- Standard 4.0 Content Knowledge
- Standard 5.0 Application of Content
- Standard 6.0 Assessment
- Standard 7.0 Planning for Instruction
- Standard 8.0 Instructional Strategies
- Standard 9.0 Professional Learning and Ethical Practice
- Standard 10.0 Leadership and Collaboration

**CEC/DEC (ECSE) Standards Addressed:**

- Standard 1 Foundations
- Standard 2 Development and Characteristics of Learners
- Standard 3 Individual Learning Differences
- Standard 4 Instructional Strategies
- Standard 5 Learning Environments/Social Interactions
- Standard 6 Language
- Standard 7 Instructional Planning
- Standard 8 Assessment
- Standard 9 Professional and Ethical Practice
- Standard 10 Collaboration

**XI. Course Objectives:** (InTASC; ICC= Common Core CEC; ECSE= CEC Early Childhood Special Ed; NAEYC= NAEYC)

**Knowledge:**

(Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge):

   
   Measurement/Evaluation: Instructional Unit

2. Each student will demonstrate knowledge of how to identify and implement evidence based strategies for children with special needs. InTASC7(j), ICC5K1, ICC5K2, ICC5K4, ICC5K6, ICC5K7, ICC5K8, ICC7K2, ECSE6K1, ECSE6K1, ECSE7K1, ECSE7K2, ECSE7K3, ECSE8K1, ECSE8K3, ICC9K1, ICC9K2, ICC9K3, ICC9K4, ECSE9K1, ECSE9K2, ECSE10K1

   Measurement/Evaluation: On-site Observation & Instructional Unit

**Performance (Skills)**

(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.)
1. Each student will, at all times, conduct him/herself in a professionally appropriate manner consistent with the CEC Code of Ethical Conduct. InTASC9(b), InTASC9(e), InTASC10(f), InTASC10(h), InTASC10(i), InTASC10(k), ECSE8S1.
   Measurement/Evaluation: On-site Observation

2. Each student will demonstrate competency in utilizing the results of assessment to select curricula for toddlers across areas of development including communication/language, social, and motor. INTASC4(e), InTASC5(g), InTASC5(h), InTASC6(i), InTASC7(a), InTASC9(c), ECSE4S1, ECSE2S1, ECSE3S1, ECSE3S2, ECSE4S1, ECSE6S1.
   Measurement/Evaluation: On-site Observation & Instructional Unit

3. Each student must participate in curricular assessment and demonstrate ability to summarize and integrate the results of assessment into recommendations for content and strategies of intervention. InTASC1(a), InTASC6(b), InTASC6(e), ECSE2S1, ECSE3S1, ECSE3S2, ECSE5S1, ECSE5S6, ECSE6S1, ECSE6S2.
   Measurement/Evaluation: On-site Observation & Instructional Unit

4. Each student will demonstrate competency in utilizing basic principles of instructional strategy including behavior management, appropriate use of technology, as well as use of time, space, and peers. InTASC1(b), InTASC2(b), InTASC3(b), InTASC3(c), InTASC3(g), InTASC4(a), InTASC4(b), InTASC4(d), InTASC5(a), InTASC5(b), InTASC6(f), InTASC7(b), InTASC7(c), InTASC8(a), InTASC8(d), InTASC8(e), InTASC8(f), InTASC8(g), InTASC8(h), InTASC8(i), InTASC10(g), ICC5S1, ICC5S2, ICC5S3, ICC5S4, ICC5S6, ICC5S7, ICC5S10, ICC5S11, ICC5S13, ICC5S14, ICC5S15, ICC5S16, ECSE4S8, ECSE4S2, ECSE5S1, ECSE5S2, ECSE5S3, ECSE5S5, ECSE5S6.
   Measurement/Evaluation: On-site Observation & Instructional Unit

5. Each student will demonstrate both knowledge of and competency in strategies for collaborative goal setting. InTASC1(c), InTASC2(d), InTASC7(e), ECSE2S1, ECSE6S1, ECSE3S1, ECSE7S1, ECSE7S4; ECSE7S7.
   Measurement/Evaluation: On-site Observation & Instructional Unit

6. Each student will demonstrate competency in developing, implementing and revising IEPs in collaboration with family members and other professionals. InTASC2(f), InTASC3(f), InTASC5(e), InTASC6(c), InTASC7(f), InTASC9(d), InTASC10(a), InTASC10(b), InTASC10(c), InTASC10(e), InTASC10(i), ECSE1S1, ECSE2S1, ECSE3S1, ECSE3S2, ECSE5S3, ECSE5S2, ECSE7S1, ECSE7S2, ECSE7S3, ECSE7S4, ECSE7S5, ECSE7S6, ECSE7S7, ECSE7S8, ECSE10S6.
   Measurement/Evaluation: On-site Observation & Instructional Unit

7. Each student will demonstrate competency in designing and implementing methods for monitoring, summarizing and evaluating the acquisition of child and family outcomes as out-lined in the IFSP &/or IEP and state and local content standards. InTASC4(a), InTASC4(e), InTASC6(a), InTASC6(g), InTASC6(h), InTASC7(d), InTASC8(b), InTASC9(a), ECSE1S1, ECSE4S2, ECSE7S8. ECSE6S1, ECSE8S1, ECSE8S2, ECSE8S3, ECSE8S4, ECSE8S5, ECSE8S6, ECSE8S11
   Measurement/Evaluation: On-site Observation & Instructional Unit

8. Each student will demonstrate ability to incorporate individual child/parent/family change data into an overall plan for evaluation of program effectiveness. InTASC1(c), InTASC2(c), InTASC3(a), InTASC3(d), InTASC6(a), InTASC6(d), InTASC8(c), ECSE6S1, ECSE8S1, ECSE8S2, ECSE8S3, ECSE8S4, ECSE8S5, ECSE8S6, ECSE8S11.
   Measurement/Evaluation: Instructional Unit

9. Each student will demonstrate appropriate use of space, time, materials and adults to maximize progress at home and school. InTASC3(d), InTASC4(g), InTASC4(h), InTASC4(i), InTASC5(c), InTASC5(f), ICC5S13, ECSE5S2, ECSE5S6
   Measurement/Evaluation: On-site Observation & Instructional Unit

10. Each student will demonstrate ability to implement health, safety and nutrition practices including practices for illness and communicable disease InTASC9(f), ECSE5S6, ECSE5S7
Disposition(s)
(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

1. Each student will develop competency in observing and facilitating family/child interaction as primary contexts for learning. This will include the demonstration of an awareness of the importance of family as a critical context for learning and growth. InTASC10(p), ECSE6S3, ECSE7S1, ECSE7S2, ECSE7S6, ECSE7S8.

Measurement/Evaluation: On-site Observation & Instructional Unit

2. Each student will employ strategies and methods with supervisor approval, which reflect sensitivity to the communication patterns, interaction styles, child rearing practices and traditions of different cultures. InTASC10(q), InTASC10(r), ECSE2S1, ECSE4S4, ECSE4S6, ECSE4S7, ECSE6S3, ECSE7S1, ECSE7S2, ECSE7S3, ECSE7S4, ECSE7S8, ECSE8S5.

Results:
(The ways students demonstrate what they know and how they are able to put skills in to practice to make a difference in child learning).

Each student will demonstrate their ability to organize and present, both orally and in written form, the rationale and methods for the successful instruction of young students with disabilities including strategies for parent/caregiver involvement as well as the results and implications of their instructional efforts. They will do so with at least 2 students and across four different skill areas.

XII. Suggested Resources:

Required Text(s):


or


Optional Texts:


**Current and Classical Reference:**


Federal Register, Volume 64, Number 48, Friday, March 12 , 1999, Pp. 12405- 12672. 34 CFR Parts 300 and 303, Assistance to States for the Education of Children with Disabilities and the Early Intervention Program for Infants and Toddlers with Disabilities; Final Regulations.

Federal Register, Volume 63, Number 71, Tuesday, April 14, 1998, Pp. 18289-18296. Early Intervention Program for Infants and Toddlers with Disabilities; Final Rule.


Public Law 105-17: The Individuals with Disabilities Education Act Amendments of 1997. (Can be down loaded from [http://thomas.loc.gov/](http://thomas.loc.gov/) )


**Internet Resources:**

The Division for Early Childhood (CEC):

National Early Childhood Technical Assistance System:
[http://www.nectas.unc.edu/](http://www.nectas.unc.edu/)

UNLV Library:
[http://www.library.unlv.edu/](http://www.library.unlv.edu/)

National Association for the Education of Young Children
[http://www.naeyc.org/about/](http://www.naeyc.org/about/)

**XII. Course Requirements and Grading Policy:**

**Course Requirements:**
1. Each student must attend scheduled bimonthly group meetings. These will be held on alternate Thursdays at 6:45 PM beginning January 28th and last an hour (see schedule). We will meet in CEB118B.

2. Each student must spend twenty hours per week in an approved setting with an approved master teacher which serves 3-8 year old children with disabilities from different cultural backgrounds.

3. Each student must obtain a mean score of at least 2.0 or higher on the practicum evaluation form (see attached) for items I, and III.

4. Each student will develop an instructional unit designed to teach two important skills to each of no fewer than two young children with disabilities. Included in the unit must be:

   A. **Rationale:** A referenced justification for the method and content of instruction.

   B. **Parent/Family Involvement:** A complete description of how parents and other family members were involved both in the selection of individual objectives and in the selection of strategy and implementation of the unit.

   C. **Method:** A complete description of what you did/do while teaching, including description of materials, time, setting, responsible personnel as well as procedures. Both baseline and intervention conditions should be described.

   D. **Results:** A graphic presentation of the performance of students during both Baseline and Intervention.

   E. **Discussion:** A brief discussion of the results and what you would do differently the next time.

Total possible points for the unit is 80.

**Grading Policy:**

Final grade for this class will be determined by the total number of points earned in two areas. First is performance on site. Your site supervisor (master teacher) will award up to 10 points for performance on site and your university supervisor will award an additional 10 points for performance on site for a total of 20 points. Both master teacher and university supervisor must use the attached practicum observation form as the basis for award of points. An overall rating lower than 2.0 automatically means 0 points are awarded. In other words a minimally acceptable overall score is 2.0 or higher on the Practicum Evaluation Form. In addition, up to 80 points may be awarded for the required unit which must be turned in no later than Monday, May 2nd by 5:00 p.m. No unit will be accepted after this date and time. The following scale will be used to determine the course grade:

A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = Below 60
**XIV. Field Experience Schedule** (Class meets on Thursdays of underlined **bold** weeks):

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Observation of students in class. Visit with parents as opportunity arises</td>
</tr>
<tr>
<td>2.</td>
<td>Continue observation but focus now upon strategies teacher and other staff use as they work with parents and children. Also begin review of assessment results and IEPs.</td>
</tr>
<tr>
<td>3.</td>
<td>As directed, <strong>assist</strong> teacher and other team members work with individual kids.</td>
</tr>
<tr>
<td>4.</td>
<td>As directed by teacher accept responsibility for running two specific instructional lessons for two students daily.</td>
</tr>
<tr>
<td>5.</td>
<td>Continue implementing lesson plans. Also accompany teacher on at least one home visit. Note interaction patterns between parents and child.</td>
</tr>
<tr>
<td>6.</td>
<td>Expand lesson plan implementation to all children. Also discuss with teacher and university supervisor focus of the required instructional unit.</td>
</tr>
<tr>
<td>7.</td>
<td>Gain approval for content, students and strategies components of unit (2 students, 2 skills).</td>
</tr>
<tr>
<td>8.</td>
<td>Implement baseline for instructional unit. Also continue implementing teacher/staff developed programs including where appropriate OT, PT, Speech, etc. <strong>Mid-term Fieldwork Evaluation Form and Notebook</strong> (notebook should include everything listed under weeks one through seven above) due Monday, March 7th at 5:00 pm. Individual meetings will be Thursday March 10th beginning at 6:45pm in CEB 118 Conference Room.</td>
</tr>
<tr>
<td>9.</td>
<td>Begin intervention phase of instructional unit. Also continue, as assigned by teacher, implementation of other programs and home visits.</td>
</tr>
<tr>
<td>10.</td>
<td>Observe teacher administering screening, criterion referenced educational, and for parent-child interaction scales. <strong>Spring Break No Seminar</strong></td>
</tr>
<tr>
<td>11.</td>
<td>Administer at least 1 screening instrument. Also administer at least 1 educational assessment.</td>
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<tr>
<td>12.</td>
<td>Administer parent/child interaction scale. Also complete diagram of family system (select family based on teacher input).</td>
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<tr>
<td>13.</td>
<td><strong>End of term observation of your performance must be conducted during this week</strong></td>
</tr>
<tr>
<td>14.</td>
<td>Review onsite performance w both university and site supervisor</td>
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</tbody>
</table>
End of year observation of your performance must be conducted during this week. Last week of work at placement. End of semester evaluation meeting with teacher and instructor. Fieldwork Evaluation Form and Notebook is due MONDAY, May 2nd by 5:00pm of this week. Final Fieldwork Evaluation Form and Notebook (notebook should include everything listed under weeks one through 14 above). Individual meetings will be December 5th beginning at 6:45pm in CEB 118 Conference Room.

*Fieldwork observation rating completed during these week
Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

Copyright – The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, January 29, 2016, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/
Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.
## RUBRIC FOR INSTRUCTIONAL UNIT

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness Of Information</th>
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</thead>
<tbody>
<tr>
<td><strong>EXCEEDS EXPECTATIONS</strong></td>
<td>• Consistent organization</td>
<td>• Contained 10 references</td>
</tr>
<tr>
<td></td>
<td>• Consistent use of APA style</td>
<td>• Used a variety of references</td>
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<td></td>
<td>• Correct spelling &amp; grammar</td>
<td>• Presented unusual information about person</td>
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<tr>
<td></td>
<td>• Cited all references in text &amp; in references correctly</td>
<td>• Current Information</td>
</tr>
<tr>
<td></td>
<td>• Covered the required topics</td>
<td>• Graphs and data clearly presented</td>
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<tr>
<td><strong>35-40 points</strong></td>
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<td><strong>35-40 points</strong></td>
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<tr>
<td><strong>MEETS EXPECTATIONS</strong></td>
<td>• Frequently organized/occasional lapses in organization</td>
<td>• Did not contain 10 references</td>
</tr>
<tr>
<td></td>
<td>• APA style with minor discrepancies</td>
<td>• More than 3 references came from the Internet</td>
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<tr>
<td></td>
<td>• One or two spelling or grammar errors</td>
<td>• Variety of references not well represented</td>
</tr>
<tr>
<td></td>
<td>• Not all references cited in text &amp; in references correctly</td>
<td>• Information presented was only partially representative of new &amp; current information</td>
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<tr>
<td></td>
<td>• Covered the required topics</td>
<td>• Graphs and data clearly presented</td>
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<td><strong>30-34 points</strong></td>
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<td><strong>30-34 points</strong></td>
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<tr>
<td><strong>BELOW EXPECTATIONS</strong></td>
<td>• Disorganized &amp; difficult to follow</td>
<td>• Did not contain 10 references</td>
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<tr>
<td></td>
<td>• Minimal use of APA style with major discrepancies</td>
<td>• More than 3 references were from the Internet</td>
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<tr>
<td></td>
<td>• Many spelling or grammar errors</td>
<td>• Poor variety of references</td>
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<tr>
<td></td>
<td>• References in text &amp; reference list not cited correctly</td>
<td>• Information not current</td>
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<tr>
<td></td>
<td>• Did not contain the required topics</td>
<td>• Graphs and data not clearly presented</td>
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<td><strong>&lt; 30 points</strong></td>
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