I. Course Prefix & Number: ESP 781 (3 & 6 units)

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

III. Course Credit Hours: 3 and 6 hours

IV. Semester: Spring 2018

V. Instructor: Monique Matute, M.Ed.

VI. Office Location: CEB 144
Class Location: TBA

VII. Office Hours: Tuesday 2:00 PM - 4 PM, Thursday 3-4pm, and by appointment

VIII. Contact: monique.matute@unlv.edu

IX. Prerequisite(s):

Students must have the consent of the instructor. Consent will not be given unless a) the student has completed ESP 781 (Section 1) and 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 (3 years to 6 years) who are eligible under Part B of P. L. 108-446.

2. The district or agency 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 thirty-hour per week supervised teaching experience with preschool age young children (between the ages of three and eight years) with disabilities and their families. 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.

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):

1. Each student will demonstrate knowledge of strategies for teaching students from culturally diverse backgrounds that respect family cultural and ethnic values. InTASC2(j), ICC3K5 Measurement/Evaluation: On-site Observation & Instructional Unit
2. Each student will demonstrate knowledge of how to implement inclusive programming including adaptations and accommodations to address IEP goals in general early childhood education settings. InTASC5(o), InTASC10(b), InTASC10(c), ICC1K6

   Measurement/Evaluation: On-site Observation & Instructional Unit

Performances (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(j), InTASC10(k), ECSE8S1.

   Measurement/Evaluation: On-site Observation

2. Each student will demonstrate competency in planning and implementing strategies for teaching students from culturally diverse backgrounds that respect family cultural and ethnic values. InTASC2(a), InTASC2(b), ECSE3S1, ICC4S3, ICC9S6, ICC10S10

   Measurement/Evaluation: On-site Observation & Instructional Unit

3. Each student will demonstrate the use of strategies to promote the successful transition of students with disabilities to increasingly less restrictive educational settings. InTASC1(b), ICC4S6, ICC10S6, ICC10S7, ICC10S9, ECSE10S1, ECSE10S3

   Measurement/Evaluation: On-site Observation & Instructional Unit

4. Each student will prepare and demonstrate the use of individual and group lesson plans and activity plans, group projects, cooperative learning, inquiry experiences and systematic instruction. InTASC2(c), InTASC2(d), ICC7S10, ICC7S12, ECSE7S4

   Measurement/Evaluation: On-site Observation & Instructional Unit

5. Each student will demonstrate competency in utilizing the results of observation and assessment to select and modify developmentally and individually appropriate strategies and curricula for toddlers across areas of development including communication/language, social, and motor. InTASC1(a), InTASC4(b), InTASC4(e), InTASC4(f), InTASC5(b), InTASC5(g), InTASC5(h), InTASC6(f), InTASC6(g), InTASC6(h), InTASC9(c), ICC7S13, ICC8S2, ICC8S5, ICC8S6, ECSE7S2, ECSE7S4

   Measurement/Evaluation: On-site Observation & Instructional Unit

6. Each student must participate in curricular assessment and demonstrate ability to summarize and integrate the InTASC7(a), into recommendations for content and strategies of intervention. InTASC6(a), InTASC6(b), InTASC6(c), InTASC6(d), InTASC6(e), InTASC6(i), ICC8S2, ICC8S7, ECSE8S2, ECSE8S3, ICC10S2

   Measurement/Evaluation: On-site Observation & Instructional Unit

7. Each student will practice the CEC Code of Ethics and other standards of the profession, upholding high standards of competence and integrity at all times during the field experience. InTASC9(b), InTASC9(e), InTASC10(f), InTASC10(h), InTASC10(j), InTASC10(k)

   Measurement/Evaluation: On-site Observation
8. Each student will exhibit competency in both utilizing and demonstrating basic principles of instructional strategy including behavior management, appropriate use of, as well as use of time, space, and technology, and peers to paraprofessionals, family members, and other professional staff and administrators. InTASC3(d), InTASC3(f), InTASC3(g), InTASC4(c), InTASC4(g), InTASC5(a), InTASC5(b), InTASC5(d), InTASC6(f), InTASC7(b), InTASC7(c), InTASC8(a), InTASC8(d), InTASC8(e), InTASC8(f), InTASC8(g), InTASC8(h), InTASC8(i), InTASC10(i), ICC5S5, ICC5S10, ICC10S11, ECSE10S6, ECSE5S5

Measurement/Evaluation: On-site Observation & Instructional Unit

9. Each student will demonstrate both knowledge of and competency in strategies for collaborative goal setting. InTASC3(c), InTASC7(e), ECSE9S2, ECSE9S3, ECSE10S3, ECSE10S4, ECSE10S5

Measurement/Evaluation: On-site Observation & Instructional Unit

10. Each student will demonstrate competency in developing, implementing and revising IEPs in collaboration with family members and other professionals. InTASC3(e), InTASC5(e), InTASC7(f), InTASC9(d), InTASC10(a), InTASC10(b), InTASC10(c), InTASC10(e) ECSE7S1, ECSE9S2, ECSE9S3, ICC10S3, ICC10S4, ICC10S5, ICC10S7, ICC10S8, ICC10S9, ECSE10S6

Measurement/Evaluation: On-site Observation & Instructional Unit

11. Each student will demonstrate competency in designing and implementing methods for summarizing and evaluating the acquisition of child and family outcomes as outlined in the IEP. INTASC1(a), InTASC7(d), InTASC8(b), InTASC9(a), ICC5S6, ECSE10S2, ECSE5S3

Measurement/Evaluation: On-site Observation & Instructional Unit

12. Each student will demonstrate ability to incorporate individual child/parent/family change data into an overall plan for evaluation of program effectiveness. InTASC8(c), ECSE10S2, ECSE4S2

Measurement/Evaluation: Instructional Unit

13. Each student will demonstrate appropriate use of space, time, materials, technology and adults to maximize progress at home and school. InTASC4(g), InTASC5(, ECSE4S2, ICC4S4

Measurement/Evaluation: On-site Observation & Instructional Unit

14. Each student will demonstrate ability to implement health, safety and nutrition practices including practices for illness and communicable disease and recognize signs of abuse and neglect. InTASC3(a), ECSE5S2, ECSE9S1

Measurement/Evaluation: On-site Observation & Instructional Unit

15. Each student will demonstrate awareness of a social systems perspective and its application to programming for preschool-age children with disabilities and their families. InTASC2(a), InTASC2(b), InTASC5(a), InTASC10(d), ICC5S7, ECSE10S1, ECSE19S2, ECSE10S3, ECSE10S4, ECSE10S5, ECSE10S6

Measurement/Evaluation: On-site Observation & Instructional Unit

16. Each student will demonstrate appropriate methods of observing and facilitating peer interactions between children with and without disabilities. INTASC2a), ICC8S8, ICC4S1, ICC10S6, ECSE10S1.

Measurement/Evaluation: On-site Observation & Instructional Unit
17. Each student will select and implement appropriate data collection procedures, both formative and summative, for individuals and groups of children. InTASC3(e), ICC5S6, ECSE10S2, ECSE5S3, ECSE10S2, ECSE4S2  
   Measurement/Evaluation: On-site Observation & Instructional Unit

18. Each student will demonstrate the ability to work together sharing roles as a member of a transdisciplinary team. InTASC1(b), InTASC2(f), InTASC4(i), EC7S1, EC9S2, EC9S3, ICC10S3, ICC10S4, ICC10S5, ICC10S7, ICC10S8, ICC10S9, EC10S6  
   Measurement/Evaluation: On-site Observation & Instructional Unit

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 interactions 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. ICC2K4, ICC5S7, ICC7S8, ECSE6S1, ECSE5S5, ECSE7S3, ECSE7S4, ECSE8S2, ECSE9S1, ECSE9S2, ECSE9S3, ECSE10S1, ECSE10S2, ECSE10S5, ECSE10S6  
   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. InTASC5(a), ICC5S1, ICC6S2, ICC7S3, EC8S2-S6, ICC10S2, ICCS2, ICC3, ICCS4, ICCS5, EC10S1, EC10S2, EC10S3, EC10S4, EC10S5, EC10S6  
   Measurement/Evaluation: On-site Observation & Instructional Unit

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 be able to organize and present, both orally and in written form, the rationale, methods/strategies for family collaboration and child instruction, and results and critical analysis (with discussion of implications) for at least four to six different children and families and across four different curricular skills areas each.

XII. Suggested Resources:  
(Each reference below is accessible through UNLV Libraries databases. ERIC, Scopus, and PsycINFO are primary sources for the articles listed. Lists change from semester to semester and are available ONLY to those actually enrolled in the class.)

Required Texts:

OR


Optional Texts:


Current and Classical References:


National Association for the Education of Young Children. (1986). Position statement on developmentally appropriate practice in early childhood programs serving young children from birth through age 8. *Young Children, 41*(6), 4-19.


XIII. Course Requirements and Grading Policy:

Course Requirements:

1. Each student must attend scheduled group meetings (Mondays at 7:00 PM) beginning Monday 1/22/18 at 7pm.

2. Each student must spend thirty hours per week (6 credits) or twenty hours per week (3 credits) in an approved setting with an approved master teacher working directly with 3 to 8 year old children with disabilities who are from different cultural backgrounds and for students taking 6 credits a minimum of 10 additional hours per week doing out-of-class related activities (i.e., home visits, IEP meetings, parent conferences and IEP evaluation and development) under the supervision of the master teacher and university supervisor.

3. Each student must obtain a mean score of at least 2.0 or higher on the fieldwork observation form (see attached) for items I and III for 3 credit students and all items (I, II and III) for 6 credit students.

4. Each student will develop an Instructional Unit (you might conceive of it as little more than a detailed description of the implementation of curricular aspects of the program) that describes elements of the curriculum utilized in the 3 to 8 year old setting in which the students are placed. It must include a detailed description of the program as it has been implemented with at least 4 to 6 students with disabilities and for at least four different curricular domains. Included in the unit must be:

   A. **Rationale** A referenced justification for the theoretical underpinnings of the curriculum and strategies employed in the class.

   B. **Parent/Family** A complete description of how parents and family members are involved both in the selection of family and child goals and in the selection of strategy and implementation of the curriculum.

   C. **Method** A complete description of what the education team members (including yourself) do while teaching, including representative lesson plans from each child. Lesson plans should include both baseline and intervention phases of instruction.

   D. **Results** A graphic presentation of the performance of each student from beginning of the semester to the end of the semester. Results may be averaged and presented in tabular form by each curricular area.

   E. **Discussion** A brief discussion of the results including in depth discussion of what you would do differently if you had the degrees of freedom to do so.

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 Instructional Unit that must be turned in no later than December 14, 2017 at 7pm to your University Supervisor (Gloria or Marti). Please make arrangements with them for submission details.

Failure to turn in the Instructional Unit on the date and at the time indicated (without an excuse acceptable to the instructor) will result in a 0 score for the missed work WITHOUT EXCEPTION. REMEMBER you are responsible for all material, including announcements re schedule changes, handouts, and material presented and discussed in meetings whether or not you are present. You are also responsible for messages/announcements and all material posted on your UNLV Webcampus class site.

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

Failure to turn in the Instructional Unit on the date and at the time indicated (without an excuse acceptable to the instructor) will result in a 0 score for the missed work WITHOUT EXCEPTION. REMEMBER you are responsible for all material, including announcements re schedule changes, handouts, and material presented and discussed in meetings whether or not you are present. You are also responsible for messages/announcements and all material posted on your UNLV Webcampus class site.

XIV. Field Experience Schedule (Meetings will be on alternate Thursdays as indicated in BOLD at 7:00pm in CEB 117 and then after the first meeting location TBA)

<table>
<thead>
<tr>
<th>Week (Meeting in bold)</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1. 01/15/18</td>
<td>Observation of students in class. Visit with parents as opportunity arises</td>
</tr>
<tr>
<td>2. 01/22/18</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. Note how you may need to either write or change the expression of instructional objectives to fit acceptable “best practice” in your unit.</td>
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3. 01/29/18  As directed assist teacher and other team members work with individual kids.

4. 02/05/18  As directed by teacher accept responsibility for running all instructional activities daily.

5. 02/12/18  Continue implementing activity plans. Also accompany teacher on at least one home visit. Note interaction patterns between parents and child.

6. 02/19/18  Expand activity plan implementation to all plans. Also discuss with teacher and university supervisor content of the required instructional unit including how many students, their characteristics and selected skills to be presented in the unit.

7. 02/26/18  Gain approval for content, students and strategies components of unit.

8. 03/05/18  Implement baselines for instructional unit. Also, continue implementing teacher/staff developed activities including where appropriate OT, PT, Speech, etc. Mid-term Fieldwork Evaluation Form Due for Review this Week to University Supervisor.

9. 3/12/18  Observe teacher administering screening, criterion referenced educational, and for parent-child interaction scales.

10. 3/19/18  Begin intervention phase of instructional unit. Also continue, as assigned by teacher, implementation of other programs and home visits.

11. 03/26/18  Administer at least 1 screening instrument. Also administer at least 1 educational assessment.

12. 4/2/18  Administer parent/child interaction scale. Also complete diagram of family system (select family based on teacher input).

13. 4/9/18  Continue implement teacher developed programs. Meet with university advisor to review intervention phase data from instructional unit.

14. 4/16/18  Participate (under direction of teacher) in collection of year-end or midterm summative evaluation of family and child progress.

15. 4/23/18  Intervention Plan DUE Monday April 23rd at 7:00 pm, no late binders will be accepted.

*Fieldwork evaluation form completed during these weeks.
<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness Of Information</th>
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</thead>
</table>
| TARGET       | • Consistent organization  
               • Consistent use of APA style  
               • Correct spelling & grammar  
               • Cited all references in text & in references correctly  
               • Covered the required topics | • Contained 10 references  
               • Used a variety of references  
               • Presented relevant information about child & family  
               • Current Information  
               • Graphs and data clearly presented |
|              | **35-40 points**       | **35-40 points**            |
| ACCEPTABLE   | • Frequently organized/occasional lapses in organization  
               • APA style with minor discrepancies  
               • One or two spelling or grammar errors  
               • Not all references cited in text & in references correctly  
               • Covered the required topics | • Did not contain 10 references  
               • More than 3 references came from the Internet  
               • Variety of references not well represented  
               • Information presented was only partially representative of new & current information  
               • Graphs and data clearly presented |
|              | **30-34 points**       | **30-34 points**            |
| UNACCEPTABLE | • Disorganized & difficult to follow  
               • Minimal use of APA style with major discrepancies  
               • Many spelling or grammar errors  
               • References in text & reference list not cited correctly  
               • Did not contain the required topics | • Did not contain 10 references  
               • More than 3 references were from the Internet  
               • Poor variety of references  
               • Information not current  
               • Graphs and data not clearly presented |
|              | **< 30 points**        | **< 30 points**             |