

SPED ECE 104: Inclusive Education in PK-3

Fall 2024

Instructor Information

Instructor Name:

Department: Literacy, Early Education, Bilingual & Special Education (LEBSE)

Email / Telephone:

Office:

Student Support Hours: (days/times)

Course Information

Course Modality: (online, hybrid, or blended)

Course ID:

Units: 3.0

Class Meeting Location & Time: (zoom link if applicable)

Canvas:

Prerequisites: Successful completion of Phase 1 of the P-3 Credential Program.

Catalog description: This course introduces the terminology, identification, and issues commonly encountered when addressing the needs of diverse children who have or are at risk for developmental delays/disabilities in PK-3 settings.

Candidates will understand that developmentally appropriate practices and environments result in high-quality care for all children including those with disabilities. Emphasis will be placed on implications of major legislation, effective inclusion practices, specific supports for students with developmental delays/disabilities, family-professional partnerships, and collaboration.

Course description: This course provides an introduction to the terminology, identification, and issues commonly encountered when addressing the needs of diverse children who have or are at risk for developmental delays/disabilities in PK-3 settings. Through this course, candidates will understand that the use of developmentally appropriate practices and environments result in high-quality care for "ALL" children including those with special needs. Emphasis will be placed on implications of major legislation, effective inclusion practices, specific supports for students with developmental delays/disabilities, family-professional partnerships and collaboration.

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 6 hours outside of class each week.

Required Course Materials

Required Texts:

- Cook, R. E., Klein, M. D., & Chen, D. (2020). *Adapting early childhood curricula for children with disabilities and special needs*. Pearson.
- California Department of Education. (2021). *Inclusion works! Creating child care programs that promote belonging for children with disabilities*. (2nd ed.). Author. <https://www.cde.ca.gov/sp/cd/re/documents/inclusionworks2ed.pdf> ISBN 978-0-8011-1811-1

You will need to access the following:

- UDL, Preschool Learning Foundations and Curriculum Frameworks, K-3 Student Content Standards and Frameworks, Curriculum (district required)
- Gregory A. Cheatham & Margarita Jimenez-Silva (2012) Partnering with Latino families during kindergarten transition: lessons learned from a parent-teacher conference, *Childhood Education*, 88(3), 177-184. <https://doi.org/10.1080/00094056.2012.682551>
- DEC/NAEYC. (2009). Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). Chapel Hill: The University of North Carolina, FPG Child Development Institute. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf
- Division for Early Childhood. (2016). DEC Recommended Practices with Examples. <http://www.dec-sped.org/recommendedpractices>
- Division for Early Childhood. (2021). Position Statement on Multitiered System of Support Framework in Early Childhood. <https://www.decdocs.org/position-statement-mtss>
- SELPA Handbook (reference to be confirmed)
- California Department of Education. (2018). California Dyslexia Guidelines. <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

Additional Resources:

- California Department of Education. (2005). *Handbook on Transition from Early Childhood Special Education Programs*. <https://www.seedsofpartnership.org/pdf/transition.pdf> ISBN 0-8011-1586-8

Useful websites and resources:

Zero to Three

- <https://www.zerotothree.org/>
- Professional organization offering useful resources for professionals and families of infant and toddlers (ages 0-3)

NAEYC

- <https://www.naeyc.org/>
- Professional organization that aims to promote high-quality early learning for all young children (ages 0-8)

STEMIE

- <https://stemie.fpg.unc.edu/>
- The STEM Innovation for Inclusion in Early Education (STEMI2E2) Center provides resources and tips for professionals and families related to STEM, including STEM for children with disabilities.

Head Start ECLKC:

- <https://eclkc.ohs.acf.hhs.gov/children-disabilities>
- Early Childhood Learning and Knowledge Center (ECLKC) provides information and resources for professionals in working with children with and without disabilities. Link provided is specific to children with disabilities, including resources for engaging families, individualization, and inclusion.

Division for Early Childhood (DEC)

- <https://www.dec-sped.org/>
- The DEC is one of 17 divisions under the Council for Exceptional Children (CEC), a professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents.
- Resources to Support Practice:
<https://www.dec-sped.org/resourcessupportpractice>

Course Specifics

Course goals: This course is designed to prepare early childhood teacher candidates to:

- Recognize atypical development, identifying students with or at risk for learning challenges.
- Identify key components of an effective, developmentally appropriate, and culturally responsive learning environment for all students, including making instructional adaptations for children with specific support needs.
- Understand the implications of major legislation pertaining to children at risk for or with disabilities and their families.
- Describe effective communication strategies when partnering with families and other professionals or service providers.

Student Learning Outcomes: The learning outcomes are aligned with the 2023 PK-3 Early Childhood Specialist Instruction Credential Teaching Performance Expectations (TPE), the NAEYC Standards, DEC Recommended Practices, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning.

Course Objectives/Learning Outcomes

- Demonstrate knowledge of significant historical and philosophical aspects of special education, emerging issues, practices, and research in the field of early childhood intervention and special education. (TPE 1.1 (I))
- Understand the major legislation pertaining to children with disabilities and their families as well as professional and ethical standards and practices in the field. (TPE 6.3 (I,PA); 6.4 (I) (NAEYC 6b))

- Demonstrate an understanding of developmental milestones for typically developing children to support identification of atypical development (TPE 1.1 (I,P,A); 1.2 (I,P,A) (NAEYC 1a, b, c, d)
- Demonstrate an understanding of a variety of disabilities, including the etiologies, characteristics, and supports. (TPE 1.1 (I,P); 1.2 (I,P); 4.1 (I,P,A) (NAEYC 1b, d)
- Identify and access resources that provide support to children with or at risk for disabilities and their families, by collaborating with educators, administrators, service providers, including external agencies. (TPE 2.3 (P,A); 2.7 (I,P,A); 3.3 (I,P) (NAEYC 2c, 6c) (DEC RP: F2, TC4)
- Demonstrate an understanding of the significance of partnering with families using a strengths-based approach and develop strategies for effective communication and collaboration with families and professionals in supporting children's development. (TPE 1.5 (I,P); 2.3 (I,P,A); 4.3 (I,P,A); 4.8 (I,P,A); 5.2 (I,P,A); 6.2 (P,A) (NAEYC 2a) (DEC RP: E3, INS1, TC1, TC2)
- Recognize components necessary to create effective, developmentally appropriate, and culturally responsive learning environments that promote all children's development and learning (i.e., UDL strategies). (TPE 1.7 (I,P); 2.1 (I,P,A); 2.6 (I,P); 3.6 (I,P,A) (NAEYC 4c) (DEC RP: E2, E6, INS1)
- Describe and plan ways to adapt resources, instructional materials, and arrange technology, including assistive technology to facilitate equitable access to the curriculum. (TPE 1.6 (I,P); 3.4 (I,P,A); 4.4 (I,P); 4.8 (I,P,A); 5.2 (P,A) (NAEYC 4b) (DEC RP: E3, INS3, INS4, INS5)
- Identify the major components of the referral and assessment processes, and the roles of the student, family, and professionals on the team. (TPE 3.4 (I); 4.4 (I,P); 5.1 (I,P,A); 5.2 (I,P,A); 5.3 (I,P); 5.5 (I,P); 5.7 (I,P) (NAEYC 3a, b, c, 6a, c) (DEC RP: A6, A7, A8)
- Develop children's foundational skills in all domains according to standards and expectations identified for children's age, grade and developmental levels using evidence based practices by engaging children in play based activities, that use manipulatives and other tools to solve problems, (including assistive technology). (TPE 3.1 (I,P); 7.4 (I,P); 7.10 (I,P,A); 8.2 (I,P); 8.5 (I,P,A) (NAEYC 4b, 5b, c) (DEC RP: INS4, INS5)

Course Requirements/Assignments:

Weekly participation and group mini assignments (10 points x 15 = 150 points) -

Each week's lesson will cover an important aspect of learning to work with children with or at risk for disabilities in early childhood settings. Teacher candidates are expected to participate in the weekly in-class group activities relevant to the topic for the week. Each in-class activity will require a group submission worth 10 points each.

Case Study -

Part 1: Data Collection (120 points)

Part 2: Developmental Learning Profile Report & Presentation (80 points)

- Report (50 points)

- Presentation (30 points)

This assignment is intended to provide you with the experience of observing a child with or at risk for a disability, identifying their developmental strengths and needs, planning supports that address the child's needs within the classroom setting, possibly leading to a referral.

Your Developmental Case Study is divided into two parts:

Part 1: Data Collection (120 points)

Step 1: Select a child, in your classroom setting, between the ages of three (3) and eight (8) who is showing signs of potential Red Flags, interfering with learning at the same level of typically what developing peers. Write a reflection explaining what led you to select this child, based on informal classroom observations. (TPE 1.1, 4.8)

Step 2: Information gathering: interview the child's family. (TPE 2.3, 6.2)

Step 3: Focus in class observations on areas where concerns have been noted. Observations will be both qualitative and quantitative. Anecdotal notes to be included as well. (TPE 5.1, 5.2)

Step 4: Identify the child's developmental needs. Both formal and informal tools may be used to identify areas where the child is not progressing at the rate of typically developing peers. (TPE 1.2)

Step 5: Make a plan for action. What modifications will be made, within the classroom setting, to support this child's individual needs. (TPE 2.1, 3.4, 3.6, 4.1)

Part 2: Developmental Learning Profile/Report (50 points)

(TPE 3.6, 4.1, 5.2, 7.10)

This Profile will be completed based on the information gathered from Part 1 Steps 1-5. It will be used at transition time or before, if a referral is determined appropriate for additional support: i.e., SST, RTI, Tiered Model for Intervention, possible referral for SPED evaluation.

Using the information gathered from Case Study Part 1, steps 1-5, you will write a descriptive narrative, 3-5 pages in length. Your report should be an objective evaluation using information gathered from direct observation. You may supplement this information with facts provided by the family or caregiver (i.e., Mother reports, Caregiver stated).

Include the section headings below in your written Developmental Learning Profile:

- **Introduction**
- **Physical and Motor Development**
- **Cognitive Development**
- **Socio-emotional Development**
- **Family or Home Factors (that may impact learning)**

- **Summary**

Developmental Learning Profile Presentation (30 points)

(TPE 1.2, 2.7, 4.3, 6.3, 8.5)

This is an opportunity for you to demonstrate the skills that you have acquired, upon completion of the Developmental Learning Profile for the student you selected for Part 1 Case Study Assignments. You will prepare a 10 to 15 minute presentation, summarizing your findings, along with a reflection about the experience and what you have learned. Presentation must include a Power Point or Slides.

Total Points : 350

Instructions for significant assignments¹:

Case Study Part 1 Data Collection (120 points)

Purpose: The purpose of this assignment is to prepare you for the increased demands on the Early Childhood Educator. With the growing population of students, showing signs of atypical development, ECE teachers need additional training to create an inclusive quality learning environment. This assignment will prepare you for identifying key components of an effective, developmentally appropriate, and culturally responsive learning environment for all students, including making instructional adaptations for children with specific support needs.

Skills: As a result of your experiences and findings, after completion of the Five Steps, included in Part 1 of the Case Study, you will have developed the following skills:

- The ability to use knowledge about the developmental period of early childhood, about individual children, and about development and learning in all contexts to make evidence based decisions that support each child.
- The ability to use formal and informal screening and assessment tools in ways that are grounded and developmentally, ability, culturally, and linguistically appropriate to document developmental progress and promote positive outcomes for each child.
- The ability to monitor children's active engagement in learning and adjust activities and tasks as needed to provide access to the full range of curriculum for ALL children.
- The ability to collaborate as partners with families in young children's development and learning and build partnerships between early learning settings, schools, and community agencies.

¹ Any instructor should not remove Significant Assignments for the accreditation purpose.

Tasks: For each step of this assignment, you will be completing, in class assignments, to support the questions being asked of you. Steps 1-4 will require successful completion of class assignments. Options for demonstrating completion will be offered, including:

- Oral Presentation, written report, and Power point, as examples.
- Artifacts, informal notes from observations, parent contacts, etc. will be submitted at the time the assignment is due.
- An appendix, available with surveys, observation templates, etc.
- You will be asked to bring examples to class, of items used within your program, for gathering information and data.

Step 1: Select a child, in your classroom setting, between the ages of three (3) and eight (8) who is showing signs of potential Red Flags, interfering with learning at the same level of typically developing peers. Write a reflection explaining what led you to select this child, based on informal classroom observations, feedback from classroom staff, and parent expressed concerns. Keep anecdotal notes, work samples, photos, to submit as evidence. Describe the child's unique characteristics and needs. TPEs: 1.1 and 4.8

Step 2: Involve the Child's Family. How did you establish a relationship with the child's family? What approaches did you take to better understand the child's family, their community, values and culture? If your initial approaches were not successful, discuss how you will involve the family in meeting their child's needs within the educational setting. Discuss what you learned about the family and community factors that might impact the child's development and learning? What did you learn from other sources? What insights into the child's developmental and learning needs did you gain from your relationship with the child's family; and the immediate and long-term developmental goals the family has for the child? Were you able to provide information about community or school resources that might be helpful to the family or child? Submit Artifacts Keep anecdotal notes, work samples, photos, to submit as evidence. Describe the child's unique characteristics and needs., TPEs 2.3, and 6.2

Step 3: Identify the child's needs. What informal and formal observation, documentation, and assessment strategies and tools did you use in order to better understand the child's development and learning needs? In your response to this question, make sure that you explain why you selected each observation, documentation, and assessment approach that you used. TPEs 5.1 and 5.2

Step 4: What did you learn about the child's developmental and learning needs? Based on your use of informal and formal observation, documentation, and assessment approaches, describe the child's development related to each of these five domains: physical, social, emotional, cognitive, and language development. What are the exact issues the student has that lead you to believe more intensive support is needed for this student? Explain in detail the range and characteristics of typically developing students vs. what you observed with this child. TPE 1.2

Step 5: Create a Plan for Action: Based on the study of your child and your relationship with the child's family, identify and present a rationale for two of the child's most immediate developmental needs that can be supported in the early childhood program setting. What actions will you take to begin to promote positive development and challenge the child to gain new competencies in each of the two areas that you have identified? Describe immediate and long-term actions you will take to help the child meet each of the two goals you have selected. In your response to this question, make sure that you explain what standards, best-practices, and developmental research and principles you are using, for example: How are you modifying activities, making the room environment more accessible, simplifying use of materials, increasing the time for an activity to be completed, etc. TPEs 2.1, 3.4, 3.6, 4.1

Assessment #1: Case Study Part 1

Data Collection Rubrics

Overall Score: 120 points total

(TPE-aligned rubrics: 20 points; Assignment-specific scoring criteria: 100 points)

TPE Elements 1.1, 1.2, 2.1, 2.3, 3.4, 3.6, 4.8, 5.1, 5.2, 6.2

TPE	Does Not Meet Expectations (0 points)	Progressing Toward Expectations (1 point)	Meets Expectations (2 points)
Step 1 TPE 1.1. Demonstrate knowledge of the range and characteristics of a typical and atypical child development from birth to age eight, including competencies related to developmental progression (e.g., cognitive, social, emotional, linguistic, and physical) and use that knowledge to engage and	Reflection indicates the candidate does not yet fully recognize typical vs. atypical development. Examples of potential "Red Flags", interfering with a child's learning at the same level as typically developing peers are inconclusive.	Reflection provides evidence that the candidate uses developmental knowledge when identifying 2-3 potential "Red Flags" interfering with the child's learning. For each identified "Red Flag", evidence was provided using a minimum of 1 of the	Candidate shows understanding of developmental knowledge, identifying 3+ potential "Red Flags" interfering with the child's learning. For each identified "Red Flag", evidence was provided using a minimum of 2 of the following: anecdotal records,

support all children in learning.		following: anecdotal records, photos, and work samples for each “Red Flag”.	photos, and work samples for each “Red Flag”.
TPE 4.8 Apply information based on observation as well as information that may be provided by parents/guardians about children’s current levels of development, language proficiency, cultural background, content-specific learning goals and needs, and assessment data to plan and implement daily learning activities.	Information based upon observation, as well as information provided by parents/or guardians about student’s current levels of development identifying areas of concerns is missing.	Written reflection includes information gathered by anecdotal records, informal observations, work samples, and parents’ expressed concerns to submit as evidence describing the child’s unique characteristics and needs.	Information gathered by anecdotal records, informal observations, work samples, and parents’ expressed concerns to submit as evidence describing the child’s unique characteristics and needs confirmed the identified areas of concerns “Red Flag” not appropriate for age and developmental levels of typically developing peers.
Total score			
Step 2 TPE 2.3 Communicate and collaborate effectively with peers, colleagues, specialists, families/guardians, and community service providers to support children’s development and learning.	Written reflection does not indicate the candidate recognizes the importance of establishing a collaborative relationship with the child’s family. Limited evidence, about the family and community factors that might	Written reflection clearly demonstrates an understanding of the significance of partnering with families using effective communication and collaboration in supporting the child’s development.	Written reflection clearly understands the significance of effective communication with parents. Immediate and long-term developmental goals for the child were discussed. Explanation was provided to the

	impact the child's learning and development. Approaches used to better understand the families were missing. No artifacts included.	Evidence provided about the family and community factors that might impact the child's learning. Approaches used to better understand the families' explanations. Family survey included.	parents explaining how they will be involved in meeting their child's needs within the educational setting (Artifacts provided including family survey, informal notes, photo).
TPE 6.2 Exhibit and support acceptance and fairness toward all children, families/guardians, and colleagues to mitigate implicit and explicit biases and the ways they could negatively affect teaching and learning.	Written reflection does not address the teaching implications of diversity, including culture, language, ethnicity, socio-economic status, gender, and religion. No mention of ways implicit and explicit biases could negatively affect teaching and learning for the child.	Written reflection addresses the teaching implications of diversity, including culture, language, ethnicity, socio-economic status, gender, and religion. Description of ways biases can negatively affect teaching and learning explained.	Written reflection addresses the teaching implications of diversity, including culture, language, ethnicity, socio-economic status, gender, and religion. Description of ways biases can negatively affect teaching and learning explained. Candidate described how the family would be involved in the future. Information about community resources that might be helpful to the family or child were provided.
Total score			
Step 3 TPE 5.1	Written reflection does not include	Written reflection demonstrates and	Written reflection demonstrates and

Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children's learning over time.	both formal and informal observation and documentation in determining the child's development and learning needs. Appropriate use of different types of assessments and why this approach was used was not included.	applies knowledge of the purposes, characteristics and uses of different types of assessments in determining the child's development and learning needs. At least 2 - 3 types of assessment will be used and an explanation as to why the tool was selected will be included in the reflection.	applies knowledge of the purposes, characteristics and uses of different types of assessments in determining the child's development and learning needs. At least 4 or more types of assessment will be used and an explanation as to why the tool was selected will be included in the reflection.
TPE 5.2 Assess each child's learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection.	Written reflection does not indicate the assessment process was an ongoing cycle of observation, analysis, documentation, planning and reflection. Assessment strategies to implement and monitor	Artifacts and documentation of dates, when assessments took place, indicate the candidate recognizes the importance of data collection as an ongoing process carried out over	Artifacts and documentation of dates, when assessments took place, indicate the candidate recognizes the importance of data collection as an ongoing process carried out over an extended period

	individualized student learning goals not evident.	an extended period of time. 2-3 assessment tools were used to identify areas of strength and need. Family interview completed. Planning developmentally appropriate activities evident.	of time. 3-4 assessment tools, including parent surveys were used to identify areas of strength and need. Planning developmentally appropriate activities evident both within the classroom and for home use.
Total score			
Step 4 TPE 1.2 Demonstrate and use knowledge about children's assets, including their prior experiences and interests, funds of knowledge, language, and sociocultural backgrounds, to engage and support them in learning.	Explanation was not provided, considering the readiness level of this student in comparison to typically developing peers. No evidence of connecting student's prior knowledge, life experiences, and interests to instruction	Candidate's use of informal and formal observation, documentation and assessment approaches led to supporting the identification of the child's development in regards to the 5 domains: physical, social, emotional, cognitive, and language development. Knowledge of life experiences and interests is used to differentiate instruction.	Candidate's use of informal and formal observation, documentation and assessment approaches led to supporting the identification of the child's development in regards to the 5 domains: physical, social, emotional, cognitive, and language development. Knowledge of life

			experiences and interests is used to differentiate instruction. Applied knowledge of typical and atypical child development was used to determine adjustments
Total score			
Step 5 TPE 2.1 Create effective, developmentally appropriate, and culturally responsive learning environments (e.g., routines, classroom norms/expectations, physical space, access to materials and equipment) that promote all children's development and learning.	Plan for action includes adaptations, accommodations, or modifications that are not developmentally or culturally responsive to child's specific needs and background.	Plan for action includes adaptations, accommodations, or modifications that are developmentally appropriate OR culturally responsive to child's specific needs and background; plan is based on information gathered from Steps 1-4.	Plan for action includes adaptations, accommodations, or modifications that are developmentally appropriate AND culturally responsive to child's specific needs and background; plan is based on information gathered from Steps 1-4.
TPE 3.4 Set individualized goals and objectives for content learning and make appropriate instructional adaptations to	Candidate's plan for action identifies learning goals. Activities, adaptations and accommodations limited. Minimal evidence of	Candidate's plan for action includes manageable and content specific learning goal(s) that clearly build on students' prior content knowledge.	Candidate's plan for action includes manageable and content specific learning goal(s) that clearly build on students' prior content knowledge.

promote access to the core curriculum for all children.	adjusting activities and tasks to provide access to the full range of curriculum.	Learning activities in domains include content-specific instructional strategies, Adaptations and accommodations promote access to the core curriculum.	Learning activities in all domains include content-specific instructional strategies, adaptations and accommodations that will assist child in reaching learning goals. Access to the critical concepts in the content standards and curriculum frameworks provided.
TPE 3.6 Remove barriers to development and learning and provide access through instructional strategies which include, but are not limited to, the following: • using developmentally appropriate instructional technology, • applying principles of Universal Design for Learning (UDL): multiple means of engagement, representation, and action and expression, • using Multi-Tiered System of Supports	Plan of Action does not demonstrate an understanding of how adapting resources, technologies and standard's aligned instructional materials make subject matter accessible to all students.	Candidates plan of action implements instructional strategies (UDL, MTSS) and others that are developmentally appropriate that match the child's learning needs. An understanding of how adapting resources, technologies and standard's aligned instructional materials make subject matter accessible to all students Individual learning goals are integrated into instruction to support child's areas of need.	Candidates' plan of action implements instructional strategies (UDL, MTSS) and others that are developmentally appropriate and that match the child's learning needs. An understanding of how adapting resources, technologies and standard's aligned instructional materials make subject matter accessible to all students. Individual learning goals are integrated into instruction to support child's areas of need.

(MTSS), including assistive technology.			Ensures students have access to technology. A variety of materials, resources, and technology support subject matter content.
TPE 4.1 Plan activities and lessons that build on what children know, accommodate children's developmental needs and learning preferences and provide opportunities for large group, small group, and individual hands-on learning experiences.	Plan of Action does discuss lesson activities or materials that have been adapted or modified for child's needs.	Plan of Action includes lesson activities or materials that build on child's prior knowledge. Adaptations or modifications to activities, environment, or materials are made based on child's specific needs.	Plan of Action includes lesson activities or materials that build on child's prior knowledge. Adaptations or modifications to activities, environment, or materials are made based on child's specific needs AND address opportunities for individual and group learning activities.
Total score			

Assignment-Specific Scoring Criteria (TOTAL: 100 points)

STEP 1 (15 pts)	Missing/unsatisfactory (0pts)	Needs improvement (1 pt)	Partially accomplished (2-3 pts)	Accomplished (4-5pts)
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Description of student's unique characteristics and needs	Description of student characteristics and needs is missing	Description of focal student's characteristics and needs is general, and information about child's development, needs, and strengths is missing.	Provides some description of student's characteristics and needs, demonstrating some awareness of focal student's current levels of development, or needs, or their strengths and interests.	Provides clear description of student's unique characteristics and needs, demonstrating candidate awareness of focal student's current levels of development, areas of need, and their strengths and interests that can be used to engage and support their learning.
Basis for selecting student	No rationale for selecting student is provided.	Rationale for selecting focal student based on one "red flag" that interferes with child's learning.	Rationale for selecting focal student based on at least 2 potential "red flags" that interfere with child's learning.	Rationale for selecting focal student based on at least 3 potential "red flags" that interfere with child's learning.
Evidence of potential "red flags"	No evidence is provided to support potential "red flags" identified, or evidence provided is inconclusive.	Only one piece of evidence for each identified "red flag" is provided.	Evidence from at least 2 different sources for each identified "red flag" is provided (e.g., anecdotal records, work samples, photos,	For each identified "red flag", evidence from at least 2 different sources is provided (e.g., anecdotal records, work samples, photos,

			parent feedback, informal observations).	parent feedback, informal observations).
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STEP 2 (20 pts)	Missing/unsatisfactory (0pts)	Needs improvement (1 pts)	Partially accomplished (2-3 pts)	Accomplished (4-5pts)
Describe how relationship with child's family was established and maintained	Description does not demonstrate how contact with family was made.	Provides limited description of how contact with family was established and no information on how relationship is maintained.	Provides description of how contact with family was established but details of how relationship with family is maintained is not clear; no suggestions for addressing barriers to involving family provided.	Provides clear description of how contact was established with family AND how relationship was maintained. Description includes information on how barriers to involving family were addressed, if encountered.
Family, community, values and culture	No references to the family, their community, values, and culture is mentioned.	Reflection mentions the family, their community, values, and culture but makes no connection with the child's learning and development.	Reflection discusses the family, their community, values, and culture but makes limited connection with the child's learning and development.	Reflection demonstrates understanding of how the family, their community, values, and culture can impact the child's learning and development.
Family goals for child	Goals are not described.	Only one immediate OR long-term goal for the child is	The family's immediate OR long-term goals for the child are	The family's immediate and long-term goals for the child are

		described; it is not clear that goals are based on caregiver report.	described; description is based on caregiver report.	clearly described and based on caregiver report.
Evidence demonstrating interaction with family	No evidence demonstrating interaction with family is provided.	Limited supporting evidence is provided that includes documentation of one interaction.	Supporting evidence is provided that includes documentation of interactions (e.g., notes, family survey, etc.); No mention of provision of resources for family.	Supporting evidence is provided that includes documentation of interactions (e.g., notes, family survey, etc.) AND evidence of resources for family are provided.

STEP 3 (20 pts)	Missing/unsatisfactory (0pts)	Needs improvement (1 pts)	Partially accomplished (2-3 pts)	Accomplished (4-5pts)
Description of child's needs	Description of child's needs is missing.	Description of child's needs is based on only one source of information (observation, documentation, or assessment)	Description of child's needs is based on 2-3 sources (observation, documentation, or assessment).	Description of child's needs is clearly based on at least 4 different sources (e.g., observation, documentation, and assessment tools).
Assessment period	No indication of assessment/observation period. Or no evidence is provided for when data	Assessment/observation period only spans 1 week or less. Evidence is provided for when each	Assessment/observation periods spans 2 weeks. Evidence is provided for when each assessment/	Assessment/observation periods spans at least 3 weeks. Evidence is provided for when each

	was collected.	assessment/ observation data was collected.	observation data was collected.	assessment/ observation data was collected.
Rationale for using each assessment, observation, documentation tool is provided	No explanation is provided for tools used.	Explanation for the use of only 1 to 2 tools is provided.	Explanation for the use of 3 tools is provided.	Explanation for the use of 4 or more tools is provided.
Evidence provided includes at least 4 types of assessment tools	No evidence is provided to substantiate description of child's needs.	Evidence only includes 1 to 2 tools	Evidence includes 3 tools	Evidence includes at least 4 tools

STEP 4 (15 pts)	Missing/unsatisfactory (0 pts)	Needs improvement (1 pt)	Partially accomplished (2 -3 pts)	Accomplished (4-5 pts)
Description of child's development and learning needs covers all five developmental domains	Description of child's development and needs is not based on the developmental domains or is missing.	Description of child's development and needs covers 1-2 of the five developmental domains.	Description of child's development and needs covers 3-4 of the five developmental domains.	Description of child's development and needs covers all five developmental domains (physical, social, emotional, cognitive, and language development).
Knowledge of typical development	Description of child's identified needs does not include reference to typical development in any	Description of child's identified needs demonstrates understanding of typical development in 1-2	Description of child's identified needs demonstrates understanding of typical development in 3-4	Clear description of child's identified needs is provided in comparison to typical development

	developmental domain	developmental domain.	developmental domains.	in all domains.
Reference to supporting evidence from informal and formal observation, documentation, and assessment.	Description is not supported by evidence.	Description is supported with evidence from only 1 source.	Description is supported with evidence from 2 of the following sources: informal and formal observation, documentation, and assessment.	Description is clearly supported with evidence from a range of sources: informal and formal observation, documentation, and assessment.

Step 5 (30 pts)	Missing/unsatisfactory	Needs improvement	Partially accomplished	Accomplished
Two immediate developmental needs/goals are identified in observable and measurable terms (5 pts)	No immediate developmental needs/goals are identified	Immediate developmental needs/goals are identified but both are not described in observable and measurable terms.	Two immediate developmental needs/goals are identified, but description for at least one goal is not observable or measurable.	Two immediate developmental needs are identified and clearly described in observable and measurable terms.
Rationale for developmental needs is provided based on candidate observation, assessment, and family input. (5pts)	No rationale is provided OR rationale provided is not based on any sources of data.	Rationale for developmental needs is provided based on one source of data only.	Rationale for developmental needs is provided based on two sources of data that includes either candidate observation/assessment, OR family input only.	Rationale for developmental needs is provided based on two or more sources of data including candidate observation/assessment AND family input.

Immediate and long-term actions supporting child's first goal (5pts)	Plan for action does not identify immediate or long term actions that support child in reaching the first learning goal.	Plan for action identifies immediate or long term actions but does not specify instructional strategies, adaptations, or accommodations to assist child in reaching the first learning goal.	Plan for action includes only immediate or long term actions, with description of content-specific instructional strategies, adaptations or accommodations to assist child in reaching the first learning goal.	Plan for action includes both immediate and long term actions that describes content-specific instructional strategies, adaptations and accommodations to assist child in reaching the first learning goal.
Reference to standards, best practices and research for first goal (5pts)	No reference to relevant content standards, best practices, or research is made to support plan for action for the first goal.	References to relevant content standards, best practices, or research is made but are not clearly aligned or support the plan for action for the first goal.	References to relevant content standards, best practices, and research are made that align with and support the plan for action for the first goal.	N/A
Immediate and long-term actions are described to support child's second goal (5pts)	Plan for action does not identify immediate or long term actions that support child in reaching the second learning goal.	Plan for action identifies immediate or long term actions but does not specify instructional strategies, adaptations,	Plan for action includes only immediate or long term actions, with description of content-specific instructional strategies,	Plan for action includes both immediate and long term actions that describes content-specific instructional strategies,

		or accommodations to assist child in reaching the second learning goal.	adaptations or accommodations to assist child in reaching the second learning goal.	adaptations and accommodations to assist child in reaching the second learning goal.
Reference to standards, best practices and research for second goal (5pts)	No reference to relevant content standards, best practices, or research is made to support plan for action for the second goal.	References to relevant content standards, best practices, or research is made but are not clearly aligned or support the plan for action for the second goal.	References to relevant content standards, best practices, and research are made that align with and support the plan for action for the second goal.	N/A

Case Study Part 2 Developmental Profile (80 points)

- **Developmental Learning Profile Report: 50 points**
- **Class Presentation: 30 points**

Purpose: The purpose of this assignment is to help you recognize the importance of the role of the Early Childhood Educator or Care Provider in identifying a child who is learning, communicating, or developing in a way that is different from other children in their care. Clear communication with examples and without judgement is essential in supporting the family. Developing a profile is one of the best ways to ensure the family that everything will be done to support the child within the school setting, with the understanding a referral may follow, if additional help is needed outside of the ECE teacher's responsibility. The ECE provider will be a valuable resource as time goes on. The Developmental Profile is a useful tool as children transition into a different setting.

Skills: As a result of working on this profile you will build the following skills

- The ability to assess children's learning and development as part of an ongoing cycle of observation, analysis, documentation, planning implementation, and reflection.
- The ability to make adjustments/adaptations to the learning environment and set individualized goals and objectives in all domains.

- The ability to design a comprehensive narrative report that includes a description of a child's background information,
- The ability to communicate and collaborate effectively with peers, colleagues, specialists, families/guardians and community service providers to support children's development and learning. The ability to identify and access resources that provide inclusive support for all children.

Developmental Learning Profile Report (50 points): TPEs: 3.6, 4.1, 5.2, 7.10

Task: Using the information gathered from **Case Study Part 1: Steps 1-5**, you will write a descriptive narrative, 3-5 pages in length. Use the following outline, including the following section headings:

- **Introduction:** Student name (fictitious), age, gender, grade level, current school setting, culture, language and identity.
- **Family or Home Factors:** Family conditions that may affect this child? Size of the family? Family members present in the home. Family members with history of special needs. Information may be obtained from the caregiver and/ or parent.
- **Background Information/ Health History:** Include background information about child's health, nutrition, rest habits, medical information (not conditions prohibited by HIPPA/FERPA). Include physical/health conditions that may impact learning.
- **Motor Development:** Identify areas where the child is not demonstrating age appropriate skills for both Fine Motor and Gross Motor development.
- **Social-emotional:** Describe student's affect: such as generally happy/unhappy, timid, shy, withdrawn, inattentive. Discuss how the child interacts with other children, family, relatives, siblings, within the school setting, home? Give examples of behaviors observed.
- **Cognitive:** Provide evidence of learning. Consider age/grade level Content Standards. List specific areas of strength and areas in need of improvement. Include learner's preferences, abilities, and interests. Is child a visual, kinesthetic, auditory, or multimodal learner? Compare child to the norms for children this age.
- **Language/Literacy:** Give examples of the child's language development. Understanding of language? How does child express him/herself? Written language? Does child demonstrate a difference in the developmental level between expressive and receptive language skills?

Summary: Summarize the most important findings about this child's unique characteristics and identified learning challenges influencing progress with learning. Describe adjustments/modifications to the learning environment as well as for instruction, providing equal access in the educational setting for the child.

Class Presentation (30 points): TPEs : 1.2, 2.7, 4.3, 6.3, 8.5

Task: This is an opportunity for you to demonstrate the skills that you have acquired, necessary for an Early Childhood Educator, to successfully provide an inclusive environment for all children. A 10 to 15 minute presentation, using visuals will be required. (Slides or power point)

- **Summary:** Summarize the most important findings about this child's unique characteristics and identified learning challenges influencing progress with learning. Describe adjustments/modifications to the learning environment as well as for instruction made to provide equal access in the educational setting for the child. Based on information gathered, explain how this profile will be used to support recommendations involving future educational decisions for this child.
- Will the child remain in the general ed. setting with the adjustments and modifications currently in place continuing.
- If the Plan of Action has not alleviated the identified concerns, will a referral be made to the site RTI-tiered model for intervention, SST/ Student Study Team, or a referral for a Special Education Evaluation.
(This is the only section where subjective statements are allowed!)
- Include photos, artifacts, informal notes to support the report.
- What did you learn from this experience in regard to your role as the General Education Teacher?
- Explain how your knowledge of Special Education Law will support you in creating an inclusive classroom environment.

Due Date for Written Reflection: 11/25/24

Case Study Presentations: 11/25/24 and 12/2/24

Assessment #2:

Case Study Part 2

Report

TPE Elements 3.6, 4.1, 5.2, 7.10

Overall Score: 50 points total

(TPE-aligned rubrics: 8 points; Assignment-specific scoring criteria: 42 points)

TPE Elements	Does Not Meet Expectations (0 points)	Progressing Toward Expectations (1 point)	Meets Expectations (2 points)
TPE 3.6 Remove barriers to development and learning and provide access	Candidate demonstrates little knowledge and pedagogy to support	Candidate used information gathered from assessments (Case Study Part 1) to	Candidate used information gathered from assessments to make adjustments

through instructional strategies which include, but are not limited to, the following: • using developmentally appropriate instructional technology, • applying principles of Universal Design for Learning (UDL): multiple means of engagement, representation, and action and expression, • using Multi-Tiered System of Supports (MTSS), including assistive technology Points	developmentally appropriate lessons and activities based on identified child's strengths and weaknesses.	make adjustments to the learning environment and set individualized goals and objectives to meet the identified areas of need for the identified child. Appropriate content pedagogy (ie. UDL strategies) for key subject and skill areas in the early childhood curriculum evident.	to the learning environment and set individualized goals and objectives to meet the identified areas of need for the child. Appropriate content pedagogy (ie. UDL strategies) for key subject and skill areas in the early childhood curriculum evident. Examples of adjustments and modifications provided for all domains.
TPE 4.1 Plan activities and lessons that build on what children know, accommodate children's developmental needs and learning preferences and provide opportunities for large group, small group, and individual hands-on	Candidate did not use information gathered to meet student's developmental needs. Activities designed for age appropriate and typically developing children.	Candidate demonstrates comprehensive knowledge of typical child development (birth through third grade) as well as atypical development associated with disabilities and risk conditions. Evidence based practices used to accommodate developmental	Candidate demonstrates comprehensive knowledge of typical child development (birth through third grade) as well as atypical development associated with disabilities and risk conditions. Adapts activities and finds materials that engage students in learning the content

learning experiences. Points		needs and preferences.	and skills in the curriculum through familiar contexts that include student's background knowledge, interests, and personal strengths.
TPE 5.2 Assess each child's learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection. Points	Candidates profile does not indicate the data collection process as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection. Purpose in using different types of assessments to effectively guide the development of goals, and inform instruction not evident.	Candidate recognizes the data collection process as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection. Evidence of different types of assessments to effectively guide the development of goals, and inform instruction. (eg. formal and informal tools: play based, family interviews, progress monitoring)	Candidate recognizes the data collection process as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection. Evidence of different types of assessments used to effectively guide the development of goals, and inform instruction. (eg. formal and informal tools: play based, family interviews, progress monitoring) Ability to self-reflect, self-evaluate, and professionally respond to feedback from other sources evident in developing profile.

TPE 7.10 Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.¹⁹ Understand how to use screening to determine children's literacy profiles and identify potential reading and writing difficulties, including children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.²⁰ If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or	Candidate demonstrates limited understanding of how to appropriately assess and interpret results from assessments to plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.	Candidate used ongoing progress monitoring of child's progress. Profile indicates an understanding of how to appropriately assess and interpret results from assessments to plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.	Candidate used ongoing progress monitoring of child's progress. Profile indicates an understanding of how to appropriately assess and interpret results from assessments to plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support. . Communicates and uses assessment results accurately and effectively so that they are understandable to families and service providers Knowledge of second language development and the distinction between language disorders, disabilities and language differences.
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district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support. Points			
Total points:			

Report Assignment Scoring Criteria (Total 42 points)

Criteria	Does Not Meet Expectations	Progressing Toward Expectations	Meets Expectations
Introduction (3 pts)	Does Not Meet Expectations (0-1 pt) Limited (1-3 pieces of information) or no description of student is provided.	Progressing Toward Expectations (2 pts) Description of student is missing some information (4-5 pieces of information only); a fictitious name is not used.	Meets Expectations (3 pts) Clear description of student including a fictitious name, age, gender, grade level, school setting, culture, and home language is provided.

Family/home factors (5 pts)	Does Not Meet Expectations (0-1 pt) Limited or no description of family/home.	Progressing Toward Expectations (2-3 pts) Description of family and home conditions is brief; limited description of how family conditions can influence how they support child's development.	Meets Expectations (4-5 pts) Clear description of family and home conditions; includes information that could impact how family supports child's development (e.g., family members, household size, history of special needs, caregiver working hours, etc.).
Background and health information (5 pts)	Does Not Meet Expectations (0-1 pt) Limited or no description of child's background/health, nutrition, or medical information.	Progressing Toward Expectations (2-3 pts) Brief background information about child's health, nutrition, or medical information is provided. Limited description of impact on learning is described.	Meets Expectations (4-5 pts) Background information about child's health, nutrition, and medical information is provided. Impact on learning is described.
Motor development (3 pts)	Does Not Meet Expectations (0-1 pt) No description of child's motor development is provided.	Progressing Toward Expectations (2 pts) Description of child's motor development is unclear or area of need where relevant not stated; No examples of	Meets Expectations (3 pts) Clear description of child's motor development and area of need where relevant; Examples of current skills observed are provided (e.g., fine and gross motor).

		skills observed are provided.	
Social development (3 pts)	Does Not Meet Expectations (0-1 pt) No description of child's social development is provided.	Progressing Toward Expectations (2 pts) Description of child's social development is unclear or area of need where relevant not stated; No examples of skills observed are provided.	Meets Expectations (3 pts) Clear description of child's social development and area of need where relevant; Examples of current skills observed are provided (e.g., interaction with peers, families, etc.).
Emotional development (3 pts)	Does Not Meet Expectations (0-1 pt) No description of child's emotional development is provided.	Progressing Toward Expectations (2 pts) Description of child's emotional development is unclear or area of need where relevant not stated; No examples of child's affect observed are provided.	Meets Expectations (3 pts) Clear description of child's emotional development and area of need where relevant; Examples of child's emotional development and affect observed are provided (e.g., general mood, attention, etc.).
Cognitive development (3 pts)	Does Not Meet Expectations (0-1 pt) No description of child's cognitive development is provided.	Progressing Toward Expectations (2 pts) Description of child's cognitive development is unclear or area of need where relevant not stated; No examples of skills observed are provided.	Meets Expectations (3 pts) Clear description of child's cognitive development and area of need where relevant; Examples of current skills observed are provided (e.g., development in relation to content standards).

Language/Literacy (3 pts)	Does Not Meet Expectations (0-1 pt) No description of child's language/literacy development is provided.	Progressing Toward Expectations (2 pts) Description of child's language/literacy development is unclear or area of need where relevant not stated; No examples of skills observed are provided.	Meets Expectations (3 pts) Clear description of child's language/literacy development and area of need where relevant; Examples of current skills observed are provided (e.g., expressive, receptive, written language).
Summary of child's unique characteristics and learning challenges (5 pts)	Does Not Meet Expectations (0-1 pt) No summary of child's unique characteristics and learning needs are provided	Progressing Toward Expectations (2-3 pts) Summary of child's unique characteristics and key learning needs are provided, but information is not reflected in the developmental domains.	Meets Expectations (4-5 pts) Summary of child's unique characteristics and learning needs are provided, reflecting information gathered from developmental domains.
Summary of adjustments/modifications to learning environment and instruction (6 pts)	Does Not Meet Expectations (0-2 pt) Adjustments/modifications to learning environment or instruction is not clear; No alignment with child's learning needs.	Progressing Toward Expectations (3-4 pts) Adjustments/modifications to learning environment OR instruction are described; Partial alignment with child's learning needs.	Meets Expectations (5-6 pts) Adjustments/modifications to learning environment AND instruction are described that clearly align with child's learning needs.
APA 7th ed. formatting (3 pts)	Does Not Meet Expectations (0-1 pt)	Progressing Toward Expectations (2 pts)	Meets Expectations (3 pts) Generally accurate

	APA formatting not followed.	3-5 errors in APA 7th ed formatting.	use of APA 7th ed formatting (2 or fewer errors).
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Assessment #2:

Case Study Part 2

Presentation

TPE Elements 1.2, 2.7, 4.3, 6.3, 8.5

Overall Score: 30 points total

(TPE-aligned rubrics: 10 points; Assignment-specific scoring criteria: 20 points)

TPE Elements	Does Not Meet Expectations (0 points)	Progressing Toward Expectations (1 point)	Meets Expectations (2 points)
TPE 1.2 Demonstrate and use knowledge about children's assets, including their prior experiences and interests, funds of knowledge, language, and sociocultural backgrounds, to engage and support them in learning.	Candidate did not provide key elements from the Developmental Profile. Background information and summary of student's areas of need identified, with no evidence that information gathered was used to make adjustments to support the child within the classroom setting to engage and support them in learning.	Candidate summarized all information required for the Developmental Profile, providing a good understanding of the "Red Flags" observed and specific areas of need. Evidence of using previous knowledge, life experiences, and interests to differentiate instruction and engage and facilitate child's understanding.	Candidate summarized all information required for the Developmental Profile, providing a good understanding of the "Red Flags" observed and specific areas of need. Evidence of using previous knowledge, life experiences, and interests to differentiate instruction and engage and facilitate child's understanding. Play based instruction and use of pictures, realia, hands on activities

			were provided based on the readiness level of the child.
TPE 2.7 Identify and access resources that provide inclusive support for all children, including those who have experienced trauma inside or outside of school (e.g., homelessness, foster care, serious medical needs, exposure to violence, abuse).	Candidate provided minimal evidence of identifying resources that would support an inclusive environment for all children.	Candidate clearly recognizes the importance of identifying and accessing resources that provide inclusive support for all children. (ie. NAEYC resources) Examples of best practices used to optimize learning, including: structured learning activities, consistent classroom schedule and routines, instruction paced to accomplish learning goals. Activities implemented to support positive interactions among children	Candidate clearly recognizes the importance of identifying and accessing resources that provide inclusive support for all children. (ie. NAEYC resources) Examples of best practices used to optimize learning, including: structured learning activities, consistent classroom schedule and routines, instruction paced to accomplish learning goals. Activities implemented to support positive interactions among children. Candidate provided information about resource within the community pertaining to homelessness, foster care, and others.
TPE 4.3	Candidate provided limited information	Candidate demonstrated	Candidate demonstrated

Provide learning experiences, including those that may be informed by parents/guardians, that incorporate and help validate children's backgrounds (e.g., cultural, linguistic, ethnic, economic, gender), as well as their diverse learning preferences, skills, and levels of social development to meet children's individual needs.	recognizing the importance of the child's background (eg. Cultural linguistic, ethnic, economic, gender) and the impact on learning.	knowledge of early development when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials and designing effective interventions to engage the child in active learning within and across routines, activities, and environments.	knowledge of early development when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials and designing effective interventions to engage the child in active learning within and across routines, activities, and environments. Adapts activities and finds materials that engage students in learning the skills in the curriculum through familiar contexts including child's background.
TPE 6.3 Demonstrate professional responsibility for learning environments, including responsibility for the learning outcomes of all children along with appropriate concerns and policies regarding the privacy, health,	Candidate's planning of learning experiences, adaptations and accommodations within the inclusive or general education environment are minimally or not considered.	Candidate demonstrated professional responsibility for supporting the learning outcomes of focal child through planning learning experiences, making adaptations and accommodations that the child.	Candidate demonstrated professional responsibility for supporting the learning outcomes of focal child within the general education learning environment through planning learning experiences, making adaptations and

and safety of children.			accommodations that support the child's needs within an inclusive education environment.
TPE 8.5 Differentiate and provide developmentally appropriate instruction and tasks to meet individual children's learning needs and engage children in self-initiated as well as teacher-led learning activities, including play-based activities, that use manipulatives and other tools to solve problems.	Candidate did not connect the information gathered from the Developmental Profile when developing appropriate instruction and tasks to meet the individual child's learning needs.	Candidate used information from the Dev. Profile to determine developmentally and age appropriate instruction activities, based on child's identified areas of need. Activities were adjusted to ensure the child had access to all educational activities available to typically developing peers, throughout the school day.	Candidate used information from the Dev. Profile to determine developmentally and age appropriate instruction activities, based on child's identified areas of need. Activities were adjusted to ensure the child had access to all educational activities available to typically developing peers, throughout the school day.
Total points:			

Presentation Assignment Scoring Criteria (Total 20 points)

Criteria	Does Not Meet Expectations	Progressing Toward Expectations	Meets Expectations
Summary of child's unique characteristics and identified learning challenges (3 pts)	Does Not Meet Expectations (0-1 pt) No summary of child's unique characteristics and learning needs are provided	Progressing Toward Expectations (2 pts) Summary of child's unique characteristics and key learning needs are provided, but information is not reflected in the	Meets Expectations (3 pts) Summary of child's unique characteristics and learning needs are provided reflecting developmental domains.

		developmental domains.	
Description of adjustments/modifications to learning environment and instruction (3 pts)	Does Not Meet Expectations (0-1 pt) Adjustments/modifications to learning environment or instruction is not clear; No alignment with child's learning needs.	Progressing Toward Expectations (2 pts) Adjustments/modifications to learning environment OR instruction are described; Partial alignment with child's learning needs.	Meets Expectations (3 pts) Adjustments/modifications to learning environment AND instruction are described that clearly align with child's learning needs.
Recommendations regarding future educational decisions for child and rationale (5 pts)	Does Not Meet Expectations (0-1 pt) No recommendations regarding future educational decisions for child are made.	Progressing Toward Expectations (2-3 pts) Recommendations regarding future educational decisions for child are made, including reference to RTI-tiered model for intervention or placement, where needed; but reasons for recommendations are not clearly based on evidence from observations, documentation, and family data.	Meets Expectations (4-5 pts) Recommendations regarding future educational decisions for child are made, including reference to RTI-tiered model for intervention or placement, where needed; Reasons for recommendations are clearly based on evidence from observations, documentation, and family data.
Evidence for recommendations (3 pts)	Does Not Meet Expectations (0-1 pt) Recommendations are not supported by evidence OR only one piece of evidence is provided.	Progressing Toward Expectations (2 pts) Recommendations are supported with evidence from 1-2 sources	Meets Expectations (3 pts) Recommendations are supported with evidence from 3 or more sources
Reflection on overall case study experience as a gen ed teacher (3 pts)	Does Not Meet Expectations (0-1 pt) No reflection on case study experience's impact on role as general education teacher provided.	Progressing Toward Expectations (2 pts) Reflection describes key learnings or insights from case study; limited or partial description of how it impacts	Meets Expectations (3 pts) Reflection describes key learnings or insights from case study that impact Candidate's role as a general education

		Candidate's role as a general education teacher.	teacher; provides description of how this influences future practice as a general education teacher.
Reflection on how understanding of sped law shapes the creation of an inclusive classroom environment (3 pts)	Does Not Meet Expectations (0-1 pt) No description of inclusive classroom practices provided.	Progressing Toward Expectations (2 pts) Description of inclusive classroom practices provided but limited reference to special education law is made.	Meets Expectations (3 pts) Description of inclusive classroom practices is provided which incorporates knowledge of special education law.

Attendance: Great importance is placed on attendance and participation, as these are professional expectations. A meta-analysis of the relationship between class attendance in college and college grades reveals that attendance has strong relationships with both class grades and GPA. These relationships make class attendance a better predictor of college grades than any other known predictor of academic performance, including scores on standardized admissions tests such as the SAT, high school GPA, study habits, and study skills (Crede, M., Roch, S. G. & Kieszczynka, U. M. (2010) in *Review of Education Research*.

Excused/authorized absences, late arrival or early departure will be allowed per University policies only when the student has a serious and compelling medical condition that s/he can support with documentation, or (2) when a death or serious illness in the immediate family (i.e., parents, sibling, spouse, or child) prohibits student from attending class. Each class session and your participation are worth 10 points. If you are absent, please submit all assignments on or before the due dates. *More than 1 unexcused absence, early departure and/or tardy will result in a lower grade.

- It is the student's responsibility to provide acceptable documentation to the instructor within 2 weeks of the absence if requesting that an absence be excused.
- If the student does not provide acceptable documentation, the absence will be marked as unexcused, and the corresponding points will be deducted from your overall grade.

Grading policy:

1. The total points earned on each assignment are recorded in the Canvas Gradebook.
2. All major assignments must be completed within the timelines given and passed with an 'A' or 'B' or 'C' grade to successfully complete this course.

3. Grades are calculated by percentage (the total points received divided by the total points possible). Cut offs will follow the indications in Letter Grade/Points/Percentages table below.

Letter Grade	Percent	Points
A	90-100%	315-350
B	80-89%	280-314
C	70-79%	245-279
D	60-69%	210-244
F	0-59%	≤209

Course Policies & Safety Issues

Disruptive Classroom Behavior: The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Honor Code: Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulence on assignments or examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F

for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Diversity Statement: The CSU Fresno student body is one of the most diverse in the nation and proudly reflects the population of the Central Valley of California. The university serves a region with over ninety separate and identifiable ethnic and racial groups. Our students come with a variety of backgrounds, expectations, and levels of preparation. Many are first-generation college students. Many students work either full or part-time in addition to attending the university. Some students have learned English as a second language, and a cluster are international students. The University draws most of its students from the metropolitan area and the surrounding communities in Fresno, Madera, Mariposa, Kings and Tulare counties. In order to serve the needs of this large region, classes are held on the main campus, at off-campus locations. To accommodate student needs and serve the rural locations classes are also taught either partially or fully online.

The California State University does not discriminate on the basis of race, color, national origin, sex, age, veteran status, marital status, religion, sexual orientation, or disability. The university supports an academic and work environment that protects dignity and promotes the mutual respect of faculty, staff, and students. In the P12 Educational Leadership department diversity is a celebrated component of our program, and is respected, shared and celebrated in our work with each other and is reflected in our work products.

Expectations for understanding Diversity, Equity, and Inclusion (DEI): The definitions listed below can be credited to UC Berkeley Center for Equity, Inclusion, and Diversity and the University of Houston's Center for Diversity and Inclusion. These definitions are by no means exhaustive. Rather, they are meant to provide a foundational knowledge in the areas of diversity, equity, and inclusion. It is also easier to embrace something when we understand it.

- **Diversity:** Includes but is not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learning styles.
- **Equity:** The guarantee of fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically under-served and under-represented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.
- **Inclusion:** Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power and ensures equal access to opportunities and resources. Diversity advocate

Verna Myers coined the phrase “Diversity is being invited to the party. Inclusion is being asked to dance.”

Course Expectations

- Candidates are expected to access Canvas and their Fresno State email account at least twice per week.
- Candidates are expected to use respectful, person-first language at all times.
- Candidates are expected to participate in all class activities, presentations and discussions, whether online or in class, in a professional manner and in accord with university policy.
- Candidates are expected to follow all university policies and all course policies stated both in writing in this syllabus and orally during class sessions.

Assignment Expectations

- The privacy and identity of students and their families should be protected at all times. It is federal and state law. Do not discuss specific details of your observations with anyone who does not directly support or instruct the *student's education*. Use *pseudonyms* (e.g., *Student X*, etc.) when discussing or writing about a child.
- Each candidate is responsible for completing assignments and readings prior to each class session.
- All assignments must follow the instructions provided in the syllabus and detailed on course *Canvas* site. It is the student's responsibility to seek clarification, as needed. Scoring rubrics will be provided for each assignment.
- All assignments must be completed independently and individually, except where otherwise indicated by instructor. Cheating and plagiarism are serious offenses that will not be tolerated and will be addressed in accordance with university policy.
- All assignments should be proofread with errors corrected prior to submission (i.e., free from errors in spelling, grammar, mechanics, structure, syntax, and organization).
- All assignments are due by the date shown on Canvas and in the syllabus calendar to be considered for full credit. It is the candidate's responsibility to submit all assignments on time.
- Any assignment submitted after the due date [late] will receive a grade that is no higher than 80% of the possible points. Late assignments must be submitted within two weeks of the due date in order to receive any credit and will not be accepted after the two-week past due limit, except for excused absence. Late work due to an absence is subject to the policies listed by APM 232. Please refer to APM 232 for "Make-Up Work Policy".

The following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the [COVID website](#) for the most up-to-date information

Vaccination: The California State University system's COVID-19 vaccination requirement remains unchanged and is in effect for fall 2023. All students, faculty and staff are required to have a COVID-19 vaccination and booster when eligible on file in order to access campus facilities and programs and participate in any campus-sponsored in-person activities on or off-campus. As previously announced, the CSU's COVID-19 vaccination policy allows students and employees to seek exemptions on medical and religious grounds. As a reminder, you are eligible for a booster five (5) months after receiving a final dose of the Pfizer or Moderna vaccine; or two (2) months after receiving a Johnson & Johnson vaccine.

Face Coverings:

Based on updated guidance from public health experts, Fresno State highly recommends that all students, faculty and staff, regardless of vaccination status, wear a surgical grade or KN95 mask indoors. Free surgical grade masks are available at the Student Health and Counseling Center, Atrium, University Warehouse, Student Recreation Center, Library and the University Student Union (USU). ***Faculty will continue to have the discretion to require face coverings for their in-person classes as they evaluate the health and safety needs of their individual classroom environments.***

Testing:

Our COVID-19 Testing Center will continue to be open and available this Fall at no cost for our entire campus community. The Testing Center will be located on the main level of the USU and will have saliva PCR tests available to retrieve from a vending machine Monday through Friday. Testing is available for all students and employees.

Please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings in any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic

means to verify the originality of their work. Turnitin Originality Reports WILL NOT be available for your viewing.

Dispute Resolution: If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

Chair's name: Dr. Imelda Basurto

Department name: LEBSE

Chair's email: ibasurto@mail.fresnostate.edu

Department phone number: 559.278.0250

Intellectual Property: All course materials, including but not limited to the syllabus, readings, quiz questions, exam questions, and assignments prepared by the instructor are property of the instructor and University. Students are prohibited from posting course materials online (e.g., Course Hero) and from selling course materials to or being paid for providing materials to any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Audio and video recordings of class lectures as well as images of chat or messages shared during course sessions are prohibited unless I give you explicit permission in advance. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service. Otherwise, recordings of lectures are included in the intellectual property notice described above. These provisions exist regardless of the modality of the course. That is they apply to in-person, hybrid and online courses.

Student Ratings of Instruction: In the final weeks of the semester, you will be asked to complete a short survey to provide feedback about this class. The primary goal of student ratings is to help your instructor improve the class. Feedback will also be reviewed by the department chair and the college dean. You will be given 15 minutes of class time to complete student ratings. Please offer feedback honestly and thoughtfully. Your participation is appreciated. You can access your student rating surveys and get more information at [Fresno State Student Ratings for Instruction \(SRI\)](#)

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Library, Room 1202 (278-2811).

The following University policies can be found on the web at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)

- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Title IX](#)

Fresno State is committed to fostering a safe, productive learning environment for all students. Title IX and CSU policy prohibit discrimination on the basis of sex, which includes sexual harassment, domestic and dating violence, sexual assault, sexual exploitation, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to access appropriate resources so they can get the support they need and deserve.

As an instructor, I have a mandatory reporting responsibility as a part of my role. It is my goal that you feel comfortable sharing information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to report information I receive regarding sexual misconduct or information about a crime that may have occurred during your time at Fresno State.

Students can report incidents of alleged sexual misconduct to either or both of the following resources:

Title IX and Clery Compliance Office | fresnostate.edu/titleix | 559.278.5003

Fresno State Police Department | fresnostate.edu/police | 559.278.8400

Students can access confidential support from two separate resources on campus:

Survivor Advocates | fresnostate.edu/survivoradvocate | 559.278.6796

Counseling Services | studentaffairs.fresnostate.edu/health/counseling | 559.278.2734

If you have concerns and you are unsure who to contact, please visit the Concern & Action Guide.

University Services

The following University services can be found on the web at:

- [Associated Students, Inc.](#)
- [Students with Disabilities](#)
- [Dream Success Center](#)
- [Library](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Academic Success Coaching](#)
- [Survivor Advocacy](#)

- [Writing Center](#)

Subject to Change Statement

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

Course Calendar & Tentative Course Schedule

(May be subject to change)

We ek	Week Of	Topic	In class	TPEs	Assignment
1	8/19/24	Introduction, Syllabus, Introduction to Special Education, EI/ECSE: State and Federal Applicable Laws which provide protection for people with disabilities. READ: • Inclusion Works! (2021) Appendix A: Laws that Apply	About me (5pts) KWL chart What do you know, want to know, learn (5pts)	TPE 1.1 (I)	
2	8/26/24	History of Special Education, Intro to IDEA Understanding of terms: i.e., FAPE, LRE, and review research, indicating the importance of inclusive environments for "ALL" children. Resources: Inclusion Works CDE website SELPA Manual READ: • Cook et al. (2020) Chapter 1: <i>Educating young children with</i>	Discussion: Impact of SPED law and the changing role of the Early Childhood Specialist (5 pts) In class assignment: small group discussion comparing Inclusive Child Care and Quality Child Care	2.1 6.3 6.4 (IP)	

		<i>disabilities: The challenge</i>	Settings. Share results whole class. (5 pts)		
3	9/2/24	DAP: Teaching to Enhance Each Child's Development and Learning/NAEYC View Documentary: Babies How does this documentary affirm the need for EI educators to seek out and gain knowledge and understanding, using three core considerations: children's development and learning, individuality reflecting each child's characteristics and experiences, and the context in which development and learning occur. READ: • DEC Recommended Practices (2016) • NAEYC Standards • Text: Cook et.al Appendix A Chart of Typical Development	In class assignment (10pts) – small group discussion and opinion statement.	1.1 1.2 1.3 2.1 4.1 (IP)	
4	9/9/24	Identifying and Finding Help	In class Assignment: (10 pts)	1.5 2.3 2.7	Case Study Part 1: Step 1 Case Context due (15 pts)

		Panel of Guest Speakers: • Importance of Child Find • Developing a Partnership with Families • Parent Interview Samples: • Issues of confidentiality and privileged information. • Mandated Reporters Intro Case Study Part 1: Step 2 Parent Interview Appendix READ: • Cook et al. (2020) Chapter 2: <i>In partnership with families</i>	Bring sample of parent survey used in your program, if you do not have one bring a sample template from the internet. Class discussion evaluating components of each survey and key information needed to better understand your student.	(IP)	(A)
5	9/16/24	Introduction IDEA disability types (13 categories): Discussion Topic: Should a child with special needs be viewed by an identified disability first or as a child first? Identifying children at risk for developmental delays/disabilities:	In class assignment (10pts) – screening tool samples from current placement. Discuss Pros and Cons and share thoughts.	1.1 1.2 3.1 4.1 4.8 5.1 5.2 5.3 6.2 (IP)	

		General Considerations for Assessment of all Children Developmental Task Analysis Play Based Formal/Informal DRDP HELP Learning Profile READ: • Inclusion Works! (2021) Chapter 2: <i>Including children with disabilities or delays: A rationale</i> • Inclusion Works! (2021) Chapter 5: <i>Identifying concerns and finding help</i> • CA Dyslexia Guidelines Chapter 9 Screening and Assessment for Dyslexia			
6	9/23/24	Documentation of Concerns Understanding the importance of observation: Qualitative and quantitative including artifacts. Portfolio Assessment Photos, Collection of children's work, data collection, anecdotal records, logs Monitoring and Recording progress	In class assignment: Group work identifying examples of a Qualitative Observation vs. Quantitative Observation(10pts)	1.3 1.6 1.7 4.8 5.1 5.2 5.3 5.4 5.7 (IP)	

		essential in meeting individual student needs. Observation READ: • Cook et al. (2020) Chapter 3 – read sections VII (Becoming a skilled observer) and VIII (Recording children's progress) (pp.110-118)			
7	9/30/24	What is the difference between inclusive classrooms and general, quality learning environments? Is there a difference? Resource: NAEYC indicators of Quality programs. NAEYC Class Obs. Tool All Ages: used for accreditations. Inclusive Classroom Profile (ICP) READ: • DEC/NAEYC (2009) Early childhood inclusion: Joint position statement • Inclusion Works! (2021) Chapter 3: <i>Comparing inclusive</i>	In class assignment: Review the NAEYC Accreditation Tips and Tools. Whole class. Complete the Class Portfolio Tool, respond to yes or no in all areas. Be prepared to share with a partner examples of why you rated your program as such in each area.	1.2 1.4 1.7 2.1 2.4 2.6 2.7 3.2 3.6 4.1 (IP)	Case Study Part 1: Step 2: Info gathering due (20 pts) (A)

		<i>Early learning and care settings and quality child care settings</i>	(10 pts)		
8	10/7/24	Examples of Inclusive Childcare Strategies for all children: - Evidence based practices - Content of curriculum must include relevant and meaningful goals - Specific behavioral objectives or benchmarks - Social transactional approach to teaching strategies rooted in the quality of the social interactions READ: - Cook et al. (2020) Chapter 4: <i>Designing Instructional Programs</i> - Inclusion Works! (2021) Chapter 7: <i>Learning from examples of inclusive strategies</i>	In class assignment: Small group discussion – examples from your own settings; how might this inform the lesson plans you develop? Resources to be used: UDL, Preschool Learning Foundations and Curriculum Frameworks, K-3 Student Content Standards and Frameworks, Curriculum (district required)	1.4 1.7 2.1 2.4 3.1 3.2 3.3 3.4 3.6 3.7 4.1 4.7 7.2 7.5 7.9 7.10 8.1 8.3 8.5 (IP)	Case Study Part 1: Step 3: Developmental needs due (20 pts) (A)
9	10/14/24	Considerations for Teaching Children with Specific Needs - Part 1 Common Modifications, Adaptations, and Supports	In-class assignment: (10pts) Hands on Activity Identify different	1.1 2.1 2.4 2.6 2.7 3.4 3.6	

		- Promoting Emotional & Social Development: supporting challenging behaviors EBD READ: - Inclusion Works! (2021) Chapter 4: <i>Creating Inclusive Child Care Settings</i> - Cook et al. (2020) Chapter 5: <i>Considerations for teaching children with specific disabilities</i>	ways in which common classroom materials can be adapted/modified to ensure ALL children have equal access and participation with peers. (Students will be presented with different classroom materials in their groups. Each group is to identify how that classroom material can be adapted or modified based on cases with different needs (e.g., visual, sensory, etc.), such that all students have access to the learning content.)	4.1 4.4 4.3 6.2 7.4 7.7 7.9 8.3 8.5 (IP)	
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10	10/21/24	Considerations for Teaching Children with Specific Needs - Part 2 - Helping children with special needs develop skills in motor & adaptive skills, communication cognition & literacy READ: - Cook et al. (2020) Appendix B: Strategies for helping children with specific disabilities participate in inclusive settings	In-class assignment: (10pts) Hands on Activity Continuation from week 9	1.1 2.1 2.4 2.6 2.7 3.4 3.6 4.1 4.4 4.3 6.2 7.4 7.7 7.9 8.3 8.5 (IP)	
11	10/28/24	Collaboration & Teaming with Professionals (sped teachers, therapists, paraprofessionals) READ: - Inclusion Works! (2021) Chapter 6 Collaborating for inclusion - Cook et al. (2020) Chapter 10: <i>Teaming: collaboration, problem solving, and inclusion support</i> - Cook et al., (2020) Appendix E: <i>Roles & responsibilities of sped staff as related to general education staff in inclusive educational settings</i>	In class assignment: (10pts) Understanding service provider roles & responsibilities (co-teaching, understanding assessment results)	1.3 1.5 2.3 2.7 3.3 5.5 6.1 6.2 6.4 6.5 (IP)	Case Study Part 1: Step 4 due (15 pts) (A)

12	11/4/24	Part 2 Developmental Profile: What's Next: Referral/Transition Plan READ: • Cook et al. (2020) Chapter 3 read Section X Facilitating program transitions (pp.119-121) • DEC 2021 MTSS framework in early childhood OPTIONAL: • CDE (2005) Handbook on transition from ECSE programs • CA Dyslexia Guidelines (review Chapter 9)	In class assignment: Share Plan of action Part 1, Step 4 with peers. Small group activity. Discuss differences within your programs on the steps to referral: ie. SST, RTI, tiered system (10pts) Students with potential cases of dyslexia will be asked to refer to the CA Dyslexia Guidelines (Chp 9) to examine the steps for referral in their different placements.	1.1 2.3 2.7 3.3 5.2 6.5 (IP)	
13	11/11/24	THANKSGIVING BREAK NO CLASS			
14	11/18/24	TBD Continue from week 12 READ: • Cook et al. (2020) Chapter 3 read Section X Facilitating program	In-class assignment: (10pts) Small group: discuss how you would design your	1.5 2.3 2.7 3.3 5.2 (IP)	Case Study Part 1: Step 5 Plan of Action due (30 pts) (A)

		transitions (pp.119-121) Cheatham & Jimenez-Silva (2012) Partnering with Latino families during kindergarten transition	instruction to address the needs of the 2-3 case study students within your group.		
15	11/25/24	Case Study Presentations	In-class assignment: Final preparation (5pts) KWL Review (5pts)	6.1 6.2 6.3 6.5 (IP)	Case Study Part 2: Developmental Profile Report Due: (50 pts) Presentation due (30 pts) (A)
16	12/2/24 (last day of instruction)	Case Study Presentations	Presentation peer feedback (10pts) (P)	6.1 6.2 6.3 6.5 (IP)	Case Study Part 2: Developmental Profile Report Due: (50 pts) Presentation due (30 pts) (A)