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EDSP 391 ESCPED: Learning Theories

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XAVIER UNIVERSITY

College of Professional Sciences
Special Education Program
Office: 513.745.3485

ECSPED: LEARNING THEORIES

CRN 11643 EDSP 391

(3 hours)

Day and Time: 4:30 to 7:00 pm Thursday
Dates: January 08, 2018 – May 04, 2018
Location: Hailstones Hall 3

Instructor: Lynn Niergarth M.Ed.
513.317.1959 cell
513.321.7110 home
Email: niergarthl@xavier.edu
lynn.niergarth@gmail.com

COURSE DESCRIPTION:

Students will investigate and observe learning theory models as a foundation for early childhood intervention—understand development of infants and young children along with the ability to identify specific disabilities and describe implications for development and learning; using instructional practices based on knowledge of the child, family, community, and the curriculum; and support and facilitate family and child interactions as primary context for learning and development. **This course requires field experiences in diverse settings –6 hours.** This course will be a blended class offering including interactive field research and classroom meetings.

REQUIRED TEXT:

- Mooney, C. (2000). *Theories of Childhood: An Introduction to Dewey, Montessori, Erickson, Piaget & Vygotsky*. Redleaf Press.
- Gargiulo, R., & Kilgo, J. (n.d.). *Young Children with Special Needs*. Delmar Publishers.

Class Expectations: Class attendance is required and an essential part of the coursework. Attendance will be taken every class and averaged into your final grade. Unexcused absences will result in the lowering of your grade. Communication is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time by phone or email. If life circumstances interfere with class performance, requirements or attendance, contact me immediately. Individual needs will be addressed. (Please see attendance rubric.)

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Communication: This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time at work or through the Special Education Department. If life circumstances interfere with class performance, requirements or attendance, contact me immediately. Individual needs will be addressed. Communication is necessary and expected.

Assignments, tests and quizzes: Assignments and tests are due on the posted calendar dates or dates adjusted during class time. Unless previously arranged, no late assignments will be accepted. **All work must be typed.** Professional writing is an expectation of the Special Education program. If an assignment has more than four errors in spelling and/or grammar, it will be returned to the student. Course assignments may be changed to meet the needs of the students and/or instructor.

ACADEMIC SUPPORT

Learning Assistance Center

The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and *cura personalis*. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. <http://www.xavier.edu/lac/>

Writing Center

The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

Mathematics Tutoring Lab

The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419. <http://www.xavier.edu/mathematics/Math-Lab.cfm>

UNIVERSITY POLICIES

Academic Honesty Policy

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will

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influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own.

Copyright Policy

Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the [library copyright Web page](#) and download the following for reference purposes: http://www.xavier.edu/library/copyright/copyright_policy_2009.pdf

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Students with Disabilities

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Learning Assistance Center at 513-745-3280 or e-mail jonesc20@xavier.edu to coordinate reasonable accommodations.

Special Education Professional Ethical Principles

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.

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- F. Using evidence, instructional data, research, and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.

Adopted by the CEC Board of Directors, January 2010

Council on Exceptional Children Initial Level Special Educator Preparation Standards

- 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.*
- 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination*
- 3.0 Beginning special education professionals use knowledge of general³ and specialized curricula⁴ to individualize learning for individuals with exceptionalities.*
- 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.*
- 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.*
- 6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.*
- 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.*

NAEYC 2010 Standards for Initial Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

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STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

STANDARD 6. BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) *and* in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Ohio Standards for the Teaching Profession

Standard 1. Students: Teachers understand student learning and development, and respect the diversity of the students they teach.

Standard 2. Content: Teachers know and understand the content area for which they have in

Standard 3. Assessment: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning. instructional responsibility.

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Standard 4. Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.

Standard 5. Learning Environment: Teachers create learning environments that promote high levels of learning and achievement for all students.

Standard 6. Collaboration and Communication: Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.

Standard 7. Professional Responsibility and Growth: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community

Competencies for Montessori Teacher Candidates (MATCE, July, 2013):

I. Knowledge

1a. Montessori Philosophy 1b. Human growth and Development 1c. Subject matter for each Course Level* not to exclude:

- Cosmic education • Peace education • Practical life • The arts
- Fine and gross motor skills 1d. Community resources for learning

II. Pedagogy

Understands: 2a. Correct use of Montessori materials 2b. Scope and sequence of curriculum (spiral curriculum) 2c. The prepared environment 2d. Parent/teacher/ family/community partnership 2e. The purpose and methods of observation 2f. Planning for instruction 2g. Assessment & documentation 2h. Reflective practice 2i. Support and intervention for learning differences 2j. Culturally responsive methods

III. Teaching with Grace and Courtesy

As relates to each level the candidate for certification demonstrates and implements with children/adolescents: 3a. Classroom leadership 3b. Authentic assessment

3c. The Montessori philosophy and methods (materials) 3d. Parent/teacher/ family partnership 3e. Professional responsibilities 3f. Innovation and flexibility

Course Outcomes (core knowledge and skills that students should develop from this course):

In alignment with the Council of Exceptional Children Initial Level Educator Preparation Standards, The Standards for Initial Early Childhood Professional Preparation, and the Ohio Standards for the Teaching Profession, candidates will demonstrate competencies in the following areas:

Effects an exceptional condition(s) can have on an individual's life OSTP 1 CEC 1,2 MACTE 1,2,3 NAEYC 1
Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development OSTP 1,4,5 CEC 3 MACTE 1,2,3 NAEYC 2
Support and facilitate family and child interactions as primary contexts for learning and development OSTP 6 CEC 5 MACTE 1,2,3 NAEYC 2
Recognize signs of child abuse and neglect in young children and follow reporting procedures (EC9S1) OSTP 7 CEC 4,6 MACTE 1,2,3 NAEYC 2
Organizations and publications relevant to the field of early childhood special education) OSTP 7 CEC 6 MACTE 1,2,3 NAEYC 1,2,3,4
Use instructional practices based on knowledge of the child, family, community and the curriculum OSTP 6.7 CEC 5,6 MACTE 1,2,3 NAEYC 1,2,3,4
Variations in beliefs, traditions, and values across and within cultures and their effect on relationships among individuals with exceptional learning needs and their educational opportunities OSTP 1,6 CEC 5,6 MACTE 1,2,3 NAEYC 2,4

Course Learning Outcomes and Educative Assessments

Assessments	OTSP	CEC	MACTE	NAEYC	Percent of Grade
Observation	1,7	1,2,4,6	1,2,3	1,2	10
Disability Project and Handout	1,4,5	3	1,2,3	2	15
Journal Article	7	6	1,2,3	1,2,3,4	10
Community Project	6,	5,6	1,2,3	1,2,3,4	15
IEP/IFSP meeting	1,4,5,6	3,5	1,2,3	2	10
Parent education Handbook	1,6,7	2,5,6	1,2,3	1,2,3,4	10
Class Participation, class reflection, Book discussion/review FBI/BCI					10 6 2 2
Final Exam	1-7	1-6	1-3	1-6	10

COURSE ASSIGNMENTS:

1. OBSERVATIONS – 5 pts each

You will observe 2 of 3 different settings/programs

- a. one birth-2 early intervention center-based or home-based or
- b. one inclusionary 3-5 year old preschool program or
- c. one inclusionary 6-8 year old early childhood setting.

You will submit a written report on each setting observation that evaluates and assesses the curriculum of each program. You must describe each setting, describe early childhood theory models employed, and how parents and/or other family members are involved. Describe one child with an identified disability – what are the outcomes/goals designed for that child and how are they being addressed? (Please see rubric describing specific for observations assignment.) Undergraduate students observe in two settings.

Observation Reflection Rubric – 5 points each x2 = 10 points total

DATA POINTS: 1-7 points = 1.0 8-15 points= 2.0

Assignment Requirements	1 point	0 points
Observation of Environment (max 1 pt)	Student describes the classroom environment objectively, using detailed factual information that describes the setting, layout, and environment. Observation should paint a factual picture for the reader.	Student fails to factually describe the classroom environment, using subjective opinions. Or Student omits description of the environment.
Observation of DAP (max 1 pt.)	Student describes the use of developmentally appropriate practice in the classroom environment. (Ex. Was it developmentally appropriate? Was the environment comfortable for the children?) This observation piece should give insight into the room and activities as they relate to the students' developmental level.	Student fails to describe examples of developmentally appropriate practice in the classroom environment. Or Student does not describe why the setting, or an activity, is an example of DAP.
Observation of Inclusion of children with special needs (max 1 pt.)	Student describes at least one activity in which a child (children) with special needs was included in an activity. Student describes the activity with factual information, including a description of any adaptation or modification implemented for the child(ren).	Student omits the description of inclusion of children with special needs.
Personal Reflection of Observation (max 1 pt.)	After factually describing the classroom, DAP, and an example of inclusion, the student will	Student does not provide a reflective explanation as it relates to the observation experience.

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	<p>subjectively reflect on the observation experience, writing how they felt and what they learned. (ex. How did you feel about the observation? Did you feel that children with special needs were included in the classroom activities? What did you learn? How will this observation effect your personal and professional growth as a teacher?)</p>	
<p>Professionalism in Writing (max 1 pt.)</p>	<p>Student submits a 1-2 page paper, double spaced, 12 point font, using child – first language. Paper is submitted on time with 0-1 grammatical errors.</p>	<p>Student does not follow the writing guidelines, or paper contains 2 or more grammatical errors. Or Student does not use child – first language.</p>

Student name: _____

Observation # _____

Total: _____/5

DISABILITY PRESENTATION AND HANDOUT - 15 pts

Each student will choose and research a disability served in the public school system, i.e. Autism, Down Syndrome, Fragile X, Fetal Alcohol Syndrome, etc. You will gather information on the characteristics and treatment of the disorder. You will present your findings to the class and provide each class member (and the instructor) with a handout. (Please presentation rubric.) Students will develop digital disability presentations. These presentations can be shared among students to develop a person portfolio of information about a variety of disabilities. Students can then keep this digital collection until they have a student they are supporting in the regular classroom. The powerpoints can then be shared as a means of preplanning with the regular classroom teachers within the building for the inclusive student’s educational success.

Disabilities Presentation Rubrics

DATA POINTS: 1-7 points = 1.0 8-15 points= 2.0

	0	1	2	3	Your Score
Attention to Audience	Did not attempt to engage audience	Little attempt to engage audience	Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm	Engaged audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation	
Clarity	No apparent logical order of presentation, unclear focus	Content is loosely connected, transitions lack clarity	Sequence of information is well-organized for the most part, but more clarity with transitions is needed	Development of thesis is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow	
Content	Thesis is unclear and information appears randomly chosen	Thesis is clear, but supporting information is disconnected	Information relates to a clear thesis; many relevant points, but they are somewhat unstructured	Exceptional use of material that clearly relates to a focused thesis; abundance of various supported materials	
Creativity	Delivery is repetitive with little or no variety in presentation techniques	Material presented with little interpretation or originality	Some apparent originality displayed through use of original interpretation of presented materials	Exceptional originality of presented material and interpretation	
Speaking Skills	Monotone; speaker seemed uninterested in material	Little eye contact; fast speaking rate, little expression, mumbling	Clear articulation of ideas, but apparently lacks confidence with material	Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm	

Student name: _____

Total: _____/15

JOURNAL ARTICLE - 10 pts.

Please select a research or journal article describing the application of a theorist or learning theories in the early childhood classroom. This article must be chosen from original scholarly work in professional journals. The article must represent a research study. Write a 1-2 page paper summarizing the information in the article based upon the format provided. Please present your summary and reflections to the class. Please include a copy of the article with your paper to be turned in to the instructor. (Please reference the article format provided for more specific support.)

Journal Article Review Rubric – 10 points

DATA POINTS: 1-2 points= .5 3-4 points= 1.0 5-7 points= 1.5 8-10 points = 2.0

Assignment Requirements:	3 points	2 – 1 points	0 points
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Review of Article (max 3 pts.)	The student factually and completely reviews the article, highlighting the main topics and ideas, giving a clear overview of the article.	The student reviews the article, but leaves out key ideas or concepts.	The student fails to review the complete article and define main ideas (or) provides incorrect information.
Personal Reflection (max 3 pts.)	The student defines the relevance this article has to teaching children with special needs (and) defines the personal impact this article has for student's own professional growth.	The student defines the relevance this article has to teaching children with special needs (or) defines the personal impact this article has for student's own professional growth.	The student fails to provide their own reaction / reflection to the article and the relevance the article has to teaching children with special needs.

Assignment Requirements:	2 points	1 point	0 points
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Professionalism in Writing (max 2 pts)	The article review and reflection should meet all of the following requirements: <ul style="list-style-type: none"> ▪ 1 -2 pages ▪ Double spaced ▪ 0-2 grammatical errors ▪ Children – First Language ▪ Complete and On-Time 	The article review and reflection meet all but one of the following requirements: <ul style="list-style-type: none"> ▪ 1 -2 pages ▪ Double spaced ▪ Children – First Language ▪ Complete and On-Time Or Contains 2-4 grammatical errors.	The article review and reflection fail to meet more than one of the following requirements: <ul style="list-style-type: none"> ▪ 1 -2 pages ▪ Double spaced ▪ Children – First Language ▪ Complete and On-Time Or Contains 5 or more grammatical errors.
Presentation (max 2 pts)	Student presents their article to fellow classmates. The oral	Student fails to do one of the following:	Student fails to do two or more of the following:

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	<p>presentation should be a review of their article and their personal reflection. Along with the presentation, student presents a ½ - 1 page written article information sheet with the article title, author, source, and highlighted information. This article information sheet should be presented to each classmate at the time of the presentation.</p>	<ul style="list-style-type: none"> ▪ Present their article and personal reflection to the class. ▪ Give each class member a ½ - 1 page written article information sheet with the article title, author, source, and highlighted information. ▪ Present article on time. 	<ul style="list-style-type: none"> ▪ Present their article and personal reflection to the class. ▪ Give each class member a ½ - 1 page written article information sheet with the article title, author, source, and highlighted information. ▪ Present article on time.
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Student Name: _____

Total: _____ / 10

COMMUNITY PROJECT – 15 points

You will develop an individualized project in which you can develop your skills and further examine one aspect of Early Childhood Services you would like to improve or gain more skills. You are encouraged to contact, visit and collect information from different community resources/agencies that serve families with young children with disabilities. This is your project --make it useful to you. An example of something you might be interested in is learning more about may be strategies to support children with Autism. You may attend some training offered by the Autism Society of Cincinnati and observe a teacher implementing those strategies. Think about what you know about best practices. Address what you have learned with respect to the theorist you most closely believe in. Bring information about the resource/agency (i.e., booklets, flyers, pamphlets, etc.) to share with everyone in the class.

You will submit a written report about your visit. Include name of agency and contact person (include contact person's position/title). Tell what you learned and your reaction to this experience - not to exceed three typed pages for your report. You need to have the agency sign your time sheet for your portfolio file. (Please see rubric.)

Community Report

DATA POINTS: 1-7 points = 1.0 8-15 points= 2.0

	0	1 pts. each	2 pts. each	3 pts. each	Your Score
Understanding of Material	Apparent misunderstanding of how this agency offers community support	Limited understanding of how this agency offers community support displayed by vague, unclear language	Developing understanding of how this agency offers community support	Clear understanding of how this project offers community support displayed by clear, concrete language and complex ideas	
Focus	Essay addresses topic but loses focus by including irrelevant ideas	Essay is focused on topic and includes few loosely related ideas	Essay is focused on the topic and includes relevant ideas	The essay is focused, purposeful, and reflects clear insight and ideas	
Mechanics	Frequent errors in spelling, grammar, and punctuation	Errors in grammar and punctuation, but spelling has been proofread	Occasional grammatical errors and questionable word choice	Nearly error-free which reflects clear understanding and thorough proofreading	
Support	Few to no solid supporting ideas or evidence for the essay content	Some supporting ideas and/or evidence for the essay content	Support lacks specificity and is loosely developed	Specific, developed details and superior support and evidence in the essay content	
Intellectual contribution	Has little or no grasp of context. Sees task as isolated with no connection to past or future ideas.	Aware of overall context, but makes no connections on own. Can recite connections of others but rarely can support them.	Usually understands overall context of task and asks questions about context. Makes connections on own and "gets" those others make.	Understands overall context of the task. Contributes ideas and proposals. Extends connections to ideas discussed in course.	

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Student name: _____ Total: _____/15

IEP/IFSP MEETING – 10 points

You are required to observe one I.E.P. meeting and one I.F.S.P. meeting. A written report describing the experience is required of each. This will include the where, what and how of the meeting itself and an interview with the teacher or person leading the meeting. Who are the people at the meeting and what role do they play and/or service do they provide? Include your reaction to your observation. *Have your time sheet signed for your portfolio file.* (Please see rubric defining exact details.)

DATA POINTS: 1-2 points= .5 3-4 points= 1.0 5-7 points= 1.5 8-10 points = 2.0		
Criteria:	Professional Quality 1 points (one per meeting report)	Unprofessional Quality (0 point)
Facts about meeting	Clear, concise detailed information on students and situation	Information presented lacking details and clarity
Interview with teacher	Clear, concise detailed information about the AT in use	Incomplete, minimal details
Who attended the meeting and what is their role/service?	Clear, detailed strategies for use of AT	Incomplete, unclear
Personal Reflection	Clear, detailed instructions for implementation in the class room	Incomplete, unclear
Time sheet filled out for meeting	Time sheet filled out	Incomplete timesheet

Circle one:

IEP meeting

IFSP meeting

Student name: _____ Total: _____/5

DATA POINTS: 1-2 points= .5 3-4 points= 1.0 5-7 points= 1.5 8-10 points = 2.0		
Criteria:	Professional Quality 1 points (one per meeting report)	Unprofessional Quality (0 point)
Facts about meeting	Clear, concise detailed information on students and situation	Information presented lacking details and clarity
Interview with teacher	Clear, concise detailed information about the AT in use	Incomplete, minimal details
Who attended the meeting and what is their role/service?	Clear, detailed strategies for use of AT	Incomplete, unclear
Personal Reflection	Clear, detailed instructions for implementation in the class room	Incomplete, unclear
Time sheet filled out for meeting	Time sheet filled out	Incomplete timesheet

Circle one:

IEP meeting

IFSP meeting

Student name: _____ Total: _____/5

PARENT EDUCATION HANDBOOK - 10 points

Please develop a section on learning of young children for your handbook. Please include the importance of the learning environment (discussing what is learned in each area: math games, writing development, literacy, science areas, etc.). Include a sample of a parent newsletter. Include how you will address parent education. Discuss how you will include parents in the classroom and how you will get parents to become actively involved with their child's education. Please remember to be sensitive to parents needs - consider working parents, guardians, and grandparents as caregivers. (Please see rubrics.)

This should be an interactive parent handbook that could be shared with students' parents to demonstrate best practice in Early Childhood Special Education. Students will develop power point presentations with video clips embedded within to demonstrate teaching strategies, what children learn in each center, and ways can become active members in their child's education. This would become a teaching tool that would be a useful for years with minor adjustments made to accommodate new theories and techniques.

Parent Handbook

DATA POINTS: 1-5 points = 1.0 6-10 points= 2.0

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	0 points	½ point	1 point	2 points	Your Score
Supplementary features (e.g. graphs, letters, support materials etc.)	No supplementary features are included.	A few supplementary features are included. (3)	Many supplementary features are included. (5)	Many outstanding supplementary features are included. (7)	
Mechanics	Text contains many spelling/grammar errors. Sentences seem disconnected, and there is carelessness throughout.	Text contains some spelling/grammar errors. Little logical structure or flow to sentences. Evidence of carelessness in writing.	Grammar and spelling are nearly flawless. Logical sequence apparent. Some wording is careless. Inconsistent in style.	Grammar and spelling are flawless and the flow provides a logical pathway of ideas. Consistent and engaging style throughout.	
Understanding of Material	Apparent misunderstanding of material	Limited understanding of material displayed by vague, unclear language	Developing understanding of material	Clear understanding of material displayed by clear, concrete language and complex ideas	
Clarity	No apparent logical order of presentation, unclear focus	Content is loosely connected, transitions lack clarity	Sequence of information is well-organized for the most part; more clarity with transitions is needed	Development of thesis is clear through use of specific and appropriate examples, transitions are clear and create a succinct and even flow	

Student name: _____ Total: _____/10

CLASS PARTICIPATION, ATTENDANCE PLUS REFLECTION/REVIEW

Attendance/Participation 10 points, class reflection 6 points

It is expected that all students will read all assigned materials and professionally contribute/participate in class discussions. **The instructor will not lecture from the assigned readings.** The purpose of these readings is to assist the students in their process of becoming an intervention specialist to discuss professionally the issues and areas of curriculum development and instructional planning/implementation involved with general and special education. Class attendance is required and an essential part of the course. Failing to attend, to be tardy, to leave early and/or not participate in class discussions will affect your grade.

Attendance, Participation and Book Review

DATA POINTS: 1-5 points= .5 6-10 points= 1.0 11-15 points= 1.5 16-20 points = 2.0

	Unprofessional Quality <i>0 Points</i>	Needs Improvement <i>3 Points</i>	Acceptable Quality <i>6 Points</i>	Professional + Reflection Quality <i>12 Points + 6 points</i>	Score
Absent more than two times results in withdrawal from class.	Absent 1-2 times &/or 3 tardies (10 minutes); &/or other behaviors such as sleeping and/or inattentive in class; obvious lack of participation in group activities.	One absence; two tardies (10 minutes); &/or frequently disengaged in group discussions, rarely asks questions or volunteers information	One absence; one tardy (10 minutes); and Mostly attentive with some hesitation, occasionally asks questions or volunteers information	No absence; is attentive and participatory in group discussions, frequently asks questions or volunteers information	Reflective paragraph written at end of each class (1/2 pt/class)

BOOK REFLECTION/WRITTEN ASSIGNMENT – 2 points

Read the book Wonder by R. J. Palacio. Participate in class discussion particularly the role of educators. Submit a 1-2 page reflection of the book.

Book Review/Reflection (1-2 pages)

Assignment Requirements	2 points	1 point	0 points
Review of Article	The student factually and completely reviews the article, highlighting the main topics and ideas, giving a clear overview of the article.	The student reviews the article, but leaves out key ideas or concepts	The student fails to review the complete article and define main ideas (or) provides incorrect information.
Personal Reflection	The student defines the relevance this article has to teaching children with special needs (and) defines the personal impact this article has for student's own professional growth.	The student defines the relevance this article has to teaching children with special needs (or) defines the personal impact this article has for student's own professional growth	The student fails to provide their own reaction / reflection to the article and the relevance the article has to teaching children with special needs.

Student name: _____ Score _____/20

FINAL EXAM – 10 points

This exam will include all material covered by readings and class discussions.

EVALUATION SUMMARY (UNDERGRADUATE):

Observations	10 points
Journal Article.....	10 points
Disability Presentation and Handout	15 points
Community Resource/Agency	15 points
IEP/IFSP Meetings	10 points
Parent Education Handbook	10 points
Class Participation	10 points
Weekly reflection.....	6 points
Book reflection/review.....	2 points
BCI/FBI valid for spring semester.....	2 points
Final Exam	10 points
	TOTAL 100 points

Grade Scale:	Points	Under graduate		
	100 - 93	=	A	
	92 - 90	=	A-	
	89 - 87	=	B+	
	86 - 84	=	B	
	83 - 81	=	B-	
	80 - 78	=	C+	
	77 - 75	=	C	
	74 - 72	=	C-	
	71 - 69	=	D	
	Below	=	F	

CALENDAR OUTLINE		
WEEK	TOPICS	READINGS/ASSIGNMENTS
1/11/18	Introduction/ Syllabus, Rationale for Early Childhood Special Education	
1/18/18	Early Theorists/Key Contributors	Gargiulo/Kilgo – Ch. 1 Choose disability BCI/FBI DUE
1/25/18	Later Theorists	Mooney – Dewey, Montessori, Erikson
2/1/18	Later Theorists	Mooney – Piaget & Vygotsky
2/8/18	Journal Articles/Presentations	Journal Articles Due
2/15/18	No class...	Wonder Paper Due by 9:30 pm Please send to my XU email (Norwood P/T conferences)
2/22/18	IDEA – and other important laws Discussion Wonder	Gargiulo/Kilgo – Ch. 2
3/1/18	Established, Biological, Environmental Risk	Disability Presentation
3/8/18	Spring Break – No Class	
3/15/18	Family involvement Community Agency Reports DAP	Gargiulo/Kilgo Ch. 3 Gargiulo/Kilgo – p. 194- 207, Ch. 8 Community Reports Due
3/22/18	Learning Environments	Gargiulo/Kilgo Chapter 9 Parent Ed. Handbook due*
3/29/18	NO CLASS – ASSIGNMENT Holy Thursday	NO CLASS
4/5/18	Implementing Inclusive Early Childhood Programs/ Teams	Gargiulo/Kilgo – Ch. 6
4/12/18* *	Discuss Classroom Strategies Diversity/Contemporary Issue (Norwood parent night?)	Observations Reports Due
4/19/18	Early Childhood Mental Health IEP/IFSP meeting summaries	Gargiulo/Kilgo – Ch. 10 IEP/IFSP Mtg. Summaries Due
4/26/18	Transitions	

EDSP 391 Learning Theories

5/3/18	Final Exam	Have a great break!
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Syllabus subject to change at instructor's discretion.