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2020

EDS 705-710 Early Childhood-Childhood Practicum Syllabus

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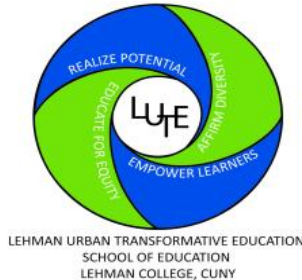
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**Department of Counseling, Leadership, Literacy, and Special Education
School of Education
LEHMAN COLLEGE
City University of New York**

**The School of Education prepares competent, ethical, and reflective
professionals for service in diverse communities.**



Semester: Fall 2020

Course number and title:

**EDS 705 Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children
EDS 710 Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students**

Course day, time, and location:

Tuesdays (synchronous online): 4:00-5:40 p.m.

Instructor: Harriet Fayne, Ph.D.

Instructor Contact Information and Office Hours
Harriet Fayne
Virtual Office hours: Tuesdays 1:30-3:30pm via Zoom

Resources:

Computer Center Helpdesk: 718-960-1111
Disability Services: 718-960- 8441
Instructional Support Services: 718-960-8175
Counseling Center Services: 718-960-8761

1. Course descriptions:

EDS 705: Focusing on the selection, adaptation, design, modification, and evaluation of curriculum and instruction for culturally and linguistically diverse young children with special needs. The development of appropriate IFSP and IEP goals, instructional objectives, and lesson plans in relation to the child's levels of functioning and cultural and linguistic background. Also addressing the selection of instructional materials and technologies; individualization and group service delivery; collaborative teaching; training of parents as reinforcers of acquired skills; adaptive and social skill acquisition; and the evaluation of students and programs. Course requires submission of a videotaped lesson for evaluation. (45 hours Supervised Practicum Pre-K- Grade 2)

EDS 710:

Selection, adaptation, design, modification, and evaluation of curriculum and instruction for culturally and linguistically diverse childhood students with disabilities in inclusive settings. The development of I.E.P. goals, instructional objectives, and lesson plans in relation to the child's level of functioning and cultural and linguistic background; selection of appropriate instructional materials and technologies; whole class, small group, and individualized teaching; collaborative teaching; parent training; adaptive and social skills acquisition; and the evaluation of students and programs will be addressed. Course requires submission of a videotaped lesson for evaluation. (45 hours Supervised Practicum Teaching: Grades 1-6)

There is no required text. Access to all required readings and non-print resources is provided on the Blackboard course site.

2A. Number of credits: 3 **2B. Number of contact hrs./ weekly: 1hr., 40 mins. synchronous**

3. Prerequisites: Permission of Instructor

4. Co-requisites: Waived for this section

5. Place of course in curriculum

Required X
Elective

6. Lehman Urban Teacher Education (LUTE) conceptual framework themes addressed in this course:

- Theme I: Empower Our Community of Educators and Learners.
- Theme II: Educate and Advocate for Social Action and Equity.
- Theme III: Develop Human Competencies.
- Theme IV: Affirm Our Diverse Ethnic and Cultural Contexts.

LUTE Framework: <http://www.lehman.cuny.edu/academics/education/introduction.php>

7. Alignment with National and State Standards

Course Strands	Council for the Accreditation of Educator Preparation (CAEP) Standards	Council for Exceptional Children (CEC) Standards	New York State Teaching Standards
Strand 1: Pedagogical Skills	Standard 4 (Element 1) Impact on Student Learning	Standard 5: Instructional Planning and Strategies Standard 7: Collaboration	Standard 3: Instructional Practice Standard 6 (Element 6.3) Communication with Parents/Guardians/Caregivers
Strand 2: Pedagogical Content Knowledge	Standard 1 (Element 1) Alignment with INTASC Standards	Standard 3: Curricular Content Knowledge	Standard 2: Knowledge of Content and Instructional Planning
Strand 3: Professional Knowledge, Skills, Dispositions	Standard 1 (Element 3) Alignment with Specialty Professional Organization Standards	Standard 6: Professional Learning and Ethical Practice	Standard 7 (Element 4): Utilization of Professional Resources to Stay Current

8. Instructional methods implemented in the course

- Lecture
- Guided Discussion
- Collaborative Learning
- Experiential Learning
- Self-Directed, Computer-Based Instruction

9. Supplemental learning options: Students can elect to participate in an Open Pedagogy Project and assist in building Open Educational Resources for special education courses

10. Students outcomes expected upon successfully completing the course (*alignment with LUTE themes*) Upon completion of the course, the candidate will be able to:

- **Demonstrate professional dispositions (Theme I)**

You will be developing and/or strengthening particular habits considered to have a positive influence on your teaching and your identity as a professional. Participation includes productive, supportive, and professional participation during large and small group discussions and tasks. Punctual attendance in synchronous sessions and timeliness with both synchronous and asynchronous requirements are very important to the successful functioning of the class and to the fair assessment of your work and growth over time. Please note that you will lose one point for each unexcused absence and late submission of the blog entry (10 points).

- **Identify and employ strategies that leverage student strengths and that foster meaningful parent/guardian engagement (Theme II)**

You will be working with one focus child across the semester. The child you select will have learning challenges and should have an identified disability or be performing at below age or grade expectancy in oral language, reading and/or spelling. You will conduct baseline informal literacy assessments in order to determine how to plan out a semester-long intervention and use curriculum-based assessments throughout the sessions in order to gauge progress. You will keep a teaching log (20 points) that describes your lessons, evidence of progress, and adjustments made based on formative data. In addition, you will be communicating with the parent/guardian about your student's progress during tutoring sessions as well as providing mathematics activities (accessed online) that can be used at home (10 points). A final presentation of your work will include a formal lesson plan, a videotaped teaching episode, and commentary that provides your peers with a thorough understanding of your field work across the semester (20 points).

- **Build capacity as a self-directed learner (Theme III)**

Good early childhood and elementary teachers have strong mathematical content knowledge. You will enroll in self-directed EdReady or Khan Academy mathematics lessons. You will have the opportunity to review and “master” mathematics content you can expect to see on the NYS Content Specialty Test- Multiple Subjects- Math Section (10 points).

Understanding the structure of language helps teachers to guide beginning and struggling readers as they work to decipher the code. English orthography is rule governed; there are predictable letter/sound patterns as well as technical vocabulary that teachers should master in order to be effective literacy instructors. You will work independently through the RISE Reading Workshop module and develop academic language that you will find useful on the NYS Content Specialty Test- Multiple Subjects- English/Language Arts Section (10 points).

- **Understand, apply, and evaluate strategies that incorporate culturally responsive practices and give students opportunities for deeper learning (Theme IV)**

Deeper Learning refers to the acquisition of 21st Century skills (Think critically and solve complex problems; Work collaboratively; Communicate effectively; Learn how to learn; Reason abstractly; Construct viable arguments and critique the reasoning of others; Apply discrete knowledge and skills to real-world situations; Construct, use, or analyze models). You will have the opportunity to navigate through a module on academic mindset

(perseverance and persistence when academic work is challenging) prepared by teacher educators from across the country. This module will ask you to reflect on your own academic experiences and to think carefully and critically about how to build in productive struggle into curriculum and instruction at all levels and for all students (10 points).

11. Multiple methods of assessment

- Teaching Journal (specification grading*)
- Lesson Presentation with Video Component (edTPA Rubrics 2 and 8) **
- Participation: Synchronous Online Discussion and Blog Posting (specification grading*)
- Online Modules (scores/ratings on mastery tests and/or completion of performance tasks)
- Parent Outreach Packet (Achieve Open Educational Resources Rubric #7) **

*Specification Grading (Requirements Met/Not Met)

** Rubrics included at the end of the syllabus

12. Key Assignments

Strand One: Pedagogical Skills

Teaching Journal

You will be expected to keep a journal that documents all of your field work sessions. You will be graded on **10** entries. In each entry, you should include objectives for the session, a description of activities, results of progress monitoring, commentary on whether or not objectives were met, and next steps. Your journal entries will be posted on Blackboard.

Lesson Presentation with Exhibits

At the end of the semester, you will present an overview of what you have accomplished this semester in your field work. Included in this presentation will be a **brief video clip (5 minutes)** taken from a longer videotaped lesson, **one** lesson plan (using lesson plan template provided), and at least **one** work sample (e.g., written response to a prompt; reading record). You will provide commentary that contextualizes the lesson plan, video and work sample(s). Your peers will have the opportunity to give you feedback.

Parent Outreach Packet

You will create or locate **two** activities that parents can use with their children to bolster interest and/or skills in mathematics. At least one of these activities (with appropriate attributions or web links as well as a brief description of how you plan to introduce them to parents) will be posted on a Blackboard blog that will be shared with all of your classmates. If you choose to do so, you can contribute to an Open Educational Resource (OER) learning object representing all of the parent resources created or identified by our class that will be made available to other Lehman pre-service candidates and published under a Creative Commons license.

Strand Two: Pedagogical Content Knowledge

Mathematics Mastery Module (EdReady <https://www.nroc.org/edready>; Khan Academy <https://www.khanacademy.org/>)

You will use either EdReady or Khan Academy web-based instruction to focus on at least one of the CST Mathematics competency areas. As a way to establish a baseline, you will take a brief practice test from the NYSED web site (as well as embedded assessments in your online module). In order to earn up to 10 points toward your final grade, you will complete an Exit Ticket that asks you to provide a description of the activities you selected, your performance, and a plan of action for continuous improvement. You should expect to spend at least six hours sharpening your mathematics content knowledge.

RISE Reading Workshop (<https://www.youtube.com/watch?v=85p21u2QggM>)

The RISE workshop takes you through the basics of phonics. It is not so much about teaching methods as it is about the conceptual knowledge you need to understand systematic, intensive phonics instruction. There is a posttest at the end of the workshop that you are required to take in order to earn the 10 points assigned to this module. Since it is challenging, I have set the mastery criterion at 70%. As long as you earn a score of 50% or higher, you will receive all 10 points assigned to the module.

Strand Three: Professional Knowledge, Skills, Dispositions

Deeper Learning Module (pilot edition): *"Supporting Students' Mindset Development as They Navigate Challenges"*

This module (prepared by Stanford Center for Assessment, Learning and Equity with input from teacher educators from across the country) focuses on academic mindset and is housed on the Canvas for Teachers Learning Management System (free version of Canvas). As part of the module, you will address the following driving question: How can you support young children in building their academic mindset during challenging deeper learning activities that require persistence and perseverance? You will participate in reflection, case study analysis, and application exercises. Completion of all embedded assessments as well as an end-of-module survey will allow you to earn all 10 points.

13. Grading Policies:

- Exemplary (A range)
- Satisfactory (B range)
- Developing (C range)
- Unsatisfactory (D/F range)

Candidate performance incorporates documentation of evidence as directed by the learning outcomes and compared to standards through the following items. Scoring rules, rubrics, and grading checklists are provided on the Bb site.

1. Professionalism: Includes attendance and participation in synchronous Zoom class meetings; contributions to class blog (10 points)
2. Field Work Tutoring Journal Documentation 45 hours of participation (20 points)
3. Teaching Presentation: Lesson Plan, Videotaped Excerpt, Work Samples, Commentary (20 points)
4. Parent Outreach Activity Packet (10 points)
5. Deeper Learning Module (10 points)
6. Math Computer-Based Instruction (10 points)
7. Rise Workshop (10 points)

Total possible points = 100

A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C	70-79
D	60-69
F	Below 60

14. Academic and plagiarism policy

Academic dishonesty is prohibited in the City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. Refer to Student Handbook for details (www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf).

15. Attendance Policy

Punctual attendance and participation in class is required, as it is vital to achieving the goals of this course. Points will be deducted for absences and lateness. In the event that an unavoidable absence occurs, you must inform me in advance. You are responsible for making up and obtaining missed assignments, class work, handouts, and lecture notes. You must also submit all assignments via the Blackboard course site by the due date. Please note that your final grade will reflect your attendance and the quality of your participation.

16. Class Norms*

- Group discussion -- guidelines include: a) the quantity of a student's contributions is neither significantly more or less than that of other students, b) discussions and contributions are almost always on topic, and do not deviate from assignment. c) comments frequently engage other participants or support the engagement of other students in a consistently positive manner.
- Active and engaged listening –demonstrated by: a) providing previously provided information to colleagues when asked, b) avoiding redundancy when making comments to the class, c) consistently following directions, and d) incorporating others' responses and comments in contributions to class discussions.
- Openness –demonstrated by: a) consistent recognition and consideration of alternative perspectives, b) consistent reaction to alternative ideas in a thoughtful manner, c) a positive response to criticism, and d) a demonstrated ability to reflect on oneself as a developing special educator.

*Specifications for Professionalism (10 points)

17. Required Fieldwork (45 hours)

Suggested methods of assessing student progress

- Diagnostic Tests (Informal and Formal)
- Analysis of Work Samples (Rubrics)
- Curriculum-Based Assessment (Formative and Summative)
- Interviews and Surveys

18. Additional Resources

Bos, C., Vaughn, S. (2014). *Strategies for teaching students with learning and behavior problems*. Princeton, NJ: Merrill Publishing.

Coursera.com - *Learning how to learn: Powerful mental tools to help you master tough subjects*. Coursera <https://www.coursera.org>

Epstein, A., (2014). *The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning* Ypsilanti, MI: National Association for the Education of Young Children and High Scope Press.

Friend, M. (2019). Co-Teach! Building and sustaining effective classroom partnerships in inclusive schools. Available at <https://www.nprinc.com/co-teach/>

McCarley, S., Wunderlich, K., Bauer, A. (2014). *The pre-referral intervention manual*. Columbia, MO: Hawthorne Educational Services.

McClesky, J., Maheady, L., Billingsley, B., Brownell, M. and Lewis, T. (2018). *High leverage practices for inclusive classrooms*. New York, NY: Routledge.

Thousand, J.S., Villa, R.A., and Nevin, A.I. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.

Recommended Websites:

CAST: Universal Design for Learning <http://www.cast.org/index.html>

Colorin Colorado (Bilingual Site for Teachers and Families) <https://www.colorincolorado.org/>

The IRIS Center <http://iris.peabody.vanderbilt.edu/index.html>

LD Online <http://www.ldonline.org/index.php>

New York City Department of Education (Department of Special Education) <https://www.schools.nyc.gov/learning/special-education/preschool-to-age-21/special-education-in-nyc>

New York State Department of Education (Teacher Certification Tests) https://www.nystce.nesinc.com/PageView.aspx?f=GEN_Tests.html

New York State Department of Education (Division of Special Education) <http://www.nysed.gov/content/office-special-education>

USDOE Office of Special Education Programs <https://osepideasthatwork.org/federal-resources-stakeholders/tool-kits>

Reading Rockets <https://www.readingrockets.org/>

19. Course Calendar (Refer to Blackboard course site for complete description of activities, requirements and due dates)

Module(s)	Week(s)	Class Sessions (via Zoom)	Due Dates
Getting Started Field Work	8/31-9/6 9/7-9/13	Course Overview	Annotated Syllabus 9/7 Identification of Focus Child; Signed Permission, Schedule/Format for Tutoring Sessions 9/7
Field Work RISE Reading Workshop	9/14- 9/20 9/ 21-9/27 9/28-10/4	Getting to Know Your Focus Learner: Ice Breakers, Baseline Assessment, Parent/Guardian Input No Class on 9/29	Journal Entry 1 9/14 Journal Entry 2 9/21 RISE Reading Workshop Posttest Completed Online by 10/4 (11:59 p.m.)
Field Work Math Mastery	10/5-10/11 10/12-10/18 10/19-10/25	Settling into a Routine: Progress Monitoring Math Mastery: Self-Assessment and Computer-Based Instruction (Minimum of 6 hours)	Journal Entry 3 10/5 Journal Entry 4 10/12 Exit Ticket- Math Mastery Completed Online by 10/25 (11:59 p.m.)
Field Work Parent Outreach	10/26-11/1 11/2- 11/8 11/9-11/15	Providing Feedback to Parent/Guardian Developing “At Home” Math Activities	Journal Entry 5 10/26 Journal Entry 6 11/2 Blog Post (Description of one activity with link if applicable) Completed by 11/15 (11:59 p.m.)
Field Work Deeper Learning	11/16-11/22 11/23- 11/29 11/30- 12/6	Preparing for Videotaped Teaching Episode Deeper Learning Module	Journal Entry 7 11/16 Journal Entry 8 11/23 Deeper Learning Module Completed Online by 12/6 (11:59 p.m.)

Closure		Teaching Presentations (Scheduled 12/1, 12/8, 12/15 Parent Math Packets)	Journal Entry 9 11/30 Journal Entry 10 12/7 Parent Packet Uploaded by 12/13 at 11:59 p.m. Teaching Presentation Uploaded by 12/15 (before 4:00 p.m.)
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20. Rubrics

Parent Outreach Packet

Rubric Adapted from ACHIEVE Rubric VI: Quality of Instructional and Practice Exercises

<https://www.achieve.org/publications/achieve-oer-rubrics>

This rubric is applied to exercises designed to provide an opportunity to practice and strengthen specific skills and knowledge. The purpose of these exercises is to deepen understanding of subject matter and to routinize foundational skills and procedures. The two practice exercises prepared for the parent outreach packet are treated as a single object, with the rubric applied to both.

Scoring Guide:

3: Exemplary

- A) The object offers more opportunities than needed for the focus student to **master** the targeted skills
- B) The exercises are clearly written and supported by accurate answer keys or scoring guidelines as applicable.
- C) The exercises are highly motivating for both the adult and the child.

2: Acceptable

- A) The object offers sufficient opportunities for the focus student to **feel comfortable** with the targeted skills
- B) The exercises are clearly written and supported by accurate answer keys or scoring guidelines as applicable.

1: Marginal

- A) The object offers enough opportunities for the focus student to gain a **superficial grasp** of targeted skills
- B) The directions are not clearly written and may not have easy-to-follow answer keys or scoring guidelines as applicable.

0: Unacceptable

- A) The object offers **only one** opportunity for the focus student to practice targeted skills
- B) The directions are worded poorly and the answer key and/or scoring guide contains errors

Lesson Presentation with Video Component

The lesson presentation will be evaluated using Planning Rubric 2 and Instruction Rubric 8 from the *edTPA Special Education Handbook*. Note: These rubrics represent only a subset of the evaluation rubrics used to assess candidate performance on the edTPA. The lesson presentation with video component is intended to be an introduction to formal performance assessment of teaching effectiveness. Work reviewed in this course cannot be submitted as part of the edTPA portfolio completed during student teaching.

Rubric 2: Planning Challenge and Support for the Focus Learner

Level 1	Level 2	Level 3	Level 4	Level 5
<p>There is no evidence of planned supports for the learning goal</p> <p>OR</p> <p>There is a severe mismatch between the focus learner's chronological age or developmental level and the ways in which the candidate plans to use instructional strategies, planned supports, or materials for the learning goal.</p> <p>OR</p> <p>Learning tasks and planned support strategies do NOT align to lesson objectives and/or do NOT reflect required modifications and accommodations from the IEP for the learning goal.</p>	<p>Learning tasks and planned support strategies generally reflect the focus learner's prior learning and experience, and/or superficially address the focus learner's strengths and needs.</p>	<p>Learning tasks and planned support strategies provide appropriate levels of support, reflecting the focus learner's strengths and/or needs.</p>	<p>Learning tasks and planned support strategies provide appropriate levels of support and challenge reflecting the focus learner's strengths, needs, AND interests.</p>	<p>Level 4 plus: Plans call for engaging the focus learner in self-managing planned supports.</p>

Rubric 8: Deepening Learning

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate provides the focus learner with few opportunities to respond related to the learning goal.</p> <p>OR</p> <p>Materials or candidate responses include significant inaccuracies that are not corrected and that will lead to focus learner misunderstandings or misdirected performance for the learning goal.</p>	<p>Candidate primarily uses superficial prompts to provide the focus learner opportunities to respond related to the learning goal.</p> <p>Candidate evaluates the focus learner's responses only as correct or incorrect.</p>	<p>Candidate uses prompts that provide the focus learner opportunities to respond related to the learning goal.</p> <p>Candidate provides the focus learner with accurate, specific feedback (verbal or nonverbal) AND opportunity to apply feedback to subsequent responses.</p>	<p>Candidate allows the focus learner to initiate responses to apply new learning related to the learning goal.</p> <p>Candidate provides the focus learner with accurate, specific feedback (verbal or nonverbal) AND opportunity to apply feedback to subsequent responses.</p>	<p>Level 4 plus: Candidate moves the focus learner toward developmentally appropriate self-evaluation or self-correction to improve subsequent responses related to the learning goal.</p>

