OFFICIAL SYLLABUS

DISCIPLINE : EDEC
COURSE : 425

A. Catalog Entry

EDEC 425 : Assessment-Based Instruction and Adaptations for Young Children (PreK-3rd Grade)

Abbreviation: (ASSMNT-BASED ADPT YNG CHL PK-3)

Three (3) hours lecture

Prerequisite: IDEC major; successful completion of EDEC 322 & 323, EDSP 360 or 361; 2.5 GPA; co-requisite: EDEC 430, or permission of instructor

Course Description:
Designed to provide pedagogical concepts and skills for pre-service teachers working with preschool through primary grade children in inclusive classrooms. Informal assessment strategies are applied to individualize instruction and adapt curriculum. The central concepts and tools of inquiry in the social studies/sciences are used to develop integrated curriculum and learning experiences that enhance children’s development. Applied use of technology and media will be integrated throughout the course.

B. Detailed Description of Content of Course

I. Teaching based on child development and learning theory
   A. Influence of developmental abilities upon learning and children’s readiness for conceptual understanding
      1. Assessing children’s readiness
      2. Piagetian stages of cognitive understanding
      3. Vygotsky’s social learning and zone of proximal development
   B. Identifying cultural influences and contexts within and without the classroom

II. Authentic assessment of children’s learning
   A. Observations
   B. Anecdotal records
   C. Checklists
   D. Portfolios
   E. Rubrics
   F. Assessment tasks
   G. Other
   H. Using assessment to guide instruction

II. Developing curriculum
   A. Published curriculum
   B. National, state, and local standards
      1. Professional organizations and national standards (NCSS, ACEI, NAEYC,
DEC)
  2. Virginia’s Standards of Learning and subject matter understanding
  3. School district or program curriculum
C. Taxonomies
  1. Cognitive—Bloom
  2. Affective—Krathwohl & Bloom
  3. Psychomotor—Harlow
D. Bruner’s spiral of curriculum development and understanding
E. Developing curriculum and instruction around core curriculum/discipline areas, without losing developmental perspectives
F. Teacher developed curriculum
  1. (t)K W L charts
  2. Emergent curriculum
  3. Projects
  4. Hidden curriculum
  5. Other
G. Adapting curriculum for diverse learners

III. Planning and instruction
A. Behavioral objectives
B. Applying tools of inquiry according to the discipline
  1. Thinking like social scientists
  2. Read and critically apply recommended practices
C. Enhancing instruction with applied technology and media
D. Integrating the curriculum
E. Using a variety of instructional strategies
  1. Cooperative learning
  2. Direct instruction
  3. Project approach
  4. Other
F. Instructional grouping
  1. Large group
  2. Small group
  3. Paired
  4. Individual
  5. Multi-age
G. Incorporating IEPs into daily instruction
H. Strategies for working with children with limited English
I. Strategies for working with gifted children
J. Assessing instruction

IV. Creating positive learning environments
A. Physical environments
B. Time and space management
C. Routines
C. Learning Centers
D. Prop Boxes
E. Managing the social and emotional environment

VII. Teachers as professionals and reflective practitioners
A. Education responsive to the needs of children, families, and community
B. Education that is responsible in providing children with skills needed to living and interacting in a diverse global society
B. Reflecting upon the teaching/learning environment
C. Reflecting on teaching strategies, methods, and practices
E. Professionalism

C. Detailed Description of Conduct of Course

Students will learn to plan, develop, implement, and evaluate curriculum, instruction, learning activities, and assessment for children ages 3 through 8 years of age, taking into account learning style variations, interests, cultural and experiential backgrounds, and abilities.

A variety of instructional strategies will include, but not be limited to: integrated curriculum development, lesson planning and implementation, hands-on learning activities, cooperative learning, direct instruction, technology/media enhanced instruction, use of manipulatives, assistive technology, videos/cds, simulation, student presentations, and guest speakers.

D. Goals and Objectives of Course

Goals, objectives, and assignments in the class address NCATE Standards 1c: Professional and Pedagogical Knowledge and Skills for Teacher Candidates, and 1g: Professional Dispositions for all candidates.

Objectives below also include the following standards:
- Virginia Department of Education (VDOE) Licensure Standards Professional Studies requirements Competency #2: Curriculum and instructional procedures, and #4: Foundation
- Virginia Department of Education (VDOE) Licensure Standards Early/primary education preK-3 competency #2: Knowledge and skills
- National Association for the Education of Young Children (NAEYC) Standard
  - Standard #1: Promoting Child Development and Learning
  - Standard #2: Building Family and Community Relationships
  - Standard #3: Observing, Documenting, and Assessing to Support Young Children and Families
  - Standard #4: Teaching and Learning
  - Standard #5: Becoming a Professional
- Council for Exceptional Children (CEC/DEC) Common Core Standards
  - Standard #1: Foundations
  - Standard #2: Development and Characteristics of Learners
  - Standard #3: Individual Learning Differences
  - Standard #4: Instructional Strategies
  - Standard #5: Learning Environments and Social Interactions
  - Standard #6: Language
Interdisciplinary Studies Early Childhood Education/Early Childhood Special Education (IDEC) competencies identified in the course objectives were developed to organize standards from six national and state specialty professional areas for which a crosswalk is provided.

Students will develop good pedagogical skills in curriculum, instruction, and assessment of young children. Students will practice and demonstrate skills in the following competencies:

1. Pre-service teachers will describe typical and atypical child growth and development. (IDEC 1.1)
2. Pre-service teachers will participate as a team member to establish and maintain collaborative relationships with families and other professionals in diverse settings, utilizing technologies for communication and information exchange. (IDEC 2.1)
3. Pre-service teachers will demonstrate respect for the diversity of families, children, and settings, and maximize child potential within the context of diversity of culture, language, and ability in home, community, and society. (IDEC 2.2)
4. Pre-service teachers will select and use a variety of culturally unbiased formal and informal assessments, data collection, and evaluation measures, including specific sensory and motor measures, for the identification of child strengths and needs, and to monitor child progress, and report results to families and others. (IDEC 3.2)
5. Pre-service teachers will plan and implement curriculum and instruction that affirms and respects child and family cultural and linguistic diversity. (IDEC 4.2)
6. Pre-service teachers will plan and implement meaningful developmentally appropriate learning experiences in all developmental domains, using functionally appropriate instructional practices and following national, state, and local curricular standards/guidelines. (IDEC 4.3)
7. Pre-service teachers will promote positive relationships with and among children and the development of self-regulation and responsibility through the application of principles of positive behavior support and classroom management for individuals and groups. (IDEC 4.4)
8. Pre-service teachers will plan and implement instruction incorporating strategies from multiple disciplines including strategies to address specific disabilities and integrate content into meaningful contexts for children. (IDEC 4.6)
9. Pre-service teachers will plan and implement instruction in language/communication and developmentally appropriate literacy skills. (IDEC 4.7)
10. Pre-service teachers will plan and appropriately incorporate the use of technology, including assistive/adaptive technology to maximize outcomes for diverse learners. (IDEC 4.8)
11. Pre-service teachers will serve as advocates for young children and their families and for the Early Childhood and Early Childhood Special Education profession. (IDEC 6.3)
12. Pre-service teachers will establish and maintain positive collaborative relationships with other professionals and agencies. (IDEC 6.4)
13. Pre-service teachers will adhere to professional codes of ethical conduct. (IDEC 6.5)
14. Pre-service teachers will employ sound and legal instructional and disciplinary practices. (IDEC 6.6)
15. Pre-service teachers will actively seek opportunities to grow professionally including analyzing, evaluating, and applying research. (IDEC 6.7)
16. Pre-service teachers will use technology as a tool for teaching, learning, research, and communication. (IDEC 6.8)
17. Pre-service teachers will demonstrate appropriate professional writing skills including organization, clarity, spelling, and grammar. (IDEC 6.9)

E. Assessment Measures

- Development of teacher-made assessments
- Development of integrated curriculum
- Written quizzes
- Lesson planning with technology and media applications and analyses of children’s learning and abilities
- Self-analyses and reflections of lessons

F. Other Course Information

This course is usually paired with EDEC 430 at the undergraduate level.