

SPED 63953 Practical Application Birth to Five Spring 2011

Implementation of a Curriculum Framework



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Course Description

The Practical Applications Birth to Five course builds upon recommended practices for the implementation of a curriculum framework as a high quality instruction model. Course content includes the administration and use of an authentic assessment, prioritization of learning outcomes, a tiered model of instruction, and tiered progress monitoring.

General Course Information

Department: School of Lifespan Development and Educational Sciences
 Format: Online/Asynchronous
 Course Credit: 3
 Web Site: <http://kent.amvonet.com/>

General Instructor Information

**Co-taught class with shared responsibilities for course content, grading, and feedback.

Instructor:	Teresa Brown, M. Ed.	Sophie Hubbell, M.A.T.
E-mail:	trummer@kent.edu	shubbell@kent.edu
Skype:	tlbrown30	sophie.hubbell

Office hours: By appointment-please email instructor(s) to set up an appointment.

Teaching Philosophy:

- Learning needs to be a collaborative partnership between the instructor and students.
- The instructor's role is to lay the foundation from which learning can be built.
- Differences in learning styles should be taken into consideration and multiple means of representation of content should be utilized.
- Instruction should consist of both directed and self-guided activities.
- The instructor should be responsive to student needs.

Required Text

Required text can be purchased at Brookes Publishing Company:

<http://www.brookespublishing.com/>

Bricker, D. D., Pretti-Frontczak, K. L., Johnson, J., Straka, E., Slentz, K., Capt, B., & Waddell, M. (2002). *The Assessment, Evaluation and Programming System for Infants and Young Children: Vol. 1 AEPS Administration Guide for Birth to Three Years and Three to Six Years* (2nd ed.). Baltimore: Paul H. Brookes Publishing Co.

Optional Text

Portions of the text will be distributed as a PDF document; however you may want to consider purchasing the text as an additional resource.

Pretti-Frontczak, K., & Bricker, D. (2004). *An activity-based approach to intervention* (3rd ed.). Baltimore: Paul H. Brookes Publishing Co.

Additional required readings will be posted in the course management system (Amvonet).

Course Format

- The class is 100% online, primarily asynchronous, meaning the majority of the work will be done on your own time; however you will be expected to complete assignments and learning activities during the assigned week.
- Synchronous times will be determined during the first weeks of the course-some synchronous activities will be required and others will be optional.
- We will work, collaborate, and share in Amvonet (<http://kent.amvonet.com>).
- Weekly activities will consist of recorded lectures, asynchronous discussions, and collaborative activities.

Explanation of Course Technologies

Students will be directed toward the use of specific technology applications throughout the course. At a minimum, students will be expected to utilize the technology described below.

Amvonet

What is Amvonet (AKA Moodle)?

- Moodle is an open source course management system. Features include discussion threads, e-mail, course calendars, and course content.
- Class information including syllabus, description of assignments, weekly lectures/handouts, supplemental readings, tips, and related links are posted within Moodle. You can obtain desired course information using any Internet browser (e.g., Internet Explorer, Safari, Firefox) and going to <http://kent.amvonet.com> and click on the Practical Applications 0-5 link.
- Students will be e-mailed information prior to the start of the course with their Amvonet password. Students are to contact the course instructor (shubbell@kent.edu) if they are having difficulty accessing the Amvonet site.

AEPSI

AEPSi is an online management system for the *Assessment, Evaluation and Programming System for Infants and Young Children*. All students will have access to an account and are expected to maintain child assessment records in the system. www.aepsi.com Passwords will be e-mailed to you prior to the first day of the course. It is the student's responsibility to contact the instructor (trummer@kent.edu) if they are unable to access AEPSi.

Course Expectations

1. Participants will work together in learning and applying content.
2. Participants will engage in self-reflection and evaluation activities to facilitate change in their work with young children
3. Participants will find creative ways to explore new ideas and problem solve with others.
4. Participants will be prepared for and participate in **all** course activities.
5. Participants will use technology in their search for information, communication with the instructor and other participants, and in dissemination of products. All students must ensure they have access to a computer several times per week to engage in word processing activities, e-mail communications, online activities, and Internet searches.

Professionalism Policy

A key competency related to the being a successful scholar is ensuring that you possess the ability to reflect on your own practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of your choices and actions on others as a basis for program planning and modification and continuing professional development. To that end, students **and** faculty are expected to engage in the following behaviors over the course of the semester:

- conduct themselves in a mature, professional, and civil manner
- respect ideas presented by people of different cultures, races, genders, religions, sexual

- orientations, and national origins
- exercise the highest integrity in taking examinations, in collecting, analyzing, and presenting research data, and in teaching practice
 - take primary responsibility to inform themselves about the specific regulations and policies governing their graduate studies at the department and Graduate School levels
 - manage time effectively for maximum professional development as well as personal health and well being, balancing competing demands such as being a student, a graduate assistant, a parent, a spouse etc.
 - respect faculty member's need to allocate their time and other resources in ways that are academically and personally productive
 - recognize that the faculty advisor is responsible for monitoring the accuracy, validity, and integrity of the student's work, so that careful, well-conceived products will reflect favorably on the student, the faculty advisor, and the University
 - maintain the confidentiality of the families and children, or community personnel who participate in related activities
 - ensure professional development through any of the following activities:
 - participate in discipline-based activities, such as seminars and conferences
 - participate in university, departmental, or program governance as a component of professional development
 - uphold the public service mission of the university at an appropriate level

Behaviors were adapted from the University of Wisconsin's Graduate School's Guidelines for Good Practice in Graduate Education.

Attendance Policy

Participants are expected to attend and participate on a weekly basis regardless of course delivery format, weather circumstances, work obligations etc. Please note:

- Participants are expected to complete all course activities associated with asynchronous class sessions/weeks/periods according to the course calendar.
- Participants are expected to attend (virtually or f2f depending upon course calendar) all synchronous class sessions/meetings. If the university is closed due to weather, f2f classes will not meet on campus but may be shifted to a virtual synchronous or asynchronous format. Planned virtual synchronous sessions will be held even when the university cancels campus classes due to weather.
- Participants are not expected to participate on official university holidays.

If special circumstances interfere with a student's attendance and/or, they must notify the instructor(s) as soon as a conflict arises so options can be discussed.

Copyright and Plagiarism Policy

Across course assignments (e.g., research projects, applied projects, or group projects) you will be asked to review, synthesize, and reference relevant sources. In the beginning, locating the sources is the greatest challenge, but later, the difficulty comes in synthesizing and summarizing the work of others. As you begin or continue developing scholarly skills, please understand that honest learning mistakes are accepted, but deliberate cheating or fraud will not be accepted. Please do not hesitate to contact me if you are not sure about how to appropriately cite the work

of others or how to incorporate your review of the literature into your own products.

The following is a brief description of what plagiarism is, how to avoid it.

Plagiarism includes, but is not limited to, representing the work of others as your own and not providing full and correct credit/citations for the work of others. It is important to note that copying materials from other students, authors, or the WWW, and pasting them into your work without permission or full citations, will result in the assignment not being accepted for credit.

Please visit the following websites to learn more about plagiarism and how to avoid it.

<http://www.uky.edu/Ombud/Plagiarism.pdf>**

***Note: This website also has tips on how to paraphrase to avoid plagiarism*

The following is a list of things you should do when completing assignments for this course.

1. Share ideas with others.
2. Gain feedback from others (i.e., have them edit drafts of your work).
3. Ask questions.
4. Feel free to incorporate knowledge, sources, information, and products created in other classes as you create, refine, or revise products for this course.
5. Do expect to make mistakes and receive feedback from others and me.
6. Use different strategies when creating products. For example, use a different colored font when directly quoting the work of others and then go back and try to reduce the number of direct quotes, or find a way to elaborate upon the work of others. Also, try to write before, during, and after your review of relevant literature.
7. Cite all materials created by others used in your products (including PowerPoint slides). Use APA 6th Edition guidelines when citing the work of others. The following are several helpful online APA citation guidelines sites.

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://employees.csbsju.edu/proske/nursing/APA.htm>

<http://citationonline.net/CitationHelp/csg04-manuscripts-apa.htm>

Registration Policy

Registration Requirement: University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

See the following websites for additional information.

<http://www.registrars.kent.edu/home/info/AboutReg.htm>

Students with Disabilities Policy

Kent State University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you

must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas <<http://www.registrars.kent.edu/disability/>> for more information on registration procedures.

Grading Policy

1. All assignments are due on the date specified in the syllabus. Five percent will be subtracted for each day the assignment is late. If an assignment is later than one week, and prior arrangements have not been made, the assignment will not be accepted. **NOTE:** If you are overwhelmed or feeling behind, please contact me before the assignment is due to discuss options.
 - Procedures for submitting electronic assignments and/or e-mail
 - Electronic submission of assignments is encouraged and can be sent to the instructor via:
 - Assignment link in Amvonet
 - Or When indicated, complete in AEPSi
 - When submitting work, the following procedures **must** be followed or the assignment will be returned and 5 percent taken off:
 - The **file** must include: (a) participant's full name and (b) assignment name (see syllabus for assignment names).
 - "Written" documents must also be page numbered and include the participant's full name on a title page or as a header to the document.
2. All participants are expected to meet graduate standards by obtaining a "B" average on all assignments. This graduate standard indicates that the work was well done, complete, met stated criteria, represents a strong professional effort, and was turned in on time. Students seeking an "A" will need to demonstrate *superior* performance through critical thinking, exemplary products, positive and supportive interactions with colleagues and sustained active participation across course activities.
3. Any assignment (EXCLUDING THOSE WHICH ARE SUBMITTED LATE) that earns **less** than an 80% may be reworked and resubmitted. In order to gain additional points, participants must indicate what they would like to improve upon and how they plan to do so. Participants will then have no more than one week following receipt of a grade to make revisions. Participants are encouraged to work with their peers and share their work in order to receive feedback prior to due dates. A grade of higher than 89% cannot be obtained on work that is revised.
4. Grading - Total 100% (Note this course is for licensure and students must receive a B or better or they will have to retake the course)
 - 90-100 % = A
 - 80-89.99 % = B
 - 70-79.99 % = C

Course Assignments

Assignment One – Course Participation
5 points each week 20% of final grade
Due Date - Ongoing



Purpose – To encourage and support active participation in all course related activities. To give students opportunities to promote critical thinking, enhance team collaboration skills, and improve communication skills across various technology applications.

General Description – A critical aspect of any learning experience is the active and sustained participation by the learner. Student’s participation will be evaluated each week.

Each week a “Weekly Overview” will be posted in Amvonet outlining participation for the week. Students will be required to complete weekly activities and discussion postings. Students will either be asked to discuss a specific question or complete a reflection of their thoughts, questions, and or comments related to the course content. Reflections can occur prior to, during, or after weekly course activities. Reflections can elicit interaction and comments from other students or portray a personal perspective. Students should visit their classmate’s postings weekly to comment and respond to postings.

Evaluation: Participation will be evaluated in terms of the completeness, quality, and timeliness of participation in weekly course activities (e.g., weekly discussions, group activities or completion of a product). To get the most out of the online activities, students are encouraged to participate throughout the length of the timeframe in which the activity will be open rather than waiting until the last few days to participate.

- Participation will be evaluated in terms of readiness to discuss issues related to class topics. Evidence of being ready for class will come in the form or ability to answer questions, provide brief summaries, provide solutions during discussions, and/or provide examples and resources to share with other class members
- Participation will be evaluated in terms of following through with requests from the instructor designed to develop, sustain, and improve the learning experience (e.g., instructor suggests that students participate in a certain discussion strand or pay particular attention to a comment/perspective presented by another students.

Assignment Two – Case Study

80 % of final grade

Due Date: Ongoing-see below



Purpose - To provide an opportunity to examine the AEPS[®], practice administering, scoring, summarizing, and interpreting

General Description: - Each student will select one child who is between the ages 6 months to 6 years of age. You may target children with or without disabilities whom you currently work with or for whom you have access to (e.g., family member, neighbor). Students will administer the AEPS[®], enter data into the AEPSi, summarize, interpret findings, create a tiered instruction model, with an associated tiered progress monitoring model and create an intervention embedding schedule. Students will reflect upon the process for the child, family and as the assessor. This assignment will take place over the entire semester so it will be important to seek a family that is willing to work with you over an extended period of time. Directions and due dates for each part of the assignment are listed below.

This assignment has been broken down into four parts with four different due dates-each part of the case study will be evaluated using the associated rubrics posted in Moodle.

PART 1: DUE February 21 (20% of final grade)

- Assessment or gathering information on a child is critical in providing appropriate learning experiences and effective intervention. Part 1 will provide you an opportunity to administer and score the AEPS. Weeks 2-4 will provide you with a strong foundation in scoring, gathering language observations, utilizing assessment activities, and entering data into AEPSi. The following is required of the assignment:
 - A completed full AEPS assessment on one child (6 domains) scored with numbers and notes-completed in AEPSi for instructors to review
 - Family report and rationale for chosen sections and sections that were eliminated- Family report is to be completed in AEPi and rationale to be completed in a Word document and posted in the assignment section of Amvonet
 - Language observations and completed social communication forms-completed in AEPSi for instructors to review
 - Completed Assessment Activity (minimum of one)-completed in a Word document and posted in the assignment section of Amvonet

PART 2: DUE MARCH 20 (20% of final grade)

- Once information is gathered on a child it is necessary to analyze the data and understand a child's strengths and emerging skills. Part 2 will provide you with an opportunity to summarize and interpret the data you have gathered. Weeks 5-7 will provide you with information on summarizing data numerically, visually and narratively, and teach you how to use several reports generated by AEPSi. The following is required of the assignment:
 - Numerical scores - Raw score for each area and %Mastered and %Emerging for each area
 - Total % score
 - % of each note used in each area
 - Child Progress Record for each area
 - Graph Scores for each area
 - Narrative Summary covering each area
 - Eligibility Cutoff Scores and Results

PART 3: DUE APRIL 10 (20% of final grade)

- Assessment information should lead to meaningful instruction and so it is critical to analyze it for patterns that may inhibit a child from growth and provide insight to pinpoint the real issue. Children may have many patterns and so it becomes important to prioritize those and create a tiered model of instruction so that the appropriate amount of intervention and instruction can occur. Monitoring progress is critical in understanding if the intervention and instruction is working and so a schedule should appropriately align. Weeks 8-11 will provide you with an opportunity to use a systematic way of creating a tiered model of instruction and progress monitoring. The following is required of the assignment:
 - Completed Patterns Worksheet
 - Identified Tier 2 and/or 3 prioritized need
 - Schedule of monitoring progress that aligns with tier 2 and/or 3 needs

PART 4: DUE May 1 (20% of final grade)

- Providing intentional intervention takes careful planning. Utilizing embedding schedules can help to organize intervention so that it can be thoughtfully and consistently carried out and maximize the learning opportunities for children. Weeks 12-15 will provide you an opportunity to learn techniques that will help you and others provide the child with multiple, planned, intentional opportunities for children to practice skills in meaningful ways within the context of their day. The following is required of the assignment:
 - Prioritized target skill/s
 - Embedding schedule for the home **AND**
 - Embedding schedule for the classroom (you as the classroom teacher) **OR**
 - Embedding schedule for the classroom (you as the itinerant teacher)
 - Written reflection on the assessment experience
 - Informal presentation during synchronous session

Calendar of Events/Topics

Spring 2011

General overview- details for each week will be posted in Amvonet

Date	Topic
January 10-16 Week 1	<ul style="list-style-type: none"> • Introduction • Exploring the technology • Review Syllabus <p>Due: Weekly discussion posting-introduction</p>
January 17- 23 Week 2	<ul style="list-style-type: none"> ▪ History and Overview of the AEPS ▪ Using the AEPS for Authentic Assessment ▪ Alignment to Recommended Practices ▪ AEPSi Scavenger Hunt <p>Due: Discussion posting</p>
January 24-30 Week 3	<ul style="list-style-type: none"> • Content and Organization of the AEPS • Components of the AEPS • Cooperative Learning Activity • AEPSi Scavenger Hunt <p>Due: Discussion posting</p>
January 31-February 6 Week 4	<ul style="list-style-type: none"> • Completing the CODRF • Social-communication area • Authentic Assessment Activities • Family Report <p>Due: Discussion posting</p>
February 7 -13 Week 5	<ul style="list-style-type: none"> • Summarizing (Numerically, narratively, visual) • Paper pencil v. AEPSi • Features of narrative summaries and PLOP <p>Due: Discussion posting</p>
February 14-20 Week 6	<p>Independent work on case study</p>
February 21-27 Week 7	<ul style="list-style-type: none"> • Interpretation for Eligibility and Instructional Planning • Identifying Patterns • Sorting Needs • Prioritizing <p>Due: Case study part 1</p>
February 28-March 6 Week 8	<ul style="list-style-type: none"> • Introduction to Tiered Instruction • Tier 1 • Planning for Tier 1-Web and Activity Plan • Application of high quality environments • Application of Universal Design for Learning • Application of authentic practices and ELOs at Tier 1 <p>Due: Discussion posting</p>

Date	Topic
March 7-13 Week 9	<ul style="list-style-type: none"> • Tier 2 • Planning for Tier 2-Activity Matrix <ul style="list-style-type: none"> • Application of ELOs and authentic practices at Tier 2 Due: Discussion posting
March 14-20 Week 10	<ul style="list-style-type: none"> • Tier 3 • Planning for Tier 3-Intervention Guides <ul style="list-style-type: none"> • Application of ELOs and authentic practices at Tier 3 Due: Case study part 2
Spring Break Week 11 March 21 - March 27	
March 28-April 3 Week 12	<ul style="list-style-type: none"> ▪ Progress monitoring Due: Discussion posting
April 4 - 10 Week 13	<ul style="list-style-type: none"> • AEPS Curriculum • Evidence Based Instructional Practices Due: Case study part 3
April 11-17 Week 14	Introduction to ABI <ul style="list-style-type: none"> • ABI - Organizational Framework • Alignment to Recommended Practices Due: Discussion posting
April 18-24 Week 15	<ul style="list-style-type: none"> • Embedding Learning Opportunities (ELO) Match vs. Mismatch • Selecting Antecedents and Consequences Due: Discussion posting
April 25-May 1 Week 16	Informal Student Presentations Due: Case study part 4
May 1-8 Finals Week	Informal Student Presentations

Please note: Weekly activities will be posted the Sunday before the week starts (e.g. Week 1 begins on Monday, January 10-weekly activities will be posted by Sunday, January 9).

This is tentative schedule. Any changes to the course schedule will be made in writing and communicated to students in a timely manner.