ECPC Sample Syllabus
Standard 5: Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences

ECPC
Early Childhood Personnel Center
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This sample syllabus provides resources, activities, readings, and assignments, aligned with the CEC Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (2020) and DEC Recommended Practices (2014). Consider state and university policies and add as appropriate. This is not a complete syllabus; nor is it intended to suggest that the standard would be addressed in only one course in the curriculum.

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Course Description
This example is Standard 5.

This course is designed to help students collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Students will learn to use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.

Required Text
Cook, R. E., Klein, M. D., & Chen, D. (2020). *Adapting early childhood curricula for children with disabilities and special needs* (10th ed.). Pearson.

Standard 5 Components - Student Learning Outcomes
IHE faculty may develop additional student learning objectives by breaking down the components into sub-objectives and describing the knowledge, skills, and dispositions students are expected to learn upon successful completion of this course.

As a result of active participation and successful completion of course requirements, students will be able to:

5.1 Collaborate with families and other professionals in identifying an evidence-based curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families.

5.2 Use their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments.

[ECPC Curriculum Planning Tool](#)
Faculty may use the ECPC Curriculum Planning Tool to develop initial Early Intervention/Early Childhood Special Education (EI/ECSE) programs and blended Early Childhood Education (ECE) and EI/ECSE programs aligned with personnel preparation standards and DEC Recommended Practices. This tool can be used to ensure that the standards and recommended practices are embedded within and throughout the curriculum.

This is a downloadable file and should be personalized to meet the needs of the EI/ECSE or blended ECE/ECSE personnel preparation program. The tabs represent the CEC Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (2020) and are not intended to represent single courses within an EI/ECSE program.

[ECPC Adult Learning Planning Tool](#)
The Evidence Based Education and Training Practices for Adult Learners Rubric is a tool for use by higher education faculty and professional development providers when planning and implementing a topic/content/practice.

These seven evidence-based adult learning practices derived from a metasynthesis of 15 research reviews of professional development which included 550 studies and 50,000 teachers and practitioners ([Dunst, Bruder, & Hamby, 2015](#)).
- Introduction: *Explain* the practice/topic/concept.
- Illustration: *Show* the practice/topic/concept.
- Authentic learning: *Implement* the practice/topic/concept.
- Reflection: *Discuss* with others how the practice/topic/concept works.
- Guidance: *Prompt* and *guide* the implementation of the practice/topic/concept.
- Performance feedback: Give *concrete* reinforcement or corrections.
- Follow-up activities: *Plan* for ongoing guidance and reflection for generalization and maintenance of the practice/topic/concept.

Topical Course Outline
Include a topical course outline. Align course topics with EI/ECSE Standards and Components.

Week	Standard 5 Components	Topics and Readings	Activities
1		Overview of educating young children with disabilities Cook, Klein, & Chen, Ch. 1	Connect with and meet your partner family and preschool/ elementary partner.
2	5.1	Partnering with families Cook, Klein, & Chen, Ch. 2 The role of culture	Talk with your partner family about their child's experiences, interests and cultural practices.

Week	Standard 5 Components	Topics and Readings	Activities
3	5.1	Assess early childhood curricula for developmentally appropriate scope and sequence	Explore the scope and sequence of sample curricula programs. Make a list of things you observe. Talk with your discussion group about your observations and summarize your discussion. With your preschool/ elementary partner, talk about the curricula used. Review the scope and sequence, learning activities, and the progress monitoring sections for two lessons. Bring the lessons with you to discuss in class.
4	5.1, 5.2	Developing individualized intervention plans and programs Cook, Klein, & Chen, Ch. 3 Importance of access to and participation in general early childhood curricula	With your partner family, create a list of the child's strengths and areas for growth.
5	5.2	What is universal design for learning? • Assessing the physical environment of a classroom to assure accessibility • Using multiple methods to increase child engagement • Using multiple formats for child response to demonstrate understanding	Complete the "space and furnishings" section of an environmental rating scale to learn about the physical environment. Write up your results and provide a minimum of three recommendations.
6	5.2	Learning to design instructional programs Cook, Klein, & Chen, Ch. 4	Review the state's early learning guidelines for birth to age eight.

Week	Standard 5 Components	Topics and Readings	Activities
7	5.1, 5.2	Considerations for teaching children with specific disabilities Cook, Klein, & Chen, Ch. 5 Overview of Assistive Technology from the Early Childhood Technical Assistance Center	Complete the CONNECT Module 5 on assistive technology. Explain in a one-page reflection three strategies for using AT to create meaningful learning experiences for children with physical, sensory, or cognitive disabilities. Learn more about how assistive technology can support families by viewing Assistive Technology: What It Is and How to Use It from the Center for Technology and Disability. Most states have a lending library for assistive technology. Find the lending library closest to you and share the information with your family partner and preschool partner.
8	5.2	How to create learning experiences to promote social and emotional development Cook, Klein, & Chen, Ch. 6	Choose two children's books that help children explore emotions. Summarize the books and share the information and books with your family partner.
9	5.2	How to help young children develop motor and self-care skills Cook, Klein, & Chen, Ch. 7	With your preschool/ elementary partner, design and implement an activity that incorporates movement and self-care. With your family partner and the physical therapist IFSP team member, create an

Week	Standard 5 Components	Topics and Readings	Activities
			activity that promotes motor development.
10	5.2	Exploring strategies to nurture communication skills Cook, Klein, & Chen, Ch. 8	With your partner family, create a list of ways to nurture communication skills (e.g., sing, talk, shared books, gestures, or games). With your preschool or elementary partner, create a list of ways to nurture communication skills for children (e.g., exploring simple concepts of science by taking a nature walk and pointing out everything children see).
11	5.2	Learning about strategies to encourage the development of cognitive skills Cook, Klein, & Chen, Ch. 9	Observe your preschool/ elementary partner and identify in writing the strategies used during play that support cognitive development. Reflect on your observations in a two page written reflection.
12	5.2	Exploring strategies to support early language and literacy skills	Play a game with a child that includes taking turns. Use strategies during the game that encourage communication. Read a book with a child. Use strategies that bring attention to literacy skills including facial expressions, changing voices to represent different characters or exclamations, pointing to words, and waiting for the child to fill in the blank.
13	5.2	How to create learning experiences across academic content (math, science, arts)	Observe your preschool/ elementary partner and identify in writing the strategies used

Week	Standard 5 Components	Topics and Readings	Activities
			during a two-hour block of time that increase learning opportunities across academic content. Reflect on your observations in a two-page written reflection.
14	5.2	The importance of play Creating meaningful learning experiences to increase play skills	With your partner family, find an opportunity to observe the child playing. Record your observations. Reflect on the strategies that were used or could be used to increase a child's play skills.
15	5.1, 5.2	Inclusion support and working with teams Cook, Klein, & Chen, Ch. 10	Read the DEC/NAEYC joint position statement Early Childhood Inclusion.

Resources
Resources to supplement the ECPC Sample Syllabus Standard 5:
- Assistive Technology: What It Is and How to Use It
  - A webinar about assistive technology from the Center on Technology and Disability.
- CEC Initial Practice-Based Professional Preparation Standards for EI/ECSE (2020)
  - Link to the standards and supporting resources.
- Center for Parent Information and Resources
  - Link to family-friendly materials and resources.
- CONNECT Modules (Module 5)
  - A module about the purpose, use and benefits of assistive technology interventions.
- Early Childhood Inclusion
  - A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).
- Early Childhood Recommended Practices Modules (Module 1)
  - A module to support understanding of children's learning and development.
- ECPC Cross-Disciplinary Competencies
  - Core cross-disciplinary competency areas for use by ECI professionals.
- Overview of Assistive Technology
  - Link to assistive technology resources from the Early Childhood Technical Assistance Center.
- Professional Standards and Competencies for Early Childhood Educators

      o Link to the standards of the National Association for the Education of Young Children (NAEYC).

Journals in EI/ECSE

Below are examples of journals that publish topics about EI/ECSE. Faculty may want to explain how to use articles to support practice and to examine current research. Clarify the difference between practitioner-based journals and research-based journals.

- *Exceptional Parent Magazine*
- *Infants and Young Children*
- *International Journal of Early Childhood Special Education*
- *Intervention in School and Clinic*
- *Journal of Early Hearing Detection and Intervention*
- *Journal of Early Intervention*

- *Journal of Special Education Technology*
- *Rural Special Education Quarterly*
- *Teaching Exceptional Children*
- *Topics in Early Childhood Special Education*
- *Young Children*
- *Young Exceptional Children*

Assignments

1. **Reflective Journal and Summary (Components 5.1 and 5.2)**

   Maintain a journal and reflect on activities, interactions, and events in the practicum setting with the partner family, and partner preschool or early childhood classroom. Reflect on topics, readings, discussions, and class activities specific to Standard 5: Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences. The journal entries should demonstrate your self-awareness and self-reflection about your work with children and related roles within the practicum setting as well as professional growth within the knowledge areas addressed. A minimum of **15** different class readings (articles or chapters) should be cited in the journal. Write in the journal once a week, on average.

   Near the end of the semester, prepare a brief two to four page summary of the major themes discussed in the journal and what you learned over the course of the semester. Consider the following types of questions:

   - What have I observed? What are the implications when reflecting on curriculum frameworks and meaningful learning experiences for children?
   - What worked (be specific with the describing the experience)? What did not work? Why did or didn't it work? What could I do differently?
   - What beliefs did my actions reflect?
   - What did I do well? What areas do I need to improve?
   - What did I learn about the child, the family and/or myself as a professional?
   - How did I apply perspectives or ideas discussed in class and in the course readings to my work in the practicum setting? How effective are these ideas or perspectives? How comfortable am I applying these perspectives or ideas?
   - In what ways have my beliefs and/or perspective been challenged and/or supported as a result of the class and the field experience?

2. **Activity Plans with Family Partner (Components 5.1 and 5.2)**
Prepare, implement, and evaluate three activity plans that incorporate collaboration with the partner family. The activities should allow children with varying abilities and learning needs to participate in meaningful ways and should be appropriate to the children's age-related needs, respond to interests of the child as observed by the student and discussed with the family, fit the definition of authentic activities, and occur within the context of the typical daily schedule. Consider a wide range of learning contexts and experiences such as free play activities (e.g., shoe store, washing babies, building roads and bridges), daily routines (e.g., brushing teeth, snack time), and community-based outings (e.g., grocery store, park, library).

   Develop plans for the three activities, implement, and provide a reflective evaluation of implementation for each plan. Reflections should take into account recommended practices and guidelines provided in readings, class handouts, and materials.

3. **Activity Plans with Preschool/Classroom Partner (Components 5.1 and 5.2)**
Prepare, implement, and evaluate three activity plans that incorporate collaboration with the partner preschool or classroom. The activities should allow children with varying abilities and learning needs to participate in meaningful ways and should be appropriate to the children's age-related needs, respond to interests of the child as observed by the student and discussed with the classroom teacher, fit the definition of authentic activities and occur within the context of the typical daily schedule. Consider a wide range of learning contexts and experiences such as free play activities (e.g., shoe store, washing babies, building roads and bridges), activities within learning centers (e.g., dramatic play, blocks, art, sensory), daily routines (e.g., snack time), field trips, circle time or large group activities, and small group activities.

   Develop plans for the three activities, implement, and provide a reflective evaluation of implementation of each plan. Reflections should take into account recommended practices and guidelines provided in readings, class handouts and materials.

4. **Curriculum Modifications (Component 5.2)**
Review one lesson in the partner preschool/classroom and provide two to three curriculum modifications that address issues or challenges that will support all abilities to access the lesson in a meaningful way. Modifications may include the use of assistive technology, alternative/augmentative communication devices, or special equipment; as well as modifications of the environment, materials, or activities; addressing child preferences; providing adult, peer, or invisible support; and addressing sensory/regulatory needs of the child.